



*Hays*  
CISD

**Parent-Student Handbook  
2014-2015**

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***District Website:***

**[www.hayscisd.net](http://www.hayscisd.net)**

Hays CISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

To Parents and Students:

Welcome to school year 2014 - 2015! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Hays CISD Parent-Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into several sections:

Section I, Required Notices and Information for Parents and Students

Section II, Admissions, Attendance, Absences, Release from School, Transfers and Withdrawal Information

Section III, Academic Information

Section IV, Health and Medical Information

Section V, Student Code of Conduct, Extracurricular Code of Conduct, Transportation Guidelines and Additional Information

Section VI, Technology, Internet and Copyright Information

Section VII, Parental Involvement (Parents and community members who wish to serve as volunteers can access the required criminal history background check at [www.hayscisd.net](http://www.hayscisd.net). More information is in this section.)

Section VIII, Glossary

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student. Both students and parents should become familiar with the Hays CISD **Student Code of Conduct (Section V)**, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

The handbook is a general reference guide only and is designed to be in harmony with board policy and the **Student Code of Conduct**. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. The handbook will be distributed electronically. If you would like to receive a paper copy, you may request one from your campus principal.

In case of conflict between board policy or the **Student Code of Conduct** and any provisions of the Parent-Student Handbook, the current provisions of board policy or the **Student Code of Conduct** are to be followed.

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

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

After reading through the entire handbook with your child, please keep in mind that you may reference it at any time on our website, as needed. If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal. Also, please complete and return the **Parent-Student Handbook Acknowledgment of Electronic Distribution** to your child's campus (If you have completed the online registration process you will not need to do this).

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review online at [www.hayscisd.net](http://www.hayscisd.net).

### **District Mission Statement**

The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through unique, personal educational experiences.

### **District Strategic Objectives**

- Every student will develop and complete a challenging, personalized educational plan with guidance from family and school.
- Every student will practice civic responsibility and demonstrate respect.
- Every student will value self and others.
- Every student will graduate prepared to pursue personal aspirations, lofty dreams, and unforeseen opportunities.

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## **SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS AND STUDENTS**

This section of the Hays CISD Parent-Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

### **ARRIVAL AND DEPARTURE TIMES FOR STUDENTS**

The school day begins and ends as follows:

Elementary Schools:	7:40 a.m. to 2:40 p.m.
Middle Schools:	8:10 a.m. to 3:25 p.m.
High Schools:	8:50 a.m. to 4:00 p.m.

It is imperative for safety reasons that students do not arrive before the specified time in the morning nor remain later than the expected time of departure in the afternoon or following an after-school event. Parents and students will be held responsible for cooperating with school personnel regarding compliance with these hours. Individual campuses will determine the places and times where students will be permitted to assemble before and after school and will notify students and parents of these places and times. In addition, most cafeterias are open before the start of the school day so that students may participate in the breakfast program.

### **BULLYING**

All students are to be respectful of others at all times. Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic media, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior:

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

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

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

If a student believes that he or she has experienced bullying or has witnessed the bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Parents are also strongly encouraged to contact their child's school if he/she reports bullying. The administration will investigate any allegations of bullying and or related misconduct.

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

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

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

Hays CISD believes in being proactive by addressing bullying, harassment and dating violence in a variety of ways. In addition to implementing a Positive Behavior Intervention System (PBIS) and CHAMPS at all campuses, a number of character education programs are taught by the school counselors throughout the year.

## CAMPUS PARENT-STUDENT HANDBOOKS

Each campus has the option of distributing a student handbook with specific guidelines and rules of operation pertaining to a particular campus. A campus student handbook, while separate and distinct from the Hays CISD Parent-Student Handbook and Student Code of Conduct, must be consistent with the Hays CISD Parent-Student Handbook and Student Code of Conduct. Where a campus handbook and the Hays CISD Parent-Student Handbook and Student Code of Conduct are in conflict, the Hays CISD Parent-Student Handbook and Student Code of Conduct will be followed.

## CHILD NUTRITION

The Hays CISD child nutrition department is committed to providing safe and nutritious food to students, staff, and parents in a respectful environment. We will provide students with the opportunity to reach their maximum potential through healthy food choices that encourage lifelong healthy eating habits. As such, the district participates in the National School Lunch Program and offers students nutritionally balanced breakfasts and lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. For more information, please see the frequently asked questions (FAQ), below.

### Child Nutrition Frequently Asked Questions

Q: How do I set up a lunch account for my child?

A: *When you enroll, your child will be issued a 6 digit student ID number that will also serve as their lunch account number as long as they are enrolled at Hays CISD. If you need assistance contact the child nutrition office at 512-268-1336.*

Q: What types of payment methods are accepted?

A: *Cash or check may be accepted on campus. Checks may be made payable to Hays CISD including your child's name and ID number. For credit or debit payment, go online to ParentOnline.net. Processing fees may apply.*

Q: Does my student's account balance roll over to the next school year?

A: *Yes. The account balance follows the student ID number. Therefore, even when the student moves to a new school, their account balance will still be active.*

Q: Am I able to request certain account restrictions?

A: *As a parent, you may restrict your student from certain purchases. For example, an account restriction may include: cash only for a la carte items, lunch meal only, or vegetarian meal only. Please talk with your café manager at your campus to determine the account restriction that works best for you.*

Q: How do I apply for free/reduced meals? How do I know if I qualify?

A: *Paper applications are available on your campus. To expedite this process, go to hayscisd.net and fill out the online application. You are welcome to use computers at the child nutrition office or on your school campus. Letters of approval or denial will be sent to your household. Application processing may take up to 10 business days.*

Q: Do I have to fill out a free/reduced meal application every year?

A: *Yes. A new application is needed on file for your student(s) each school year.*

Q: What happens if my child runs out of money?

A: *Once an account reaches a negative balance, a modified meal will be issued. Modified meal includes a cheese sandwich and a 4oz. 100% fruit juice.*

Q: What if my child has a food allergy?

A: *Please be sure to provide the district this information to ensure the appropriate precautions are in place.*

Q: How do I find more information?

A: *Visit www.hayscisd.net. Scroll over parent and student tab, then click on Café Meals. You will find monthly menus, a la carte menus, free/reduced meal application, nutrition information, and our ParentOnline system. The ParentOnline system allows you to monitor your student's balance, set up email alerts for low balances, make online payments, and see a detailed breakdown of your child's transactions. Also, you are welcome to call the child nutrition office at 512-268-1336 for more information.*

School meal prices for the 2014-15 school year are: Elementary, \$1.25 for breakfast and \$2.30 for lunch; middle and high schools, \$1.35 for breakfast and \$2.50 for lunch; Reduced: 30 cents for breakfast; 40 cents for lunch.

The district follows all applicable federal and state guidelines regarding foods of minimal nutritional value (FMNV) being served or sold on school premises during the school day. [See policy CO (LEGAL)]

### **School Parties, Celebrations, and Deliveries**

The following guidelines must be followed:

- Texas Public School Nutrition Policy (TPSNP) event day provisions limits schools to three (3) occasions at which time snacks and refreshments that do not meet the TSPNP nutrition guidelines may be provided.
- Foods otherwise restricted by the TPSNP policy are permitted in elementary classroom student birthday parties, if the school authorizes such activities. It is recommended such parties be scheduled after the end of the lunch period so that these celebrations do not replace a nutritious lunch. The Child Nutrition Department can help with these events by taking your order, preparing and delivering it to the classroom. Please call 512-268-1336.
- Deliveries to students, such as flowers, cookie bouquets, etc., should not be made to campuses.

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

### **Vending Machines**

The district has adopted policies and implemented the state and federal policies and guidelines for food service to restrict-student access to vending machines. For more information regarding these policies and guidelines see policies CO and FFA.

### **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

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

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

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

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

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

<https://www.childwelfare.gov/pubs/factsheets/whatitscan.pdf>

[http://www.keepkidshealthy.com/welcome/commonproblems/child\\_abuse.html](http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html)

<http://www.taasa.org/member/materials2.php>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the web at <http://www.txabusehotline.org>).

## **COMPLAINTS/CONCERNS OF PARENTS OR STUDENTS**

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher, counselor, or other staff member. If a conference is preferred, the parent should make an appointment with the appropriate teacher or other campus staff member to discuss the concern. If the concern remains unresolved following the discussion with the teacher or other staff member, the parent or student should discuss the situation with the campus principal as soon as possible.

Although in most cases, parent and student concerns are informally resolved at the campus level, the District has adopted a standard policy [FNG (LOCAL)] that outlines the steps to be taken if the situation is unresolved after a discussion with the principal. A level one complaint form, which can be obtained from the district website at [www.hayscisd.net](http://www.hayscisd.net) (go to Parents, scroll down to District Policies and click on Grievance Process), may be submitted by the parent to the lowest level administrator who can resolve the complaint. A complaint under policy FNG (Local) must be submitted within fifteen (15) business days of the time the student or parent knew or should have known of the event causing the concern. Once the complaint form is received, a hearing is held with the appropriate administrator within ten (10) business days. The administrator will consider the complaint and remedies sought and will provide a written response within ten (10) days of the hearing.

If the parent or student is not satisfied with the response given at level one, he/she may appeal the decision by submitting a level two complaint form (also on the district website as described above) to the assistant superintendent for human resources (general concerns) or the director of student services. A hearing will be held and a response will be provided within the same time frame as described for level one complaints. If resolution does not occur at level two, the parent or student may appeal to the Board of Trustees by submitting a level three complaint form to the superintendent's office for a hearing before the Board of Trustees. Additional information can also be found in the designated board policy, FNG (Local), available on the district website at: [www.hayscisd.net](http://www.hayscisd.net).

## **CONDUCT**

### **Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behaviors – both on and off campus – and consequences for violation of these standards. You will find the Student Code of Conduct in Section V of this handbook. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Parent-Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

## **DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]. If a student believes that he or she has experienced dating violence, discrimination, harassment or retaliation, or has witnessed similar behavior toward another student, the student should notify a teacher, counselor, principal, or another district employee as soon as possible. Parents are also strongly encouraged to contact their child's school if he/she reports dating violence, discrimination, harassment or retaliation to you. The administration will investigate such allegations and will take appropriate disciplinary action if an investigation indicates that dating violence, discrimination, harassment or retaliation has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of dating violence, discrimination, harassment or retaliation. Any retaliation against a student who reports such conduct is prohibited. A copy of the district's policy FFH (Local) is available in the principal's office and in the superintendent's office or on the district's website at [www.hayscisd.net](http://www.hayscisd.net).

### **Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it: affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

### **Discrimination**

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

### **Harassment**

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

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 or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Two other types of prohibited harassment are described below.

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

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature or which are based on a person's sex; and other sexual or gender motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

### **Retaliation**

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

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

## **Reporting Procedures**

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

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

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

## **Investigation of Report**

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

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

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

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful, or did not rise to the level of dating violence, discrimination, harassment, or retaliation.

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 any investigation of dating violence, discrimination, harassment, or retaliation may appeal in accordance with policy FNG (LOCAL).

## **DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS**

### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, school newsletters and the yearbook. All school publications are under the supervision of a teacher, sponsor, and the principal.

### **Nonschool Materials from students**

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal will designate a location for approved nonschool materials to be placed for voluntary viewing by students. [See policy FNAA.]

A student may appeal a principal's decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

### **Nonschool Materials from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the public information officer. The public information officer will approve or reject the materials within a timely manner. A distribution review fee will apply to organizations and individuals who wish to distribute material. This fee may be waived at the discretion of the public information officer if the material is determined to be of significant benefit to Hays CISD students. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

### **DRESS AND GROOMING**

The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety-hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety-hazard to themselves or others. The district prohibits any clothing, grooming, or display of images that cause, or in the principal or designee's judgment may reasonably be predicted to cause, disruption of or interference with school activities. The district also prohibits the wearing or display of pictures, writings, images, or symbols that: 1) are lewd, vulgar, sexually-explicit, or obscene; 2) seek to demonstrate or recruit gang membership; 3) are discriminatory, harassing, or threatening towards others on the basis of their race, sex, disability, ethnicity, religion, or gender (including, but not limited to, display of the confederate flag); or 4) advertise or promote tobacco products, alcoholic beverages, drugs, or any other substance prohibited by policy. Individual campuses may involve their Campus Leadership Team (CLT) in developing the dress code. (Please see the individual campus handbooks for campus dress codes.)

The principal or administrative designee in cooperation with sponsors, coaches, or other persons in charge of any extracurricular activities, shall regulate the dress and grooming of students who participate in these activities.

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

### **EDUCATIONAL NOTICES**

#### **Parents of Students with Disabilities with Other School-Aged Children in the Home**

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

#### **Request for the Use of a Service/Assistance Animal**

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

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

If a child is experiencing learning difficulties, the parent may contact the director of intervention services at 512-268-2141, ext. 8250, to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within 15 school days, the district must provide a written response informing the parent whether or not an evaluation will be pursued. If the evaluation is needed, the parent will be asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within the timeline prescribed by law once the district receives written consent. The district must give a copy of the evaluation report to the parent.

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

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

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

Information regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services can be obtained by contacting the special education department at 512-268-8251.

## **Students With Physical or Mental Impairments Protected under Section 504**

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is John Fuerst at 512.268.8250. [Also see policy FB]

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

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. Parents can contact the director of bilingual/ESL and migrant services at 512-268-2141, ext. 8240, for more information.

## **Accommodations for Children of Military Families**

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60<sup>th</sup> day before deployment or no later than the 30<sup>th</sup> day after the parent's return from deployment. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

## **EMERGENCY SCHOOL CLOSINGS**

When weather or another emergency makes it necessary to close or delay schools, information on school closings or delays will be communicated through the District parent notification system, posted on the district website, [www.haysisd.net](http://www.haysisd.net) and posted on the district social media sites, including Facebook ([www.facebook.com/haysconsolidatedisd](http://www.facebook.com/haysconsolidatedisd)) and Twitter ([www.twitter.com/HaysCISD](http://www.twitter.com/HaysCISD)). Information will also be distributed to area newspapers, radio and television stations for broadcast at their discretion.

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation in such activities, however, is a privilege, not a right.

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [https://www.uiltexas.org/athletics/manuals](http://www.uiltexas.org/athletics/manuals); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the Texas Education Agency at (512) 463-9581 or [curriculum@tea.state.tx.us](mailto:curriculum@tea.state.tx.us).

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

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned. As required by state law, the district has also established a concussion oversight team for students involved in relevant extracurricular activities.

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

- A student who receives a grade below 70 in any academic course – other than dual credit and advanced courses listed on the UIL waiver – may not participate in extracurricular activities for at least three school weeks.
- A student may lose eligibility at the end of the first six weeks of the school year and at the end of every nine week grade reporting period thereafter.
- Students in advanced courses may apply for a waiver of the no pass/no play rule. Students receiving a grade lower than 65 will not be eligible for the waiver.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 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 receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for the general student population. Please see Section V of this handbook for the Extracurricular Code of Conduct for specific details regarding these requirements.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or at the time the students report for workouts or practices that occur prior to the actual beginning of classes. Students and their parents or guardians shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity. [See policy FO (LOCAL)]

## **FEES**

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for TxVSN courses or Hays CISD Virtual School courses
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus. [See policy FP.]

## **FIELD TRIPS**

The district recognizes that first-hand experiences provided by school sponsored field trips are an effective and worthwhile means of learning. Field trips must be closely aligned to the curriculum, high quality instruction and in keeping with a primary focus on maximizing instructional time for students. A student that participates in field trips and out-of-school activities that are instructional in nature as well as those trips that are activities of school clubs and organizations (e.g. student council, special interest clubs) and school-affiliated organizations, whether or not they occur during the instructional day, will be required to return the district's field trip permission form that provides notice of any potential risks associated with participation in the trip or activity, and outlines the legal responsibilities and liabilities of parents, students, and the district. [For further information, see page 5, student accident insurance]

## **FUNDRAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal prior to the event or commencement of any fundraising. [See policies FJ and GE.]

## **GANG-FREE ZONES**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and any location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

## **GENDER-BASED HARASSMENT**

[See Dating Violence, Discrimination, Harassment and Retaliation on pages 4-5]

## **HAZING**

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person: engages in hazing; solicits, encourages, directs, aids, or

attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

## **INSTRUCTIONAL MATERIALS AND SURVEYS**

### **Obtaining Information and Protecting Student Rights**

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

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

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

### **"Opting Out" of Surveys and Activities**

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

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

### **Inspecting Surveys**

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

## **LOST AND FOUND**

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

## **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Hays CISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex including sexual harassment or gender-based harassment: David Hartz, assistant superintendent for human resources, 21003 IH 35, Kyle, Texas 78640, 512-268-2141.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: John Fuerst, executive director for special education, 451 N. Meyer; Kyle, TX 78640; 512-268-8250.
- All other concerns regarding discrimination: See David Hartz, assistant superintendent for human resources, 21003 IH 35, Kyle, Texas 78640, 512-268-2141.

## PARENTAL INVOLVEMENT

This section of the district Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

### Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [Parents and community members that wish to serve as volunteers can access the required criminal history background check at [www.hayscisd.net](http://www.hayscisd.net). More information in this section.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Participating in the development of your child's school-family compact as applicable.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED]
- More information about parental involvement is located in Section VII.

### Title I Campus Schoolwide Components

Identified middle and elementary campuses qualify for Title I supplementary services. Title I campuses utilize federal funds to supplement and accelerate their students' learning. For more information about the Hays CISD Title I program, please contact the director of federal programs and grants at 512-268-2141, ext. 8279. Families of Title I campuses can expect the following:

- Communication in uniform language and format as well as in a language parents understand, whenever practicable
- Notification to parents of their right to know the qualifications of teachers and paraprofessionals
- Notification to parents of their right to know if their child's teacher is not highly qualified
- Communication of a progress review of the school's efforts to meet Adequate Yearly Progress (AYP)
- Communication of annual report cards containing information on assessment, accountability, and teacher quality
- Communication with information on their child's academic progress
- Frequent communication & reports on student progress
- Distribution of written parental involvement plans through campus website
- Distribution of parent-school compact through campus website and parent-teacher conferences
- Distribution of the schoolwide plan for the Title I campus through campus website

## **PARENTAL RIGHTS**

### **Requesting Professional Qualifications of Teachers and Staff**

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

### **Reviewing Instructional Materials**

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

### **Displaying a Student's Artwork, Projects, Photos, and Other Original Work**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement.

### **Accessing Student Records**

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

### **Granting Permission to Video or Audio Record a Student**

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

### **Granting Permission to Receive Parenting and Paternity Awareness Instruction**

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

### **Removing a Student Temporarily from the Classroom**

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

### **Removing a Student from Human Sexuality Instruction**

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Human sexuality instruction at the secondary level is based on "Big Decisions" curriculum. Discussion at the elementary level focuses on personal boundaries, self-esteem and relationships. The district's human sexuality guidelines are located on the district's website, [www.hayscisd.net](http://www.hayscisd.net).

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

#### **Removing a Student from Class for Tutoring or Test Preparation Purposes**

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

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

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

#### **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags**

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

#### **Excusing a Student from Reciting a Portion of the Declaration of Independence**

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

#### **Requesting Limited or No Contact with a Student through Electronic Media**

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

The district operates various social media accounts to communicate general and emergency information to anyone who follows the district on these accounts. The district does not use these accounts to communicate to individuals unless the communication is initiated by the individual through a question posed as a comment on a district post or through a direct message generated by the individual.

The district also uses a parent alert system that is used for dissemination of emergency or important information. The system will email or call the primary parent's email address or phone number listed on a student's record. In the case of a catastrophic emergency, the system will contact all parent email or phone number listed on a student record.

### **Requesting Notices of Certain Student Misconduct**

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

### **School Safety Transfers**

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. [See policy FDB]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See policy FDB]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL)]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [If the victim does not wish to transfer, the district may transfer the assailant in accordance with policy FDE.]

### **PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL)]

### **PRAYER**

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

### **REQUESTS FOR INFORMATION**

Texas law gives parents, and all citizens, the right to access government records and government officials may not ask why you want them. All government information is presumed to be available to the public. Certain exceptions may apply to the disclosure of the information. Governmental bodies shall promptly release requested information that is not confidential by law or information for which an exception to disclosure has been sought. Requests may be submitted as follows:

1. Submit a written request (mail, fax, email or in person) according to a governmental body's reasonable procedures.
2. Include enough description and detail about the information requested to enable the governmental body to accurately identify and locate the items requested.
3. Cooperate with the governmental body's reasonable efforts to clarify the type or amount of information requested.
4. Requests should be hand-delivered or mailed to Hays CISD Public Information Officer, Hays CISD, 21003 IH 35, Kyle, TX 78640, or sent via e-mail to [openrecords@haysisd.net](mailto:openrecords@haysisd.net).

Once the request is received it will be processed in accordance with state law.

## **SAFETY**

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

### **Accident Insurance**

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. Please see additional information in Section IV – Health and Medical Information.

### **Disruptions of School Operations**

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

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

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

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

## **SCHOOL FACILITIES**

### **Use by Students Before and After School**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place, per the individual campus guidelines. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher, or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before or after school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Use of Hallways During Class Time**

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

### **Library**

The school library media center is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the times that have been designated by each campus.

### **Meetings of Noncurriculum-Related Groups**

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL). A list of these groups is available in the principal's office.

### **Facilities Rental**

All use of school facilities by non-district entities will be coordinated through the office of the deputy superintendent or designee.

All athletic facilities will be scheduled through the Athletic Department and coordinated with the deputy superintendent or

designee. All Performing Arts Center (PAC) facilities will be scheduled through the PAC Manager/Coordinator and coordinated with the deputy superintendent or designee.

School buildings and other facilities shall be made available to groups that wish to conduct activities which promote, stimulate and foster the interest of students and the community, as well as activities which promote the efficiency of the school district, so long as such activities do not conflict with the school program and community expectations for district schools or the Joint Use Agreement that exists with the City of Kyle and City of Buda. Programs serving district students will be given priority for use.

The following guidelines shall pertain to all groups who desire to use schools and/or other facilities in accordance with this policy, policy GKD (LEGAL) and (LOCAL).

- No school facility shall be used by any group or individual who is not in compliance with the requirements of all federal or state statutes, regulations and rules prohibiting discrimination on the basis of race, religion, color, sex, national origin, handicapping conditions, age or other classification.
- State law prohibits the use of alcohol and tobacco on school property.
- All laws (federal, state, local) and Hays CISD policies are in effect 24 hours per day, including the times a facility is rented.
- Maximum lawful occupancies of areas will be observed by requestors.
- The facilities use application form must be submitted, including all requirements outlined. This form may be downloaded from the district's website, [www.hayscisd.net](http://www.hayscisd.net).

### **SITE-BASED DECISION MAKING [District Leadership Team (DLT) and Campus Leadership Team (CLT)]**

The district and each campus has a leadership team that is composed of classroom teachers, professional staff members, parents, community members and business representatives as outlined in district policy. The DLT advises the superintendent and the CLT advises the principal in areas of planning, budgeting, staffing patterns, curriculum and school organization. Parents are encouraged to contact the principal for information about involvement in the DLT or CLT.

### **STUDENT SPEAKERS**

The district provides students the opportunity to introduce the following school events: football games and opening announcement and greetings for the school day.

If a student meets eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

### **STUDENT RECORDS**

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

For purposes of student records, an “eligible” student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

The principal is the custodian of all records for currently enrolled students at the assigned school. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education. [See FL (LEGAL)], the rights accorded to, and consent required of, parents transfer from the parents to the student. A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. The district’s policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office or on the district’s website at [www.haysisd.net](http://www.haysisd.net).

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

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

#### **Directory Information**

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made either electronically by the parent/guardian when completing the online registration process in the summer or in writing to the principal within 10 school days of your child's first day of instruction for this school year. The student directory information notification form is provided at the start of each year. The form is also located within this handbook.

#### **Release of Student Information to Military Recruiters and Institutions of Higher Education**

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

#### **SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintain information regarding children's mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

#### **SUICIDE AWARENESS**

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

#### **TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objective. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item issued by the school loses the right to free textbooks and technological equipment until the item or book is returned or the damage paid for by the parent or student; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

#### **TRANSPORTATION**

##### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

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

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. See Section V, under the heading, Transportation Guidelines for more information about bus services.

## **VANDALISM**

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

## **VIDEO CAMERAS**

For safety purposes, video and audio equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

## **VEHICLES ON CAMPUS**

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

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

## **VISITORS TO THE SCHOOL**

### **General Visitors**

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

The district has deployed a visitor management system as part of its responsibility to provide a safe school environment for its students and staff. The system allows schools and facilities to produce visitor badges, monitor volunteer hours, and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to schools, thus providing enhanced protection for our students and staff. The district considers parents as partners in their children's education and encourages parents to actively participate in their children's education and school, while maintaining a safe learning environment for all.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

### **Social Events**

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

## **SECTION II: ADMISSIONS, ATTENDANCE, ABSENCES, RELEASE FROM SCHOOL, TRANSFERS AND WITHDRAWAL INFORMATION**

### **ABSENCES/ATTENDANCE**

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

#### **Compulsory Attendance**

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18<sup>th</sup> birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA]

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

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

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

#### **Exemptions to Compulsory Attendance**

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

- Student is enrolled and attending an off-campus dual credit program course;
- Activities that are approved by the local school board and under the direction of professional staff of school or adjunct staff member;
- Student participation in a mentorship program approved by campus administrator to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program;
- Religious holy days (Includes 1 day of travel to and 1 day of travel from the site of holy day observance). Meetings, retreats, and mission trips are not considered holy days for this purpose;
- Required court appearances for the student mandated by a criminal, civil, or traffic matter. Meetings with probation officers are not a required court appearance under this exemption. (Includes 1 day of travel to and 1 day of travel from the court location);
- Activities related to obtaining United States citizenship for the student. (Includes 1 day of travel to and 1 day of travel from the governmental office location);
- Activities related to student obtaining and attending United States naturalization oath ceremony (Includes 1 day of travel to and 1 day of travel from the site where student is serving as an election clerk);
- Student is in grades 6-12 and misses school for the purpose of sounding "Taps" at a military honors funeral. [Only 1 day at a time allowed.]
- Service as an election clerk. (Includes 1 day of travel to and 1 day of travel from the governmental office location); and
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus and the student must commence classes or return to school on the same day.
- For students in the conservatorship (custody) of the state,
  - mental health or therapy appointments; or
  - court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district's board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the principal prior to the absences.

As listed in the areas of this handbook addressing Accommodations for Children of Military Families, absences of up to five days that are within 30 days of return from deployment or 60 days prior to deployment will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

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

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

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent without excuse from school on 10 or more days or parts of days within a six-month period in the same school year, or
- Is absent without excuse on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense. [See policy FEA (LEGAL)]

#### **Attendance for Credit or Final Grade**

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

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

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the Board of Trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL). The actual number of days a student must be in attendance to receive credit will depend on whether the class is for a full semester or for a full year.

#### **Official Attendance-Taking Time**

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

For elementary campuses (grades below 6), official attendance is taken every day at 10:00 am, except in the cases of afternoon sessions for Early Education (EE) and Pre-Kindergarten (PK). The official attendance for the afternoon sessions for EE and PK attendance is taken at 1:00 pm.

For secondary campuses (grades 6 and above), official attendance is taken at the times below:

Barton Middle School:	10:10 am – 3 <sup>rd</sup> Period
Dahlstrom Middle School:	9:50 am – 2 <sup>nd</sup> Period
Wallace Middle School:	10:00 am – 3 <sup>rd</sup> Period
Chapa Middle School:	10:44 am – 3 <sup>rd</sup> Period
Simon Middle School:	10:00 am – 2 <sup>nd</sup> Period
Hays High School:	10:07 am – 2 <sup>nd</sup> Period
JJAEP:	10:30 am – 3 <sup>rd</sup> Period
Live Oak Academy:	11:30 am – 4 <sup>th</sup> Period
Lehman High School:	10:00 am – 2 <sup>nd</sup> Period

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

#### **Documentation After an Absence**

When a student is absent from school, the student – upon arrival or return to school – must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

#### **Doctor's Note After an Absence for Illness**

Within five days of returning to school, a student absent for more than five consecutive missed school-days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school to determine whether the absence or absences will be excused or unexcused. [See FEC (LOCAL)]

#### **Driver License Attendance Verification**

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

## **Tardiness**

A student is considered tardy if:

- He/she is not in his/her assigned area when the class bell rings and the teacher is unaware of the student's whereabouts;
- He/she departs from school earlier than the official dismissal time;
- He/she enters his/her assigned area after the class bell rings.

All tardies will be recorded on the student grade card. Each campus has specific tardy consequences that are communicated to the parent/legal guardian. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

## **ADMISSIONS**

### **Age Requirements**

#### **Pre-Kindergarten**

A child must be four years of age on September 1 of the current school year and meet one of these requirements:

- a. The child is identified and verified as LEP; or
- b. The child is considered educationally disadvantaged because of income as presented on the Free and Reduced Meal Application form; or
- c. The child is homeless, as defined by federal law, regardless of the residence of the person, either parent, or the guardian or other person having lawful control, as explained in the procedure on admissions.
- d. The child is a dependent of an Active Duty Military member or mobilized Reservist; or, a member who was hurt or killed while on active duty; or
- e. Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code. (TEC 29.153) These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.

#### **Kindergarten**

A child must be age 5 on or before September 1st.

#### **First Grade**

A child must be age 6 on or before September 1st.

Note: Upon enrollment in pre-kindergarten (PK) or kindergarten, a child must attend school. Texas Education Code states that PK and kindergarten students are subject to compulsory school attendance rules.

#### **Residency Requirements**

Parents must submit proof of residence within district boundaries, such as a current home telephone bill, utility bill, or an effective mortgage or lease contract if it includes the parent's name and the current address of their residence. Parents must complete the Student Residency Questionnaire to declare where the student is living, and if proof of residency in the district is not available, the student may receive services under the McKinney-Vento Homeless Assistance Act. Similarly, if the student is living in a shelter, in a motel, car, or campsite, the student may come under the McKinney-Vento Homeless Assistance Act.

A minor student who is living separate and apart from a parent, legal guardian, or other person having lawful control under a court order, or whose grandparents reside in the district and provide a substantial amount (as defined by the Board of Trustees) of after school care, may apply for admission. The district is not required to admit a student who has engaged in conduct within the preceding year that resulted in removal to a Disciplinary Alternative Education Program (DAEP) or expulsion, who has engaged in delinquent conduct or conduct in need of supervision, who is on probation, or who been convicted of a criminal offense and is on probation or other conditional release.

#### **Documentation**

In addition to proof of residency, the parent will need to present the following documents/information to register a student:

1. **Proof of child's identity:** Copy of the official birth certificate or other reliable proof as outlined in the TEA Student Attendance Accounting Handbook. Other demographic information required includes complete name, sex, ethnicity, date of birth, home language, and migrant information. Parents are strongly urged to voluntarily present the child's Social Security card for enrollment. The child's Social Security number is important in ensuring that the correct information is received and is used in connection with our state reporting systems, including but not limited to Public Information

Management System (PEIMS) and the Academic Excellence Indicator System (AEIS). **For children under the age of 11, if a copy of the original birth certificate is not presented, the parent/guardian must write a note stating why the copy cannot be presented.** Inability to afford a copy is not an acceptable reason, as the parent must go to the vital statistics department for the state and obtain a free/screen printed copy for proof to the campus. If the parent does not provide the copy within 30 days of enrollment, then the district will be required to report the student to the Missing and Exploited Children Agency as required by law.

2. **Academic information:** A copy of the child's records from the school the child most recently attended. Even if written documentation is not available at the time of registration, the parent must explain the following to school officials:
  - Information regarding special education/Section 504 disabling condition and instructional setting.
  - Information regarding disciplinary placement: placement in a DAEP, disciplinary transfers, expulsion, etc. Texas Education Code Section 37.008(j) stipulates that if a student was placed in a DAEP by another school district and has not completed the term of placement, our District shall continue the placement in a DAEP in our District until the term is completed by the student. Therefore, it is necessary that parents and students wishing to enroll clearly communicate such a placement to the school upon registration.
3. **Up-to-date immunization record:**
  - **Students who have never before been enrolled in a school in Texas or the United States** - If the child is initially entering a public school (i.e., pre-kindergarten or kindergarten or coming from another country), immunization records are required before the student can be enrolled. [Texas Education Code Section 38.001(a)]. A student may be provisionally admitted if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.
  - **Students who are transferring from another school in Texas** - The parent must present copies of the immunization record that establishes that the student's immunizations are current. A grace period of 30 calendar days may be allowed while the school awaits the transfer of written proof of the immunization which the child has been given prior to enrollment; this does NOT mean that the parent has 30 days to have the student immunized. The student may be provisionally admitted during the thirty-day grace period, or if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.
  - **Exceptions to the immunization requirements** - Immunizations are not required if the person seeking to enroll the student submits an affidavit or certificate signed by a physician (who is duly registered and licensed to practice medicine in the United States) setting out the physician's opinion that the required immunization(s) pose(s) a significant risk to the health and well-being of the student or any member of the student's family or household. Immunizations are also not required if the person seeking to enroll the student submits an affidavit stating the immunization is being declined for reasons of conscience or religious belief. (A person who has not received a required immunization for reasons of conscience or religious belief may be excluded from school in times of emergency or epidemic declared by the Commission of Public Health.)

Information in English and Spanish is available on an easy-to-read chart on the Department of Health website at [www.dshs.state.tx.us/immunize/school/default.shtm](http://www.dshs.state.tx.us/immunize/school/default.shtm) or you may acquire this information from a campus nurse. Additionally, go to the district's website for information regarding the following:

- The immunizations required for admissions to public school;
- Any immunizations or vaccines recommended for public school students by the Department of State Health Services;
- Health clinics in the district known to the district that offer the influenza vaccine; and
- A link to the Department of State Health Services Internet website.

The parent is required to complete various registration forms at the school, some of which will be the student registration card and the home language survey.

Should the parent not have written documentation of the above information at the time of registration, the written proof must be submitted within 30 calendar days. The student shall be enrolled by having the parent give the information verbally to school personnel or complete the registration questionnaire. If the documentation is not submitted within 30 days, the principal shall report to the proper authorities as required by law. It is vital that parents be aware of the importance of giving correct information and their legal obligation to do so.

#### **Legal Surname**

A student must be identified by the student's legal surname, as it appears on the student's birth certificate or other document suitable as proof of the student's identify, or in a court order changing the student's name.

## **MULTIPLE BIRTH SIBLINGS**

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed within the same classroom or in separate classrooms. Your written request must be submitted no later than the 14<sup>th</sup> day after the enrollment of your children. [See Policy FDB (LEGAL)]

## **HOMELESS STUDENT SERVICES**

Students who have lost permanent housing and lack a fixed, adequate, and regular nighttime residence may be eligible for homeless education services. For more information on services for homeless students and families in transition, contact your student's campus counselor or the district's McKinney-Vento liaison for homeless children and youth, director of federal programs and grants, at 512-268-8141, ext. 8279.

## **LEAVING CAMPUS**

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the attendance office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the attendance office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

## **STUDENTS IN PROTECTIVE CUSTODY OF THE STATE**

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services through the student's enrollment in the district. Please contact the campus principal or counselor with any questions.

A student who is placed in the custody of the state and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

## **STUDENT TRANSFERS WITHIN THE DISTRICT**

Transferring a child from his or her home campus to another is a serious consideration and involves risk that the student's eligibility to participate in sports or other UIL activities will be adversely affected and the risk the transfer may be revoked (even through no fault of your own) before a child completes all grades at a campus. General student transfer requests are only considered if they are submitted in January prior to the school year in which the transfer will be requested. Limited exceptions apply to students who are bullied (as defined in district policy and the Texas Education Code) or are victims of violent crime (as governed by the district's transfer policies and procedures).

Hays CISD is fortunate to have 22 campuses where students experience equally robust academic, extracurricular, and school-family experiences. A key strength of the district is its commitment to the neighborhood school concept. Students experience their formative years with friends who live close by and at campuses that share identical core programming and resources across the district – the most important of which is the exceptional teaching staff and campus administration.

Every student in Texas has a right to a free public education based on the home campus assigned to his or her address. Except for a few, rare situations outlined in the Texas Education Code, transfers are considered a privilege and not a right. In fact, most school districts are not able to accommodate student transfers for anyone.

Hays CISD understands that sometimes a school transfer may be necessary or desired by families for a variety of reasons. For now, the district is still able to accommodate a limited number of transfers at some of its campuses. Because of class size requirements, and in some cases physical space at a campus, there are a set number of transfer seats available at campuses that have room. The general transfer request period is open in January of each year.

Students initially shall be assigned to the school within the attendance area in which they reside, with the following exceptions:

1. A student, whose place of residence changes from one attendance area to another during the school year may finish the year at the school in which the student began, provided the parents accept responsibility for transportation.
2. A student may be allowed to attend school outside the attendance area in which the student resides if proof of a contract for construction is submitted to the campus principal.
3. A student may be assigned by the superintendent to a school outside of the home attendance area in the special interest of the student and/or the school.
4. Once a student is granted an intradistrict transfer, the student may continue at that campus until finishing the last grade level at that campus provided: the student continues to be a resident of Hays CISD; the student complies with all rules associated with a school transfer and the transfer is not revoked for attendance, disciplinary, or any other reason; and the district continues to have available space at the transfer campus to accommodate transfer students.

Transfer requests shall be determined by the following guidelines:

- Kindergarten through Grade 5 transfers shall be considered if the grade-level capacity is less than 90 percent.
- Sibling transfers shall not be considered.
- Middle school transfers shall be considered only within the same high school feeder pattern.
- High school transfers shall not be considered, unless they are within the designated exceptions outlined in Board policy.

Requests from the parents of special education students for school choice or transfer to another school or program shall be considered in accordance with applicable state and federal laws.

The district shall not be responsible for transportation of a student who is granted an intradistrict transfer to a campus outside the student's attendance area, except as provided in administrative procedures.

A student for whom an intradistrict transfer is approved shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the district, including those for student conduct and attendance, and that violation of the district's rules and regulations may result in revocation of the intradistrict transfer agreement. A campus principal may make a recommendation to the superintendent or designee that a student's intradistrict transfer be revoked for violation of such rules and regulations.

Please note the following important information regarding transfers:

- The principal is authorized to transfer a student from one classroom to another.
- The following placements are not considered transfers, and the transfer procedures do not apply:

- Students in bilingual/ESL programs whose home campus does not provide the program enroll automatically in the school providing the service;
- Students who are placed at another elementary school because the home elementary school is capped at the child's grade level.
- Students accepted into a STEM or dual language program at a campus other than his or her home campus.
- Students enrolled in pre-K at a campus other than his or her home elementary school campus.

#### **STUDENT TRANSFERS FROM OTHER DISTRICTS (NONRESIDENTS)**

The district does not allow students who do not reside within district boundaries to enroll in its schools, except in certain circumstances. Board policy FDA (LOCAL) lists the following exceptions to the residency requirement:

1. Children of nonresident district employees, following approval in accordance with administrative procedures;
2. Resident students who become nonresidents during a semester may be permitted to continue in the district school for the remainder of the semester, following parent request and recommendation by the principal and approval in accordance with administrative procedures; and
3. Graduating seniors must have attended district schools for at least the two previous years, may be permitted to continue in the district for the remainder of the semester or term, following parent request, recommendation by the principal and approval in accordance with administrative procedures.

Out of district transfer students must re-apply before each school year.

Students who wish to attend Hays CISD schools, but do not live in the district, will be required to pay tuition according to the formula prescribed in state law and district policy. As a benefit of employment and in an effort to attract and keep exceptional teachers and school district staff, tuition is waived for children of employees of the district.

#### **WITHDRAWAL FROM SCHOOL**

A parent wishing to withdraw a student from school should notify or call the school at least 24 hours prior to withdrawal for information on specific procedures and times for withdrawals. The principal or other administrator will verify the information when the parent arrives to provide the name of the new school, new home address, and phone number if applicable to the withdrawal. The formal withdrawal request must be signed for use as documentation that the students will continue to be enrolled in a school as required by the compulsory attendance laws.

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

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

### **SECTION III: ACADEMIC INFORMATION**

#### **ACADEMIC PROGRAMS**

The district curriculum is based on the Texas Essential Knowledge and Skills (TEKS) framework provided by the Texas Education Agency (TEA). A foundational and enriched curriculum is provided by the district. Each campus has a copy of the K – 5 Instructional Guide, the Middle School Course Guide and the High School Course Guide and each guide is available on the district website. The contact number for academic programs is 268-2141, ext. 6058.

Additionally, the school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices.

#### **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

The district offers career and technical education programs in:

- Agriculture, Food and Natural Resources
- Architecture and Construction/Manufacturing
- Arts, A/V Technology and Communications
- Biomedical Sciences – Project Lead the Way
- Business and Finance
- Education and Training/Human Services
- Health Science Technology
- Hospitality and Tourism
- Information Technology
- Law, Public Safety, Corrections and Security
- Science, Technology, Engineering and Mathematics – Project Lead the Way
- Transportation, Distribution and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability. Hays CISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

#### **CLASS RANK AND CREDIT INFORMATION**

The district shall use a weighted grading system to arrive at the grade point averages (GPA) to be used in determining valedictorian, salutatorian, and class ranking for high school students. Students shall have the following courses used in determining valedictorian, salutatorian, and class rank.

**Tier I** - Tier I courses are designed to prepare students to take Advanced Placement exams and follow the guidelines prescribed by the College Board. Students can earn college credit depending on the score of the AP exam and the receiving university. Tier I courses carry a 6.0 weight.

**Tier II** - Tier II courses include Pre-Advanced Placement, TEA identified and district identified advanced courses. Beginning with students entering grade 11 in the 2014-2015 school year, credits earned through dual credit programs with colleges and universities with whom the district has articulation agreements shall be used in calculating class rank as Tier II courses. The curriculum design and instruction present material at an accelerated rate and at a higher level than in grade level classes. Tier II courses carry a 5.0 weight.

**Tier III** - Tier III courses include grade level TEKS courses. Tier III also includes courses completed with limited accommodations and modifications. The curriculum design and instruction are for all students regardless of academic ability. Tier III courses carry a 4.0 weight.

**Tier IV** - Tier IV courses are developed locally for local credit, including modified TEKS courses, for all students regardless of academic ability. Tier IV courses carry a 3.0 weight.

**Courses Weighted for Class Rank**  
**For students entering Grade 9 in the 2011-2012 school year and after**

Tier II	
English 1 Pre AP	English 2 Pre AP
Algebra I Pre-AP*	Algebra 2 Pre-AP
Geometry Pre-AP	Pre-Calculus Pre-AP
Calculus: Independent Study Math	Statistics: Independent Study Math
Biology I Pre-AP	Chemistry I Pre-AP
Physics I Pre-AP	Anatomy and Physiology
World Geography Pre-AP	World History Pre-AP*
Spanish 2 PreAP for Native Speakers	Spanish 3 Pre-AP
French 3 Pre-AP	German 3 Pre-AP
ASL 4	
Advanced Computer Programming	PLTW – Engineering, Design, Development
*course no longer available at high school	

Tier I	
English 3 AP	English 4 AP
Calculus AB AP	Calculus BC AP
Statistics AP	Biology 2 AP
Chemistry 2 AP	Physics 2 B AP*
Physics 2 C AP	Environmental Science AP
Physics 1 AP: Algebra-Based	Physics 2 AP: Algebra-Based
World History AP	Psychology AP
United States History AP	United States Government AP
Macroeconomics AP	Comparative Government AP
Human Geography AP	Computer Science A -AP
Music Theory AP	Art History AP
Studio Art Drawing AP	Studio Art: 2-D Design AP
Studio Art: 3-D Design AP	
Spanish 4 AP	Spanish 5 AP
French 4 AP	German 4 AP
*course no longer available at high school	

Courses taken for high school credit while in middle school will count in the student's high school cumulative grade point average (GPA) and recorded on the high school Academic Achievement Record (transcript).

All semester grades, except those awarded for band, choir, drill team, cheerleading, athletics, and student aide, shall be used to compute class ranking.

Credits earned through dual credit programs with colleges or universities shall not be used to calculate class rank for students entering grade 12 in the 2014-2015 school year.

Beginning with students entering grade 11 in the 2014-2015 school year, credits earned through dual credit programs with colleges and universities with whom the district has articulation agreements shall be used to calculate class rank (Tier II).

Beginning with students entering grade 11 in the 2014-2015 school year, the scale below indicates the grade point value of the dual credit grades earned. No grade points are earned for grades of D, W, or F in dual credit courses. The D, W, or F is also not recorded on the student's transcript nor counted as an attempt in calculation of GPA and class rank.

Dual Credit grade	Hays CISD Dual Credit Tier II Grade Point Scale
A	5.0
B	4.0
C	3.0
D	
F	
W (withdraw)	Grade is not recorded on student's transcript, nor counted as an attempt in calculation of GPA and class rank.

Class rank is based on students' GPA using grades for each semester, except for the final senior rank. Class rank for seniors is frozen at the end of the 6<sup>th</sup> week of the 4<sup>th</sup> nine-week grading period. Freshman class students are not ranked.

Beginning in 2014-2015, junior class rank will be made available no later than the last day of the 6<sup>th</sup> week of school. The final junior rank is distributed no later than the 3<sup>rd</sup> week in June. This rank is used for the purpose of college admissions during the fall semester of the senior year. Rank for *new to district seniors* will be added through a comparative rank based on transfer grades, coursework and credits from the student's Academic Achievement Record.

Mid-year, class rank will be made available to seniors by the end of the 3<sup>rd</sup> week of the spring semester. Junior and sophomore class rank will be made available to students no later than the 6<sup>th</sup> week of the spring semester.

Final Junior Class Rank – At the end of each year no later than the 3<sup>rd</sup> week of June, a final junior class rank will be calculated and applied to transcripts for access through the Texas Records Exchange (TREx) prior to the August 1<sup>st</sup> application window of state universities.

Grade Point Average (GPA) is calculated for all students (9-12) at the end of every semester. The accompanying scale indicates the grade point value of the grades earned. No grade points are earned for semester grades of 69 or below.

Grade Point Scale				
Grade	Tier IV	Tier III	Tier II	Tier I
100	3.0	4.0	5.0	6.0
99	2.9	3.9	4.9	5.9
98	2.8	3.8	4.8	5.8
97	2.7	3.7	4.7	5.7
96	2.6	3.6	4.6	5.6
95	2.5	3.5	4.5	5.5
94	2.4	3.4	4.4	5.4
93	2.3	3.3	4.3	5.3
92	2.2	3.2	4.2	5.2
91	2.1	3.1	4.1	5.1
90	2.0	3.0	4.0	5.0
89	1.9	2.9	3.9	4.9
88	1.8	2.8	3.8	4.8
87	1.7	2.7	3.7	4.7
86	1.6	2.6	3.6	4.6
85	1.5	2.5	3.5	4.5
84	1.4	2.4	3.4	4.4
83	1.3	2.3	3.3	4.3
82	1.2	2.2	3.2	4.2
81	1.1	2.1	3.1	4.1
80	1.0	2.0	3.0	4.0
79	.9	1.9	2.9	3.9

Grade Point Scale (continued)				
Grade	Tier IV	Tier III	Tier II	Tier I
78	.8	1.8	2.8	3.8
77	.7	1.7	2.7	3.7
76	.6	1.6	2.6	3.6
75	.5	1.5	2.5	3.5
74	.4	1.4	2.4	3.4
73	.3	1.3	2.3	3.3
72	.2	1.2	2.2	3.2
71	.1	1.1	2.1	3.1
70	.1	1.0	2.0	3.0
69 and below receive no grade points				

Students entering grade 9 in the 2014-15 school year will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

## CLASS SCHEDULES

This section addresses secondary class schedules. Elementary schedules are determined at each campus. Additional information regarding schedules and schedule changes can be found in the K – 5 Instructional Guide, the Middle School Course Guide and the High School Course Guide.

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

### Class Schedules

Master schedules are developed in the spring prior to the upcoming year. Student course selections during the spring inform how many teachers and sections will be needed for a course. This process allows administrators to plan and to hire for optimum academic strength. Careful course selection also eliminates the need for schedule changes.

### Course Selection Process

Students select courses in the spring prior to the next school year by utilizing information learned in <http://www.careercruising.com> and after discussion with counselors, parents, and teachers. Careful, thoughtful decisions must be made during this process. Student course request verifications are provided in the spring and again in the summer so each student can confirm and finalize the appropriate choices have been selected and entered into the program.

It is important that parents and students attend the informational meetings held during the spring course selection process.

Although students complete course requests online, counselors will also keep paper copies of course selection sheets on file. Students will be given a copy of their course selections in the spring so that they will have the opportunity to change before their schedule is finalized in the summer. A full staff of counselors is not on campus all summer, so it is best to make adjustments before school gets out.

Students develop their 4 year Personal Graduation Plan in eighth grade on <http://www.careercruising.com> with the assistance of their middle school and high school counselor.

Both parents and students can access this website and discuss their choices and plans together. During the 9<sup>th</sup> grade, high school counselors will meet again with each student to talk about their 4 year Personal Graduation Plan.

### Schedule Change Process

Teacher schedules and employment are based on student requests; therefore, few schedule changes are approved. Once students receive their course request verifications, they can turn in their changes to their counselor before the end of the school year. Students also have the opportunity to change their request during schedule pick up before school starts. Students must obtain a

*Schedule Change Request Form* from the counselor or administrative office. The form must be filled in completely or the request will not be considered. The information includes input from the student and parents.

Schedule changes will be considered during the first 2 weeks of class for the following reasons only:

- The student is a senior not scheduled into a course needed for graduation.
- The student has already earned credit for a course in which he/she is currently scheduled or the class is listed twice on the schedule.
- The student does not have the prerequisite for a class listed on the schedule.
- The student has been dismissed from a program where approval must be granted for placement.
- The student does not have a full schedule.
- The schedule has a data entry error.
- The student needs remedial coursework for state assessment graduation requirements.
- The student is not in the appropriate class as determined by an ARD committee decision.
- The student is enrolled in a program whose sponsor, director, or teacher has requested a change.
- There has been approval by the Principal or Academic Dean for a schedule change.

### **Course Level Changes**

Course level changes will be considered only at the end of the first 6 weeks for each course that offers a different level of the same course. To be considered for a transfer from a Pre-AP or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing assignments and conferencing with the teacher. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. The grade will be calculated into the proper grading period (9 weeks and semester). The student assumes all responsibility for the requirements in the course entered.

The parent must conference with the teacher before a course level change will be considered. If these conditions are met and all are in agreement, the student will be considered for a change. Space availability in the receiving course will be a consideration for a level change.

Changing a schedule could involve a change of more than one period, but every effort will be made to "save" the student's schedule as approval may also depend on the number of other classes that may be affected by the level change.

More information regarding schedule changes can be found in the High School Course Guide.

### **COLLEGE AND UNIVERSITY ADMISSIONS**

Beginning with ninth graders in the 2014-15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the Distinguished Level of Achievement under the Foundation High School Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2015 term, the university will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the university through a holistic review process.

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

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

### **COLLEGE CREDIT COURSES**

Juniors and seniors may, with permission of parent and principal, take college credit courses. Several courses are offered at each high school during the school day through Austin Community College (ACC). Students enrolled in dual credit classes will take the

ACC course at their home campus or on the Hays ACC campus. ACC classes are free when offered on Hays CISD or the Hays ACC campuses while the student is still enrolled in high school. There is a minimal cost of \$75.00 each when dual credit courses are taken online. Students who take college courses will be required to purchase their textbooks. It is up to the college teacher to pick the textbook and up to the student to be prepared for the first day of class. Additional information regarding college credit courses can be found in the High School Course Guide.

All college credit courses have college readiness eligibility requirements and must be approved prior to enrollment in the course. Students must also apply to ACC. Please see the school counselor for more information. Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation.

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

## **CORRESPONDENCE COURSES**

All high school students may take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make a written request to their high school counselor for approval. Credit toward state graduation requirements shall be granted only under the following conditions:

- The institution offering the course is The University of Texas at Austin, Texas Tech University or other public institutions of higher education approved by the Texas Commissioner of Education (students must check with counselor for approval before starting a correspondence course)
- The correspondence course includes the state required Texas Essential Knowledge and Skills.

Students may, with counselor approval, earn credit through a correspondence program for courses based on Texas Essential Knowledge and Skills. These courses are not paid for by Hays CISD and are the responsibility of the student and parents to purchase textbooks and pay fees. Some of these courses can be done online. Core correspondence courses are not accepted for Division I and Division II athletes. Please see NCAA website for more information.

## **COUNSELING**

### **Academic Counseling**

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

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

### **Personal Counseling**

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

### **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to EHBA (LEGAL), FFE (LEGAL) and FFG (EXHIBIT).]

## **COURSE CREDIT**

A student in grades 9-12 and middle school students enrolled in high school credit courses will earn credit for a course only if the final grade is 70 or above. Semester grades earned for full year courses will be averaged together to determine the awarding of

credit. For credit to be awarded one semester grade must be equal to or greater than 70 and the average of the final grade for Semester 1 and Semester 2 must be equal to or greater than 70. If both semesters receive a grade lower than 70, both semesters must be retaken for course credit. One repeated/recovered semester may not be averaged with a failing semester grade for awarding of the full course credit

### **Alternative Credit Options**

Several options are open to students who want to earn credit outside the traditional classroom. Students may take correspondence courses, examinations for credit recovery or acceleration, participate in dual credit or concurrent enrollment courses, or participate in Hays CISD online learning opportunities. Students should contact their counselor for more information about these alternatives as not all courses are allowed for alternative credit options. Students are not allowed to take more than two online courses in one semester or more than two dual credit courses in one semester. Please see your school counselor for more information and approval for enrolling in these classes.

### **CREDIT BY EXAM FOR ACCELERATION**

Students may take Credit by Exam to earn credit in a course in which they have had NO prior instruction, i.e., for advancement or to accelerate to the next grade level. Credit by Exam is offered through the University of Texas at Austin or Texas Tech University, but administered on the Hays CISD high school campuses. On Exams for Acceleration a student must score 80 to receive credit on his or her academic transcript. The school district pays for the cost for Exams for Acceleration and will provide dates during the year for students to test. The dates for testing are published on the District's website. If a student wants to take an Examination for Acceleration during this school year, he or she must contact his or her counselor to make arrangements to take the test. If the student fails the acceleration test and wants to repeat it, the student must pay the test fee to retest. Should a student take the test and fail to score 80, the grade will not be recorded on the transcript.

### **CREDIT BY EXAM FOR CREDIT RECOVERY**

Students may take Credit by Exam to earn credit in a course in which they have had prior instruction and failed to pass the course after final course grades are posted. Credit by Exam is offered through the University of Texas at Austin or Texas Tech University, but administered on the Hays CISD high school campuses. To take a credit by exam for credit recovery students must pay the test fee and have counselor approval. Students who successfully pass the credit by exam test with a grade of 70 will be given credit for the courses. These grades will be recorded on the student's transcript. Should a student take the test and fail to pass, the grade will not be recorded on the transcript.

### **DISTANCE LEARNING**

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

Hays CISD provides online learning opportunities for students. A student has the option, with certain limitations, to enroll in an online course offered to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in an online course.

Online courses are subject to the "no pass, no play" UIL rules. The grade reported by the online course provider is considered a part of the student's transcript and grades are calculated as a part of the student's GPA and class rank.

For more information, visit <http://www.haysisd.net/edge>. Registration information is available online. Counselors review all course requests to ensure enrollment is consistent with the high school student's graduation plan and approve the course before the student can complete the registration process.

A copy of policy EHDE will be distributed to parents of middle and high school student at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through a preapproved institution, in order to earn credit in a course or subject, the student must receive permission from the counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

## **ENROLLMENT TO GENERAL TEACHING INSTITUTIONS**

HB 3826 was passed by the 80th Legislature and states that the graduating class of 2009 was the last class that general teaching institutions will allow to enroll (up to 20% of their enrolling class) if a student graduates under the Minimum Graduation Program. Beginning in August, 2009, these institutions *will not* enroll students unless they are on the Recommended or Distinguished Achievement Graduation Program. Students graduating on the Foundation High School program may enroll in either a two year or four year institution.

### **Open Enrollment Institutions**

The Texas Education Code (TEC) §61.003 defines "general academic teaching institution" as a four-year institution of higher education and includes the following schools and universities: The University of Texas at Austin; The University of Texas at El Paso; The University of Texas of the Permian Basin; The University of Texas at Dallas; The University of Texas at San Antonio; Texas A&M University, Main University; The University of Texas at Arlington; Tarleton State University; Prairie View A&M University; Texas Maritime Academy; Texas Tech University; University of North Texas; Lamar University; Lamar State College--Orange; Lamar State College--Port Arthur; Texas A&M University-Kingsville; Texas A&M University--Corpus Christi; Texas Woman's University; Texas Southern University; Midwestern State University; University of Houston; University of Texas--Pan American; The University of Texas at Brownsville; Texas A&M University--Commerce; Sam Houston State University; Texas State University--San Marcos; West Texas A&M University; Stephen F. Austin State University; Sul Ross State University; Angelo State University; The University of Texas at Tyler; and any other college, university, or institution so classified as provided in this chapter or created and so classified, expressly or implied, by law. However, this list may not be comprehensive and is subject to change based on each institution's admissions policy.

HB 3826 does not apply to two year colleges, i.e. community colleges and private universities. All students are encouraged to check with their college of choice to ensure their enrollment status.

## **GRADE CLASSIFICATION**

Students are classified according to the number of credits they have earned and their years in high school. Required classification credits are listed below:

### Students entering grade 9 in 2007-2008 and thereafter

Freshman - Promotion from 8th grade

Sophomore - 6 to 11.5 credits

Junior - 12 to 17.5 credits

Senior - 18 plus credits

Students who entered high school before the fall of 2014 are expected to graduate on the Recommended or Distinguished Achievement Graduation Programs. Both of these programs require 26 credits. If a student enters his/her senior year with 18 credits, he/she will need to take 8 classes in order to graduate. This means 7 classes will be taken during the school day and one class outside of the school day.

Beginning with ninth graders in the 2014-15 school year, students are expected to graduate with an Endorsement under the Foundation High School Graduation Program or on the Distinguished Level of Achievement under the Foundation High School Graduation Program. Both of these programs require 26 credits. If a student enters his/her senior year with 18 credits, he/she will need to take 8 classes in order to graduate. This means 7 classes will be taken during the school day and one class outside of the school day.

Additional information regarding elementary and middle school students is located in the K – 5 Instructional Guide and Middle School Course Guide. These guides are available on each school campus.

## **GRADING GUIDELINES**

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the campus. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

## **GRADUATION**

Below is information related to graduation. Additional information can be found in the High School Course Guide and from each high school campus.

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

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

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law. Students with disabilities must follow requirements outlined in their Individual Education Plan designed by the ARD committee.

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

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

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

### **Testing Requirements for Graduation**

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

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

### **Graduation Programs – Minimum, Recommended, and Advanced/Distinguished Achievement**

For students who were enrolled in high school prior to the 2014-15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014-15 school year also have the option to pursue the Foundation Graduation Program as described below. Note permission to enroll in the Minimum Graduation Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL)]

Students need 26 credits to graduate on the Recommended High School Program or Advanced/Distinguished Achievement Program.

Effective with ninth graders in the 2011-2012 school year and thereafter, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student's graduation program. To graduate, students must achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law. A student who does not make the minimum required passing score on any individual assessment will be required to retake that assessment.

All students who were enrolled in high school prior to the 2014-15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the Foundation Graduation Program.

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	3 or 4	4	4
Health Education	0.5	0.5	0.5
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Languages other than English		2	3
Fine Arts	1	1	1
Technology Applications	1	1	1
Electives	5	4	3
Miscellaneous			Completion of 4 Advanced Measures**
Texas Assessment of Knowledge and Skills Mastery  *Students who entered 9 <sup>th</sup> Grade before 2011-2012 school year	TAKS Exit-Level Assessments <ul style="list-style-type: none"><li>• English Language Arts</li><li>• Mathematics</li><li>• Science</li><li>• Social Studies</li></ul>	TAKS Exit-Level Assessments <ul style="list-style-type: none"><li>• English Language Arts</li><li>• Mathematics</li><li>• Science</li><li>• Social Studies</li></ul>	TAKS Exit-Level Assessments <ul style="list-style-type: none"><li>• English Language Arts</li><li>• Mathematics</li><li>• Science</li><li>• Social Studies</li></ul>
State of Texas Assessment of Academic Readiness (STAAR) Mastery  *Students entering 9 <sup>th</sup> Grade in 2011-2012 school year and thereafter	End-of-Course Exams <ul style="list-style-type: none"><li>• English I, English II</li><li>• Algebra 1</li><li>• Biology</li><li>• US History</li></ul>	End-of-Course Exams <ul style="list-style-type: none"><li>• English I, English II</li><li>• Algebra 1</li><li>• Biology</li><li>• US History</li></ul>	End-of-Course Exams <ul style="list-style-type: none"><li>• English I, English II</li><li>• Algebra 1</li><li>• Biology</li><li>• US History</li></ul>
<b>TOTAL</b>	22 credits	26 credits	26 credits

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

\*\*State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement.

\*\*\*A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four advanced measures. Please see the High School Course Guide for detailed information regarding the Advanced/Distinguished Achievement Program advanced measures.

## Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 school year and thereafter will graduate under a new program called the “Foundation Graduation Program.” Within the Foundation Graduation Program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The Foundation Graduation Program also involves the term “Distinguished Level of Achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the Foundation Graduation Program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the Foundation Graduation Program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the Foundation Graduation Program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

The Foundation Graduation Program requires completion of the following credits:

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement	Number of credits FHSP (Distinguished Level of Achievement) Program with an Endorsement*
English/Language Arts	4	4	4
Mathematics	3	4*	4 (Algebra II)
Science	3	4	4
Social Studies, including Economics	3	3	3
Physical Education**	1	1	1
Language other than English***	2	2	2
Fine Arts	1	1	1
Professional Communication	.5	.5	.5
Health	.5	.5	.5
<i>Electives</i>	4	6	6
<i>Miscellaneous</i>		<i>Available Endorsements****: Science, Technology, Engineering, and Math(STEM) Business and Industry Public Services Arts and Humanities Multidisciplinary</i>	<i>Available Endorsements****: Science, Technology, Engineering, and Math(STEM), Business and Industry Public Services Arts and Humanities Multidisciplinary</i>
<i>TOTAL</i>	<i>22 credits</i>	<i>26 credits</i>	<i>26 credits</i>

Hays CISD expects all students to default to the Distinguished Level of Achievement Graduation Program. Please see your school counselor for more details about graduation requirements and college admissions practices.

\* In order to obtain the distinguished level of achievement under the Foundation Graduation Program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

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

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

\*\*\*\* A student must specify upon entering grade 9 the endorsement he or she wishes to pursue. The student may opt into a different graduation program or change endorsements, but must do so by the end of his/her sophomore year. The endorsement or graduation change can occur with parent notification in writing.

### **Personal Graduation Plans for Students Under The Foundation Graduation Program**

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

### **Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year.

### **Certificates of Coursework Completion**

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

### **Students with Disabilities**

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

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

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or

whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. [See STANDARDIZED TESTING for additional information]

ARD committees for students with disabilities who receive special education services and who are subject to the Foundation Graduation Program will make instructional and assessment decisions for these students in accordance with state law and rules.

### **Graduation Participation**

Students who have satisfactorily completed all coursework requirements for graduation but have failed to meet state exit-level testing requirements are not allowed to participate in commencement activities and ceremonies.

The fact that academic and exit level state assessment requirements for graduation have been met does not guarantee participation in the graduation ceremony. Final authority rests with the campus principal regarding a student's participation in the graduation ceremony. Participation is a privilege, not a right.

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

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal. [See policy FNA (LOCAL)]

### **PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In grades K - 1, promotion is based on satisfactory performance (S) in language arts and mathematics. In grades 2- 8, promotion to the next grade is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. Grade level advancement for students in grade 9 – 12 shall be earned by course credits. [See policy EIE (LOCAL)]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

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

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

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

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

Students will also have multiple opportunities to retake EOC assessments.

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

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

## **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. For students in grades 6-12, at the end of the first three weeks of a grading period, parents will be given a progress report if their child's performance [in any course OR in English language arts, mathematics, science or social studies] is below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject. Students in grades 3 through 6 will receive a progress report at the end of the first four and a half weeks of a grading period.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL)]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with policy FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

## **RESPONSE TO INTERVENTION (RtI)**

Response to Intervention is designed as a school-wide, tiered model for identifying and providing early intervention to all students falling behind their grade-level peers in core academic subjects and behavior. RtI serves as a proactive, problem-solving pre-referral process that must be used before a student is referred for any assistance, support service or educational program. The campus RtI team is organized with an administrator, referring teacher, other campus personnel and the student's parent/legal guardian.

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, most students must take a standardized test. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor. Hays CISD pays for every 10<sup>th</sup> and 11<sup>th</sup> grade student to take the PSAT. College readiness can also be measured by the TSI assessment (Texas Success Initiative). Please see your school counselor for college admission testing.

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with

disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact 512-268-2141, ext 6058.

#### **Bilingual/Limited English Proficiency/Dual Language/English as a Second Language [ESL]**

The district has a two-way dual language program at two elementary campuses; Blanco Vista and Science Hall Elementary Schools. Students who are native English speakers may enter the program by an application process. Tom Green, Hemphill and Camino Real Elementary Schools have a one-way dual language program for kindergarten through fifth grade Spanish speaking students who have been identified as Limited English Speakers. All elementary campuses have ESL content based classes which provide instruction for students who are speakers of languages other than Spanish and are also limited English speakers. Blanco Vista, Buda, Camino Real, Hemphill and Tom Green also have the pre-kindergarten program for students that qualify as limited English speakers.

English as a Second Language (ESL) and sheltered instruction courses are offered in middle school to students who have been identified as limited English speakers. A New Arrival Program is offered at Simon Middle School for students identified as non-English speakers who have been in U.S. schools for less than one year. A New Arrival Program is also provided at Lehman High School for students who have been in the country for less than 1 year. Sheltered instruction classes are offered at the high school for students who are English Language Learners.

#### **Limited English Proficient Students**

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

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

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

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

#### **Gifted/Talented**

Students may be nominated for screening by parents, teachers, counselors, and other interested persons for gifted and talented services. Screening takes place over several months and is based on Board-approved procedures and criteria. Students who qualify for the district gifted/talented services may, depending on their strengths, needs, and interests-participate in a variety of offerings in the four core academic areas.

The district has written policies concerning identification, furlough, reassessment, exiting of students from services, transfer students, and appeals of district decisions regarding placement. [See policy EHBB (LEGAL)] Parents or students who wish to learn more can refer to the district gifted and talented handbook located on the district website.

#### **Homeless**

Students may experience periods of homelessness or living in a transitional setting due to variety of circumstances. Students experiencing homelessness may receive services afforded by the McKinney-Vento Homeless Assistance Act and should contact their school counselor or the director of federal programs who serves as the McKinney-Vento liaison for homeless children and youth, at 512-268-8141, ext. 8279.

## **STANDARDIZED TESTING**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take: these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the Foundation Graduation Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

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

#### **Grades 3-8**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

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

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

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

#### **End-of-Course (EOC) Assessments for Students in Grades 9-12**

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

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

A student's ARD committee will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodations.

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

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

## **SECTION IV: HEALTH AND MEDICAL INFORMATION**

### **BACTERIAL MENINGITIS**

State law requires the district to provide the following information:

- **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. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- **What are the symptoms?** Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.
- **How serious is bacterial meningitis?** If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is bacterial meningitis spread?** Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?** Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is 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 up to five years.
- **What should you do if you think you or a friend might have bacterial meningitis?** You should seek prompt medical attention.
- **Where can you get more information?** Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the websites for the Center for Disease Control and Prevention, [www.cdc.gov](http://www.cdc.gov), and the Texas Department of Health, [www.tdh.state.tx.us](http://www.tdh.state.tx.us).

\*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exceptions, evidence of receiving a bacterial meningitis vaccination within the five year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

### **EMERGENCY MEDICAL TREATMENT AND INFORMATION**

If a student should have a medical emergency at school or at a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete the consent portion of the Emergency Health Information Card, an official registration document. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies to medications, medical conditions, etc.) Please contact the school nurse to update any information. If, in the opinion of the campus administrator or school nurse, a life-threatening emergency occurs, EMS will be called.

At least one automated external defibrillator will be made available on each campus in the district as well as Shelton Stadium, in compliance with UIL regulations. For more information regarding the requirements and rules regarding automated external defibrillators on a school district campus, contact the campus administration.

## **FOOD ALLERGIES**

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed on the district's website. [See policy FFAF]

## **HEAD LICE**

Head lice, although not an illness or a disease, is very common among children and is spread through head-to-head contact during play, sports and when children share things like hats and headphones. If the school nurse observes a child to have head lice, the parents will be notified and asked to treat their child that evening before returning to school the following day. Children with lice are permitted to finish the school day and ride the bus home. School nurses do not conduct routine classroom checks for head lice since it takes away valuable instruction time in the classroom and is not proven to be an effective way to control lice (supported by the American Academy of Pediatrics). Parents are encouraged to check their child's head for lice and notify their school nurse if the child is found to have head lice. The school nurse can offer resources and additional information to parents about head lice as well as how to get rid of it 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.shtml>.

## **HEALTH-RELATED MATTERS**

### **Tobacco Prohibited**

Students are prohibited from possessing or using any type of tobacco products including electronic cigarettes (e-cigarettes), electronic vaping devices, personal vaporizers(PV), or electronic nicotine delivery systems, while on school property at any time or while attending an off campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of tobacco products including electronic cigarettes (e-cigarettes), electronic vaping devices, personal vaporizers (PV), or electronic nicotine delivery systems by any person on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA.]

### **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the district's Maintenance and Operations office. If you have any questions, please contact executive director of maintenance and operations at 512-268-2141.

### **Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. Parents who have further questions or want to be notified prior to pesticide application inside their children's school assignment may contact executive director of maintenance and operations at 512-268-2141.

## **Influenza**

Influenza is a very contagious respiratory illness caused by the influenza virus. It spreads from person to person and can cause mild to severe illness. The flu is spread through droplets in the air when a person coughs or sneezes but can also be transmitted by touching objects that are contaminated with the flu virus and the person then touches their nose, mouth or eyes.

Hays CISD teachers and staff continue to emphasize hand washing with soap and water, clearly the most effective way to stop the spread of this flu.

Please help us by taking the following actions:

- Do not let your child attend school if he/she has symptoms of the flu, particularly fever.
- Wash hands frequently and avoid touching your nose, mouth or eyes.
- Encourage everyone to cover their mouths and noses when coughing or sneezing.
- Avoid contact with anyone who has the flu.
- Get an annual flu vaccine.

If your child shows symptoms of any type of influenza, we encourage you to see a health care provider. For their own safety and the safety of others, students should not return to school until they have been fever and symptom free for 24 hours without fever reducing medication. For more information, the National Centers for Disease Control maintains an updated website, <http://www.cdc.gov/flu/index.htm>.

## **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. For exemptions due to reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P. O. Box 149347, Austin, Texas 78714-9347; or online at: <https://webds.dshs.state.tx.us/immco/>. This form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

Information in English and Spanish is available on an easy-to-read chart on the TDSHS website at <http://www.dshs.state.tx.us/IMMUNIZE/school/default.shtm> or you may acquire this information from a campus nurse. Additionally, go to the District's website for information regarding the following:

- The immunizations required for admissions to public school;
- Any immunizations or vaccines recommended for public school students by the Department of State Health Services;
- Health clinics in the district or known to the district that offer the influenza vaccine; and
- A link to the Department of State Health Services Internet website.

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 member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

## **Exemptions from Compliance**

Exemptions from compliance are allowed for an individual by obtaining an exemption for medical reasons or reasons of conscience, including religious beliefs. To obtain a medical exemption, the student must present a statement signed by a health care provider licensed to practice medicine in the United States that indicates the immunization required would be harmful to the health and wellbeing of the student or a member of the student's family or household. Unless a lifelong condition is specified, the exemption is valid for one year from the date signed by the health care provider and must be renewed every year for the exclusion to remain in effect. To obtain an exemption due to reasons of conscience, including religious beliefs, the parent or guardian must request the exemption by submitting an official Department of State Health Services affidavit form that has been notarized. Written requests for the official affidavit form must be submitted through the U.S. Postal Service, commercial carrier, fax, or by hand-delivery to:

Department of State Health Services  
Immunization Branch (MC 1946)  
1100 West 49th Street  
Austin, TX 78756.  
Fax: 512-458-7544

The official Texas Department of State Health Services affidavit form must be notarized and submitted to school officials within 90 days from the date it is notarized. The exemption is good for two years from the date notarized. Students who had a religious exemption on file before September 1, 2003 do not need a new vaccine exemption affidavit form.

## **MEDICINE AT SCHOOL**

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions outlined. Only authorized employees, in accordance with policy FFAC, may administer:

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

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

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

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

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

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

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

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

## **Psychotropic Drugs**

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

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

## **PYHICAL ACTIVITY FOR STUDENTS IN ELEMENTARY AND MIDDLE SCHOOL**

In accordance with policies at EHAB and EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. Students in middle or junior high school shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

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

## **PHYSICAL FITNESS ASSESSMENT**

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

## **PHYSICAL EXAMINATIONS/HEALTH SCREENINGS**

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

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

## **SCHOOL HEALTH ADVISORY COUNCIL (SHAC)**

During the preceding school year, the district's SHAC held a meeting each month. For information call the director of health services, at 512-268-2141, ext. 8259. The duties of the SHAC range from making recommendations for health-related curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. [See policies BDF and EHAA]

## **STEROIDS**

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

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

A student participating in UIL sanctioned athletic activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the athletic director, coach or the UIL website at <http://www.uiltexas.org/health/steroid-information.html>.

## **STUDENTS IN FOSTER CARE**

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

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation

requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

### **STUDENT ACCIDENT INSURANCE**

If a student is injured at school or at a school-related activity, the district is not responsible for medical expenses associated with the student's injury. The district does make available after the school year begins, an optional, low-cost student accident insurance program to assist parents. Information about this program may be obtained at the school office or by contacting the Hays CISD Employee Benefits Department at 512-268-2141, ext. 6026.

Also, a student whose family earns too much to qualify for Medicaid but still cannot afford health insurance may be eligible for subsidized health insurance through a state program called CHIP (Children's Health Insurance Program). Parents may contact the school nurse for information.

### **STUDENT ILLNESS**

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

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

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

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

### **STUDENT MEDICAL RECORDS**

The parent or guardian of a student is entitled to access to the medical records of the student maintained by the district. The parent or guardian has right to request a copy of the student's medical records. Upon payment of the appropriate fee, the district must provide a copy of the student's medical records to the parent or guardian. These rights are set forth in the Texas Education Code, Sections 38.011 and 38.0095.

### **WELL CLINIC**

The Hays CISD WELL Clinic is a school-based health center, located at Simon Middle School (3829 E. FM 150), that serves all students registered in the district, their siblings or their children. To make an appointment, please call 512-268-5218. Hours are Monday, 9:30 a.m. to 6 p.m. and Tuesday through Friday, 8:30 a.m. to 4:30 p.m. Summer hours are available on the Hays CISD District website. A pediatric nurse practitioner, registered nurse, and administrative assistant are available to assist you. We accept traditional Medicaid, Medicaid Superior, Medicaid Amerigroup and CHIP. A sliding scale will be used for payment of services for all others.

Services provided by appointment include:

- Immunizations
- Physical exams (well check-ups for all ages) and sports physicals
- Diagnosis and treatment of acute illnesses (for example: ear infections, throat infections, asthma, bronchitis) and minor injuries
- Case management of chronic illness and emergencies
- Health teaching for nutrition, disease and injury prevention
- Prescribe medication as needed

## **SECTION V: STUDENT CODE OF CONDUCT, EXTRACURRICULAR CODE OF CONDUCT, TRANSPORTATION GUIDELINES AND ADDITIONAL INFORMATION**

### **STUDENT CODE OF CONDUCT**

The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding:

- The district-wide discipline management plan,
- A description of prohibited conduct,
- The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and
- The process the district will follow when administering disciplinary consequences.

If there is a conflict between the SCC and Parent-Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and district policy, the more recently adopted item will control.

**A glossary of terms is located in Section VIII of this handbook.**

### **Additional Rules**

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct disrupts or interferes with the educational process, learning environment, or school safety.

### **General Standards of Student Conduct**

In order to promote a positive educational experience for all students, the district expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the district retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.

### **Notice of Disciplinary Action**

Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. The campus administrator will contact the parent/guardian by phone or in writing within three school days of becoming aware of misconduct that may result in out-of-school suspension, DAEP placement, or expulsion from school. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence.

### **Anti-Discrimination**

The district does not discriminate against students on the basis of race, sex, national origin, disability, religion, color, or ethnicity when enforcing the provisions of the SCC.

### **Discipline of Students with Special Needs**

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are subject to discipline in accordance with those laws. For more information about those specific procedures, please contact the executive director of special education or the director of intervention services (504). A student enrolled in a special education program may not be disciplined for bullying, harassment, or making hit lists until an ARD meeting is conducted.

### **Discipline Appeals**

Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local district policy FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at <http://www.haysisd.net/grievance>. Timelines for filing appeals stated in the policy will be enforced. **Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.**

## **Effect of Student Withdrawal**

Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the district from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the district.

## **SCOPE OF THE DISTRICT'S DISCIPLINARY AUTHORITY**

### **General Authority**

In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the district has general disciplinary authority over a student at the following times:

- At any time during the school day
- While traveling on district owned or operated transportation or during school-related travel
- While attending any school-sponsored or school-related activity, regardless of time or location
- As provided in extracurricular or organization handbooks, by-laws, or constitutions
- During lunch periods, including those in which a student leaves the campus
- While on school property
- For any school-related misconduct, regardless of time or location
- Other off campus conduct as permitted by Chapter 37 of the Texas Education Code
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line
- If the student is a registered sex offender

### **Searches**

A student's clothing, personal property, electronic equipment, method of transportation, or school property used by the student (such as lockers or desks) may be searched when there is reasonable suspicion to believe the search will reveal articles or materials prohibited by the district, whether or not a student is present. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. For more information about searches, please review the district's Parent-Student Handbook and policy FNF (LOCAL).

### **Electronic Devices**

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

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

### **Criminal Conduct**

School administrators will report crimes, as required by law, and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the SCC. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

## **DISCIPLINE CONSIDERATIONS & TECHNIQUES**

### **Discipline Considerations**

Using their professional judgment, district employees will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequence, including but not limited to:

- the degree of severity and the risk of danger
- the effect of the misconduct
- the age and grade level of the student
- the student's disciplinary history
- legal requirements
- the frequency of the misconduct
- the student's demeanor
- a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, to the extent required by state and federal law

When deciding to order the out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP of a student the district will also consider: (1) self-defense (see definitions), and (2) the student's intent (see definitions) or lack of intent at the time of the misconduct.

A student who, upon investigation, is found to be subject to bullying (see definitions) will not be disciplined on the basis of using reasonable self-defense (see definitions) in response to the bullying, as determined by the campus administration.

### **Discipline Management Techniques**

Discipline is designed to correct student behavior and encourage students to comply with school rules. The district may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the SCC or campus or classroom rules:

- Verbal correction
- Seating changes
- Calming-down time
- Demerits or rewards
- Counseling or mediation
- Detention
- Parent conferences
- Removal from the classroom
- Grade penalties as permitted by policy
- Sending the student to the office or other area
- Behavior modification contracts
- Assignment of school-related tasks or duties
- Revocation of interdistrict transfer between school years
- Confiscation of items
- School probation
- Restitution or restoration
- Positive behavior interventions
- Transfer to a different classroom or campus
- Revocation of transportation privileges
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities
- In-school suspension
- Out-of-school suspension
- Disciplinary Alternative Education Program (DAEP)
- Expulsion
- Assignment to an alternate setting
- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, or by-laws
- Additional methods used by the district as approved by district administration
- Other methods and consequences as stated in the SCC

### **General Types of Prohibited Conduct**

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more "Discipline Management Techniques" if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on district owned or operated transportation, or when the district has "Disciplinary Authority" as described in the SCC.

### **Misconduct Involving Others**

- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm and threatens the safety of others
- Fighting (see definitions) or scuffling that does not result in physical pain, illness, or any impairment of a physical condition
- Engaging in conduct that can cause bodily injury (see definitions)
- Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail
- Subjecting a student or district employee, official, or volunteer to physical harm, confinement or restraint
- Bullying (see definitions)

- Name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence
- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or district employee, official, or volunteer
- Engaging in harassment (see definitions) toward another student or a district employee, official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, or age
- Engaging in sexual harassment (see definitions) or sexual abuse
- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a district employee, official, or volunteer regardless of whether it is consensual
- Touching one's own private body parts in a sexual manner
- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment
- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship
- Engaging in oral or written threats to cause harm or bodily injury (see definitions) to another student, a district employee, official, or volunteer, or school property, including threats made using the Internet or other technology resources at school. Students may be disciplined for threats made outside of school, including website or internet postings, if the threat causes a material or substantial disruption at school.
- Wrongfully obtaining and using another person's identifying information or personal data without permission in order to mislead, defraud, or deceive
- Hazing (see definitions)
- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying

#### **Possessing, Using, Giving, Selling or Buying Prohibited Items**

- Matches or a lighter
- Tobacco products including electronic cigarettes (e-cigarettes); electronic vaping devices; personal vaporizers(PV); or electronic nicotine delivery systems
- Fireworks or any other pyrotechnic device
- Smoke or stink bombs
- Laser pointers (unauthorized use)
- Pepper spray or other small chemical dispenser sold commercially for personal protection
- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by district policy
- Razor blades, box cutters, or chains
- Knives with a blade 3" or less
- Fake or "look-alike" weapons
- Poisons, caustic acids, or other materials that may be toxic to the human body
- BB gun, air gun, or stun gun
- Ammunition, shells, bullets, or gunpowder
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another
- CD or DVD players, cassette players, electronic games, MP3 stereo head sets, or other electronic equipment for other than approved use

#### **Misuse of Property**

- Stealing from others, including the district
- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony
- Damaging, destroying, or vandalizing property owned by others or the district
- Marking district property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means
- Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the district, or district employees, officials, or volunteers that does not rise to the level of arson or criminal mischief

- Inappropriately using, displaying, or having in operational mode a paging device, cellular telephone, or telecommunications device (see definitions) at school during the school day in violation of the Digital Citizenship Expectations as described in Section V (pg. 71).

#### **Safety/Disruption**

- Threatening to use or exhibit a firearm
- Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency
- Making or participating in false statements or hoaxes regarding school safety
- Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program or incite violence
- Throwing objects that can cause bodily injury or property damage
- Making false accusation or providing false statements concerning wrongful, unlawful, inappropriate or illegal conduct alleged to have been committed by another student or district employee, official, or volunteer

#### **Technology**

- Sending, possessing, or posting electronic messages, videos, audio recordings or images that are abusive, obscene, sexually-oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyber bullying (see definitions)
- Using any device or technology to copy or capture an image or the content of any district materials (such as tests or exams) without permission of a teacher or administrator
- Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the SCC
- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded
- Using any recording device or technology to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting)
- Using the name, persona, or image of a student, district employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another
- Using email, websites, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety
- Attempting to or successfully accessing or circumventing passwords or other security-related information of district, officials, volunteers, employees, or other students by any means
- Attempting to or successfully altering, destroying, interrupting, or disabling district technology equipment, district data, data of other users of the district's computer system, or other networks connected to the district's system, including uploading or creating computer viruses, worms, or other harmful material
- Modifying items from the district's website and redistributing the items without district permission by copying, reproducing, distributing, retransmitting, redisplaying, or modifying items
- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by the school officials
- Using or displaying a personal technology device at school during instructional time in violation of the Digital Citizenship Expectations as described in Section V (pg. 71).
- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

#### **Failure to Follow Rules**

- Violating dress and grooming criteria
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel
- Attempting to or successfully evading, avoiding, or delaying questioning by a district employee
- Failing to wear and provide proper identification upon request of a district employee
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the SCC

- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others
- Unexcused tardiness to class
- Absence from school or class without the district's or parent/guardian's permission
- Leaving class, the campus, or school events without permission
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend
- Violating rules for conduct on school owned or operated transportation
- Violating rules for operating or parking a motor vehicle on school property
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices
- Violating the district's medications policy regarding prescription and over-the-counter drugs
- Academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment
- Failing to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events
- Failing to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items
- Violating other campus or classroom rules for behavior or district policies

#### **Other Misconduct**

- Using profanity, vulgar language, or obscene gestures
- Loitering in unauthorized areas
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to district employees
- Gambling or betting money or other things of value
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing
- The district prohibits any clothing, grooming, or display of images that cause, or in the principal or designee's judgment may reasonably be predicted to cause, disruption of or interference with school activities. The district also prohibits the wearing or display of pictures, writings, images, or symbols that: 1) are lewd, vulgar, sexually-explicit, or obscene; 2) seek to demonstrate or recruit gang membership; 3) are discriminatory, harassing, or threatening towards others on the basis of their race, sex, disability, ethnicity, religion, or gender (including, but not limited to, display of the confederate flag); or 4) advertise or promote tobacco products, alcoholic beverages, drugs, or any other substance prohibited by policy.
- Display of the confederate flag while on district property and while at district or school sponsored events.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

#### **REMOVAL FROM DISTRICT OWNED OR OPERATED TRANSPORTATION**

##### **Reasons for Removal**

Appropriate student behavior is essential to the safe operation of district transportation. Students must comply with the expectations of the SCC while using district transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Do not extend any body part, clothing, or other article outside of the transportation
- Keep hands, feet, other body parts, or objects to yourself
- Refrain from making loud or distracting noises
- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Do not mark, deface, destruct, or tamper with seats, window, emergency doors, or other equipment

##### **Procedure for Removal**

A driver of district owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the

student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given an opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

## **REMOVAL FROM CLASSROOM BY TEACHER**

### **Ordinary Teacher Removal**

A teacher may send a student to the administrator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior.

### **Formal Teacher Removal**

A teacher may remove a student from class when:

- The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or
- The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students.

A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.

### **Placement During Removal**

When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.

### **Procedure for Teacher Removal**

No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity to respond. After the conference, the administrator will render a discipline decision and inform the student and parent/guardian of the consequences.

### **Return to the Classroom**

If the teacher removed the student from class because the student engaged in assault resulting in bodily injury, aggravated assault, sexual assault, or aggravated sexual assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. In other cases where the teacher initiates a formal removal, the student may only be returned to the teacher's class without the teacher's consent if the Placement Review Committee determines that the teacher's class is the best or only alternative.

## **IN-SCHOOL SUSPENSION (ISS)**

### **Reasons for ISS**

Students may be placed in ISS for any misconduct listed in any category of the SCC.

### **Procedure for ISS**

The student will be informed of the reason for placement in ISS and be given an opportunity to respond before the administrator's decision is final. While in ISS the student will complete assignments from his or her teacher.

## **OUT-OF-SCHOOL SUSPENSION (OSS)**

### **Reasons for OSS**

Students may be suspended from school for any misconduct listed in any category of the SCC.

### **Procedure for OSS**

The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's

participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days (per behavior violation).

#### **Assignments During OSS**

The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions.

### **DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)**

#### **Reasons for Mandatory DAEP Placement**

**School-Related.** A student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony
- Commits an assault (see definitions) resulting in bodily injury (see definitions) to another
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance (see definitions), a dangerous drug (see definitions), or an alcoholic beverage (see definitions) in any amount not punishable as a felony. Students will be expelled for the 2nd infraction occurring in the same school year.
- Commits a serious act or offense while under the influence of an alcoholic beverage if the conduct is not punishable as a felony. Students will be expelled for the 2nd infraction occurring in the same school year
- Engages in an offense relating to abusable volatile chemicals (see definitions). Students will be expelled for the 2nd infraction occurring in the same school year
- Engages in public lewdness (see definitions)
- Engages in indecent exposure (see definitions)
- Possesses or uses a knife with a blade over 3" up to 5 ½"
- Engages in expellable conduct if the student is between six and nine years of age
- Engages in a federal firearm offense if the student is six years of age or younger

**Off-Campus.** A student must be placed in DAEP for engaging in a Title 5 (see definitions) felony offense or aggravated robbery while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or
- The administrator reasonably believes that the student engaged in the misconduct.

**Regardless of Location.** A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report (see definitions) or a terroristic threat (see definitions) involving a public school. Students will be expelled for the 2nd infraction occurring in the same school year.
- Retaliates (see definitions) against any school employee
- Is involved with a public school fraternity, sorority, secret society, or gang (see definitions), including participating as a member or pledge, or soliciting another person to become a member or pledge
- Is involved with a criminal street gang (see definitions) or encourages, solicits, recruits, enables, or causes another to become a member of a criminal street gang
- Engages in criminal mischief if the damage is less than \$1,500 but equal to or greater than \$500
- Is a registered sex offender (see definitions) under court supervision, probation, community supervision, or parole

Students who are: (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

## **Reasons for Discretionary DAEP Placement**

**School-Related.** A student may be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Possessing, giving, buying, or selling less than a usable amount of stems, seeds, or other pieces of marijuana
- Possessing, using, selling, buying, or giving paraphernalia (see definitions) related to any prohibited substance, including but not limited to marijuana, a controlled substance (see definitions), a dangerous drug (see definitions), or an alcoholic beverage (see definitions)
- Abusing the student's own prescription drug or using it in a way other than prescribed; giving, buying, or selling a prescription drug; possessing, using, or being under the influence of another person's prescription drug
- Offering to sell or buy any amount of marijuana, a controlled substance (see definitions), a dangerous drug (see definitions), an abusable volatile chemical (see definitions), a prescription drug, or an alcoholic beverage (see definitions)
- Preparing a hit list (see definitions)
- Committing any offense included in the list of "General Types of Prohibited Misconduct" in this SCC
- Engaging in persistent (see definitions) misbehavior that violates this SCC

**Off-Campus.** A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

- The administrator reasonably believes the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student's continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.
- Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

**Regardless of Location.** A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- If the student is a registered sex offender (see definition) who is not under any form of court supervision. A registered sex offender who is not under any form of court supervision will be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and such placement is not contrary to the best interests of the district's students.
- Engages in criminal mischief if the damage is less than \$500

## **Emergency DAEP Placement**

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action.

No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP (see below).

## **Procedure for DAEP Placement**

**Conference.** No later than three school days after the student is removed from class, the campus administrator will schedule a conference with the administrator, student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. After making valid attempts to require the student's and parent/guardian's attendance at the DAEP placement conference, a school district may hold the conference and make a DAEP placement decision regardless of whether the student or the student's parent/guardian attends the conference.

If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed.

**Interim Placement.** Until a placement conference can be held, the student may be placed in another appropriate classroom, in-school suspension, or out-of-school suspension for up to three school days. The student may not be returned to the regular classroom before the conference is held.

**DAEP Placement Order.** If the outcome of the conference is to place the student in DAEP, the campus administrator will issue a DAEP placement order. If the length of placement differs from the guidelines included in the SCC, the DAEP placement order will give notice of the inconsistency.

A copy of the DAEP placement order will be sent to the student and the student's parent/guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the district will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

#### **Length of DAEP Placement**

The length of a student's placement in DAEP will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Mandatory DAEP placements will result in placement for up to 120 school days. Discretionary DAEP placements will result in placement for up to 120 school days. The length of DAEP placement may not exceed one year unless, after review, the district determines that (1) the student is a safety threat, or (2) extended placement is in the best interest of the student.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student has engaged in serious or persistent misbehavior that violates the SCC. For purposes of this section only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the SCC or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed.

#### **Particular Rules for Registered Sex Offenders**

The general SCC rules for DAEP placement apply to registered student sex offenders (see definitions) except as modified in this section.

**Placement.** Registered sex offenders will be placed in a Juvenile Justice Alternative Education Program (JJAEP) in lieu of DAEP if: (1) ordered to attend JJAEP by a court, or (2) if permitted by agreement between the district and the JJAEP.

**Length of Placement.** Registered sex offenders under court supervision will be placed in DAEP for a minimum of 90 school days, which is the equivalent of one semester. Registered sex offenders who are not under any form of court supervision but are assigned to DAEP must serve a minimum of 90 school days, which is the equivalent of one semester.

**Transfers.** Registered sex offenders (whether under court supervision or not) that transfer into the district will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP. In making a decision regarding the placement of a registered sex offender that transfers into the district, the district will consider the recommendation of the review committee as described in the "Periodic Review for Sex Offenders" section below.

**Periodic Review for Registered Sex Offenders.** After 80 school days in DAEP, a review committee will determine by majority vote and recommend to the director of student services whether the student should remain in DAEP or be returned to the regular classroom. The director of student services will follow the committee's decision to return the student to the regular classroom unless the student's presence in the regular classroom is a threat to safety of others, is detrimental to the educational process, or is not in the best interest of the district's students. Conversely, the director of student services will follow the committee's decision to continue the student's placement in DAEP unless the student's presence in the regular classroom is not a threat to the safety of others, is not detrimental to the educational process, or is not contrary to the best interests of the district's students.

If the student remains in DAEP, the review committee will reconsider the student's placement before the beginning of the next school year.

**Appeals for Registered Sex Offenders.** DAEP placement may be appealed as described in district policy FNG or FOC. However, the appeal is limited to the factual question of whether the student is required to register as a sex offender under the law. A decision of the district's Board of Trustees is final and may not be appealed.

## **Other DAEP Issues**

**Grade Levels.** Elementary students in kindergarten through grade 5 will not be placed in DAEP with secondary students in grade 6 through grade 12.

**No Participation in Activities While in DAEP.** Students placed in DAEP for any mandatory or discretionary reasons are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

**Impact on Graduation.** For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through the last instructional day. The student will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

**Transportation.** The district will provide transportation to and from DAEP. This transportation privilege may be revoked if the student does not follow the transportation rules, refuses to cooperate with the driver or other district personnel involved in providing transportation or violates any provision of the SCC during transport.

**Periodic Review.** The district will review a student's DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student's progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

**Coursework Opportunity.** Students placed in DAEP will have an opportunity to complete coursework required for graduation, at no cost to the student, before the beginning of the next school year.

**Effect of Student Withdrawal.** When a student withdraws from school before a DAEP placement order is completed, the district may complete the proceedings and issue a DAEP placement order. If the student re-enrolls in the district during the same or subsequent school year, the district may enforce the DAEP placement order at that time, minus any portion of the placement that was served by the student during enrollment in another district.

If the administrator does not issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order.

**Student Transfers.** Students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district at the time of enrollment into the district will be placed into the district's DAEP to complete the term of their DAEP placement.

In order to continue an out-of-state DAEP placement, the basis for the DAEP placement must also be a reason for DAEP placement in the enrolling district. If the out-of-state DAEP placement period exceeds one year, the district will reduce the period of placement so that the total placement does not exceed one year unless the district determines that the student is a threat to the safety of others or extended placement is in the best interests of the student.

**Summer School.** Students in DAEP during summer programs will be served alongside other students not assigned to DAEP.

**Criminal Proceedings.** The review and appeal process described below is limited to retaliation or off campus misconduct. It does not apply if the student was placed in DAEP as required by law for conduct occurring on or within 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

If the district receives notice that prosecution of a student's case was refused and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated or a court or jury found the student not guilty or did not engage in delinquent conduct or conduct indicating a need for supervision and dismissed the student's case with prejudice, the district will review the student's DAEP placement and will schedule a review with the student's parent/guardian no later than the third day after receiving notice. The student will not be returned to the regular classroom before the review. After reviewing the notice and receiving information from the student's parent/guardian, the administrator may only continue the student's DAEP placement if the administration has reason to believe the student's presence in the regular classroom threatens the safety of others.

**Appeals.** The administrator's decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the administrator, and (3) confirm or reverse the decision of the administrator. If the Board confirms the decision of the administrator, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending. **Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.**

## **EXPULSION**

### **Reasons for Mandatory Expulsion**

**School-Related.** A student must be expelled for any of the following misconduct that occurs on school property or while attending a school-sponsored or school-related activity on or off school property:

- Brings to school a firearm, as defined by federal law (see definitions)
- Uses, exhibits, or possesses the following items, as defined by state law: (1) a firearm\*, (2) an illegal knife, (3) a club, or (4) a prohibited weapon (see definitions)  
\*Firearm note - So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm: at an off-campus, approved target range facility, while participating in or preparing for a school-sponsored shooting sports competition, or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or a shooting sports sanctioning-organization working with the department.
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, or controlled substance (see definitions), a dangerous drug (see definitions), or an alcoholic beverage (see definitions) if the behavior is punishable as a felony
- Commits a serious act or offense while under the influence of an alcoholic beverage if the behavior is punishable as a felony

A student will also be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the district's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, delivers, possesses, uses, or is under the influence of any amount of marijuana, a controlled substance, dangerous drug, or alcoholic beverage, if it is the 2nd infraction in the same school year and the conduct is not punishable as a felony
- Commits a serious act or offense while under the influence of an alcoholic beverage if it is the 2nd infraction in the same school year and the conduct is not punishable as a felony
- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals (see definitions) if it is the 2nd infraction in the same school year

**Regardless of Location.** A student must be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Retaliates against a school employee or volunteer by committing a state-mandated expellable offense
- Issues a false alarm or report (see definitions) or a terroristic threat (see definitions) involving a public school for the 2nd time in the same school year

### **Reasons for Discretionary Expulsion**

**At School.** A student may be expelled for engaging in documented serious misbehavior (see definitions) while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions.

**School Related.** A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the district's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Commits an assault (see definitions resulting in bodily injury to a school employee or volunteer)
- Engages in deadly conduct (see definitions)

**Three Hundred Feet.** Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the district's real property boundary line:

- Possesses a firearm, as defined by federal law (see definitions)
- Uses, exhibits, or possesses the following items, as defined by state law: (1) a firearm\*, (2) an illegal knife, (3) a club, or (4) a prohibited weapon (See definitions)

See "Firearm Note" in mandatory expulsion section above.

- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) aggravated kidnapping, (10) aggravated robbery, (11) manslaughter, (12) criminally negligent homicide, or (13) continuous sexual abuse of a young child or children

**Regardless of Location.** A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Commits aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, criminal attempt to commit murder or capital murder, or aggravated robbery against another student
- Retaliates against a school employee or volunteer by committing an assault (see definitions) resulting in bodily injury
- Engages in criminal mischief if the damage is \$1,500 or more
- Engages in breach of computer security by accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district

**Title 5 Felonies Regardless of Location.** In addition to the expellable conduct listed above, a student may also be expelled and placed in Juvenile Justice Alternative Education Program if the student:

- is arrested for a Title 5 felony offense (see definitions) or aggravated robbery
- is charged with engaging in a Title 5 felony offense or aggravated robbery
- received deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery
- is on probation for a Title 5 felony offense or aggravated robbery
- was found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery
- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or
- was convicted of a Title 5 felony offense or aggravated robbery; **and** the administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the district's students

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the district at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the district assigns the student to a another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

### **Emergency Expulsion**

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion (see below).

### **Procedure for Expulsion**

**Hearing.** Students alleged to have committed an expellable offense will receive a hearing before the campus principal or designee within a reasonable time following the alleged misconduct. The student's parent/guardian will be informed of the basis for the proposed expulsion and be invited in writing to attend the hearing. After making an effort to inform the student and parent/guardian of the hearing, the campus principal or designee may hold the hearing regardless of whether the student or the student's parent/guardian attends. At the hearing, the student is entitled to:

- Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the district; at any level of the expulsion process; however, a parent who is an employee may represent his or her own child.
- An opportunity to question the district's witnesses; and
- An opportunity to testify and to review and present evidence and witnesses in the student's defense.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is already expelled.

**Interim Placement.** Until an expulsion hearing can be held, the student may be placed in in-school suspension, out-of-school suspension, or DAEP.

**Expulsion Order.** If the outcome of the expulsion hearing is that the student will be expelled, the appropriate administrator will issue an expulsion order and provide a copy to the student and the student's parent/guardian. If the duration of the expulsion differs from the guidelines in the SCC, the expulsion order will give notice of the inconsistency.

The campus principal or designee will send a copy of the expulsion order to the juvenile court no later than the second business day after the expulsion hearing. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the expulsion order.

#### **Length of Expulsion**

The duration of the expulsion will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Mandatory expulsions will result in expulsion for up to 176 school days. Discretionary expulsions will result in expulsion for up to 176 school days. Students who bring a firearm (as defined by federal law) to school will be expelled from the regular classroom for at least one calendar year except as modified by the administrator on a case-by-case basis.

An expulsion will not exceed one calendar year unless, after review, the district determines that: (1) the student is a threat to the safety of other students or to district employees; or (2) extended expulsion is in the best interest of the student.

Students expelled at the end of one school year may be required to complete the term of their expulsion at the beginning of the next school year.

#### **Other Expulsion Issues**

**Academic Impact.** Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP) or other district-approved program or as required by IDEA or Section 504.

**Participation in Activities.** Expelled students are prohibited from being on school grounds or attending or participating in school-sponsored or school-related activities while expelled.

**Age Restrictions.** Students under the age of ten that engage in expellable behavior will not be expelled, but will be placed in DAEP.

**Effect of Student Withdrawal.** If a student withdraws from the district before the expulsion hearing is conducted, the district may proceed with conducting the hearing after sending written notice to the parent/guardian and student. If the student re-enrolls during the same or subsequent school year the district may enforce the expulsion order at that time; students will be credited for any expulsion period that was served by the student while enrolled in another district.

If the administrator does not issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

**Student Transfers.** The district will continue the expulsion of students expelled from either another Texas school district or from an out-of-state school district for behavior that is also a reason for expulsion in the enrolling district, until the term of expulsion has been served. If the out-of-state expulsion exceeds one year, the district will reduce the period of the expulsion so that the total expulsion does not exceed one year unless the district determines that the student is a threat to the safety of others or extended placement is in the best interest of the student.

## **Expulsion Appeals**

A student may appeal the Level One expulsion decision to the superintendent's designee as provided by policy FOD (Local) within ten days of receiving the written expulsion decision. The appeal notice must be provided in writing on the form provided by the district. For Level Three appeals, the student or student's parent/guardian must submit a written appeal to the superintendent within 10 days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline. The superintendent will give the student or the student's parent/guardian written notice of the date, time, and location of the meeting at which the Board will review the decision. **Consequences will not be delayed or deferred pending the outcome of the appeal.**

A more detailed explanation of the expulsion appeal process is contained in district policy FOD (LOCAL). A copy of the appropriate policy is available at the campus or central administration office or online at <http://www.haysisd.net>.

## **EXTRACURRICULAR CODE OF CONDUCT**

Participation in extracurricular activities and extracurricular organizations, including interscholastic athletics, is a privilege, not a right. Since extracurricular activities are optional, those who choose to participate are representatives of their respective activities, their school and Hays CISD and so will be held to higher standards of behavior and performance while in and out of school, both during the activity season and out of season. In addition to obeying the behavior standards in the Hays CISD Student Code of Conduct, all students who participate in Hays CISD extracurricular activities are expected to comply with the following guidelines and regulations. It is the responsibility of coaches and sponsors to ensure that students meet the standards set forth in this document, in and out of season, in and out of uniform, on and off campus.

District policies and procedures can change at any time. In the event of a conflict between Hays CISD policy and this document, the district policy will prevail. Some violations of the Extracurricular Code of Conduct may also constitute violations of the regular Student Code of Conduct. Where the campus administration determines that such a violation has occurred, the student will be subject to the appropriate consequences under both documents.

## **DEFINITIONS**

### **Extracurricular Activities - Board Policy FM (LEGAL)**

An extracurricular activity is an activity sponsored by the UIL, the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills, but may have an indirect relation to some areas of the curriculum.

Extracurricular activities include but are not limited to public performances (except as described below), contests, demonstrations, displays, and club activities. In addition, students involved in a district activity will be subject to these rules if any one of the following criteria applies:

1. The activity is competitive;
2. The activity is held in conjunction with another activity that is considered extracurricular;
3. The activity is held off-campus, except in a case in which adequate facilities do not exist on campus;
4. The general public is invited; or
5. An admission is charged.

### **EXCEPTION — PUBLIC PERFORMANCES**

A student who is ineligible to participate in an extracurricular activity, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance, may participate in the performance only if:

1. The general public is invited; *and*
2. The requirement that the student participate in public is stated in the essential knowledge and skills of the course.

**For the purposes of this document, any events that meet the above exception will be designated as co-curricular and this code of conduct will not apply.**

### **Teacher**

For the purposes of the Hays CISD Extracurricular Code of Conduct only, the term **teacher** refers to coaches, activity or organization sponsors, directors, and other district staff who are responsible for overseeing an extracurricular activity or organization.

## **Suspension**

For the purpose of Hays CISD Extracurricular Code of Conduct only, **suspension** is defined as removal from competition, or a formal or informal performance, unless the event meets the exception criteria listed above in FM (LEGAL). A student placed on suspension will be expected to continue practicing with the group organization unless otherwise stipulated by the teacher or principal.

## **General Expectations for Standards of Student Conduct**

In order to promote safety and a positive educational experience for all students, the district expects students who participate in extracurricular activities to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline; (2) demonstrate a positive attitude; (3) respect the rights and feelings of others; (4) respect school property and school officials; (5) support the learning process; (6) adhere to rules, and (7) promote a safe environment.

The Extracurricular Code of Conduct cannot address each and every possible act of student misbehavior. To that end, the district retains discretion to address student misconduct that is inconsistent with these seven standards even if the conduct in question is not specifically included in the Extracurricular Code of Conduct.

## **Academic Eligibility**

Students must remain academically eligible for extracurricular activities by maintaining passing grades and acceptable attendance in all classes at every reporting period. Academically ineligible students may practice or rehearse with other students, but may not participate in a competition or other public performance.

A student ineligible to participate in an extracurricular activity/organization, but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a performance, may participate in the performance only if the general public is invited to the performance and the requirement for student participation in public is stated in the essential knowledge and skills of the course. Also, under state law, and in accordance with Board Policy FM (LEGAL), school districts are allowed to identify advanced courses for exemption from the no pass/no play rule. This exemption is further defined in Hays CISD Administrative Procedure E17.

Unless one of the above exceptions applies, if a student receives one or more failing grades in the first six weeks of the first semester or at the conclusion of a 9 week period, he/she is ineligible to participate in the activity for at least three school weeks. At the end of that three week suspension, if the failing grade has been brought up to passing the student is again eligible to fully participate in the activity. If not, the suspension shall continue.

## **Attendance**

Students engaged in extracurricular activities are expected to attend and participate in all practices, performances, competitions, and other events identified by the teacher. Teachers will provide schedules and times for required practices, performances, competitions, etc. Students are expected to make up work missed while absent. Students' absences from extracurricular activities shall be excused only for those reasons set forth in the student handbook and in the Board Policy. Excessive unexcused absences may result in suspension or dismissal from the activity/organization.

## **Grooming**

Students who participate in extracurricular activities shall comply with the District's policy on student dress and grooming as well as the teacher's specific dress/grooming requirements for the extracurricular activity.

## **Tryouts**

Tryout procedures, requirements, and timelines for various extracurricular activities are determined by the individual teacher in partnership with Hays CISD guidelines. Such tryout information will be made available, in writing, to students in advance of any tryouts. Upon completion of the tryout process for the activity, the sponsor will notify all participants of their membership status. The results of tryouts are final and cannot be appealed.

## **Violations and Consequences**

Students who participate in Hays CISD extracurricular activities shall not engage in inappropriate or unlawful behavior, including but not limited to: consumption of alcohol or illegal drugs, fighting, harassment, bullying, sexual misconduct, criminal activity (excluding minor traffic offenses), failure to follow activity rules, unsafe or disruptive behavior, misuse of district property or the property of others, or threats to others. Such misbehavior, whether off-campus, on-campus, or technology-related, may result in removal from the activity.

Students may be disciplined, suspended, or removed from the activity for the above prohibited behavior or any other behavior which the teacher deems improper, including but not limited to unsportsmanlike conduct, classroom disciplinary referrals, failure to cooperate with teachers or others in the activity, insubordination, poor attendance, and/or promotion of alcohol or drug use on a website, or lewd or profane language, including language online or by other technology device such as cell phones.

Technology-related communication or conduct (i.e. texting, Facebook, Twitter, other social media, etc.) of students involved in Hays CISD extracurricular activities may be subject to the disciplinary consequences listed within this document where it is contrary to the extracurricular code of conduct expectations.

Once a violation has occurred, a student's privilege to participate in an activity may be immediately revoked, suspended or otherwise adversely affected, with or without further review, if the teacher or principal determines that the student's participation:

- Will have an adverse effect other participants in the program;
- Will negatively impact the eligibility of the organization, school or school district; or
- The student's conduct warrants the revocation or suspension of the student's participation.

**The consequences and actions listed in this document represent minimum consequences that may be administered. Each individual organization or team reserves the right to administer additional sanctions appropriate to the specific activity with approval from the campus principal and appropriate executive director.**

#### **Drugs and Alcohol**

If a student who participates in extracurricular activities is found to use, sell, distribute, transmit, be under the influence of any amount of a controlled substance, dangerous drugs, or alcohol and/or any narcotic drug, hallucinogenic, amphetamine, barbiturate, marijuana, toxicant inhalant, or other intoxicant (as defined by law), excluding his or her own prescribed medications (taken as directed), whether on or off district property, the consequences listed below will apply. All drug and alcohol violations will be treated as listed below unless the teacher and the campus principal agree that the circumstances require imposition of a more stringent consequence. If such violation with less than six weeks remaining in the season, the period of suspension may be extended beyond six weeks or the end of the season, and possibly into the next season, by the teacher with the approval of the principal.

**First Offense:** Conference with the student and parent, suspension from all competition or performance for minimum of six weeks, a behavior contract is developed for the student to sign. The student may also have activity-related assignments to complete and may be removed from the program.

**Second Offense:** Conference with the student and parent, suspension from all competition or performances for minimum of eighteen weeks, a behavior contract is developed for the student to sign. The student may also have activity-related assignments to complete and may be removed from the program.

**Third Offense:** Removal from the program for the remainder of the school year or the remainder of the student's career at Hays CISD.

#### **Removal from Classroom by Teacher and/or In-School Suspension**

At a minimum, the student will have a conference with the teacher if the student receives ISS or is removed from a classroom by a district personnel. Excessive assignment to ISS or ongoing disruptive behavior in the classroom will be evaluated by the teacher and may lead to further consequences including dismissal from the program.

#### **Out-of-School Suspension and/or Disciplinary Alternative Education Program (DAEP)**

**First Offense:** Length of the suspension / alternative school assignment if it applies. Conference with the student and parent and a behavior contract shall apply. The student may be removed from the program.

**Second Offense:** Length of the suspension / alternative school assignment if it applies. Conference with the student and parent and a behavior contract shall apply. The student may be removed from the program.

**Third Offense:** Removal from the program for the remainder of the school year or the remainder of the student's career at Hays CISD.

#### **Expulsion**

If the student returns to campus, a conference with the teacher, head band director, athletic coordinator (as appropriate) and principal is required before a student can continue in extracurricular activities. Depending on the circumstances, an expulsion may mean that the student is removed from the extracurricular activity for the remainder of the school year or the remainder of the student's career at Hays CISD.

## **TRANSPORTATION GUIDELINES**

Bus transportation guidelines and rules have been established, in concert with the Student Code of Conduct, to ensure safe transportation. Safe transportation occurs when there is cooperation between the schools, students, and parents/guardians.

### **General Guidelines**

Only students enrolled in the district and employees of the district are permitted to enter and/or ride in a district owned vehicle (school bus or van). Exceptions: Parent, guardian, or school-designated chaperones on campus sponsored field trips, or if the transportation director or administration has authorized permission, in writing. Once the bus begins its departure from the school, no stops will be made for tardy students, unless authorized by campus administrator. Please call (512) 268-8479 if you have any questions or concerns about the district transportation system. The transportation office is open from 5:00 am to 7:00 pm Monday - Friday.

### **Eligibility Requirements**

It is the policy of the district to provide transportation for all eligible students to and from school and school-related activities under guidelines set up by the Texas Education Agency (TEA).

Students meeting the following conditions are eligible for district bus service:

- Lives at least (2) two or more miles from their assigned schools
- Lives in a hazardous traffic condition as defined by TEA
- Meets special education disability eligibility requirements
- A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the transportation department at 512-268-8476.
- See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program (DAEP).

### **Bus Rider Responsibilities**

Riding a school bus in the State of Texas is a privilege and not a right. Failure to comply with bus guidelines and rules can result in a forfeiture of the privileges. Therefore, we must have the utmost cooperation with every detail.

Upon boarding the bus, it is the student's responsibility to:

- Conduct themselves in an orderly manner
- Use extreme caution when approaching bus stop area
- Be at their assigned stop 5 minutes prior to the scheduled pick-up time
- Stay at least 10 feet away from where the bus stops
- Not approach the bus until the bus comes to a complete stop, air brakes deployed and the door has been opened

It is the responsibility of the parent/guardian to provide supervision before and after loading his or her child at the bus stop.

### **Bus Rider Rules**

Students are expected to:

- Enter the bus in an orderly fashion, go directly to their assigned seat, and sit facing forward
- Speak in a "classroom voice" and conduct themselves in an orderly manner
- Follow instructions from the driver/monitor
- Remain seated at all times
- Keep the bus clean, litter-free and sanitary at all times
- Refrain from screaming, whistling, and unnecessary behavior which may distract the driver
- Never tamper with emergency equipment unless performing a supervised drill or an actual emergency
- Never sit in the driver's seat or tamper with emergency doors, hatches and emergency windows
- Not put his or her feet on the seat, vandalize or place graffiti upon the bus
- Not throw any objects inside the school bus or out the window
- Keep all hands, feet and body parts inside the bus
- Not eat, drink, or chew gum/candy, except when approved by sponsors or administrator
- Not bring prohibited harmful items on the school bus or any materials that could be used as a weapon (tobacco, drugs, alcohol, sprays, etc.)

- Not use profanity, or rude gestures at any time
- Not use physical contact at any time (hitting, pushing, shoving, scratching and fighting)
- Not tease, sexually harass, bully or discriminate against other students/driver/monitor
- Remain quiet and observant while approaching, while stopped and while crossing any railroad crossing
- Not bring live animals such as reptiles, insects, etc. on the school bus
- Remain on the bus unless otherwise instructed by the driver during an emergency or mechanical problem
- Any object to be transported upon the bus must be able to fit within the compartment occupied by the student and placed on his or her lap.
- Comply with all guidelines as indicated in the Student Code of Conduct.
- The school bus driver is allowed to stop and park the bus in a safe area until order has been restored.

Use of electronic devices (cellular phones, iPods, CD players, etc.) is permitted on the school bus under the following conditions:

- Shall remain in the possession of the owner and not shared nor passed around. (includes ear plugs)
- One ear shall remain free of ear plug in order to hear driver direction
- Shall be turned off and ears free of obstruction as students **board and depart** the bus, and at railroad crossings.
- While on the bus, volume will be determined by the driver/monitor. If complaints are voiced in regards to electronic devices the driver will address on a case by case basis.
- No amplification devices will be allowed
- Phones are not to be used to take photos or video(**invasion of privacy**)
- If a student or students are uncooperative in maintaining order on the bus, the driver has the option of having any or all devices turned off and put away.

Bus drivers, as well as the transportation departments, may formulate and/or recommend additional rules and regulations that are reasonable that may not be specifically stated herein.

### **Extracurricular and Co-Curricular Trips**

The same expectation of order on the school bus also applies to field trips. The teacher, sponsor, principal and driver may choose to alter some specific rules as may be appropriate to distance, time, nature of the trip and age of the students.

### **Departing the Bus**

Once a student has boarded the school bus at the campus they will not be allowed to leave the bus without the authorization of a school official.

If a parent/guardian desires to remove a student from the bus at an area other than the student's regular bus stop, he/she must provide picture ID and show that authorization has been received from a school official.

The bus driver will not discharge a student from the bus other than at a pre-designated stop or school unless a prior written request from the parent is approved by a school official and received by the driver.

Additionally, students must follow the departure rules below.

- Take all books, lunches and any other articles off the bus when departing, unless it is an emergency situation
- Students may not depart the bus in the AM before the bus arrives at the student's designated school.
- Students are instructed to use the front door emergency evacuation procedures when departing the school bus daily on campus.
- Students living on the right side of the street will observe safe departing procedures (walk at least 10' away from the bus in the view of the driver staying clear of the front and side of the bus).
- Students living on the opposite side of the street (left side) shall observe safe departing procedures as they cross the street:
  - Stay 10' away from the side of the bus and 15' in front of the front bumper.
  - Get eye contact with the driver and follow hand signals of driver before starting to cross the street.
  - After receiving permission to proceed across the street, stop at a point in line with the left side of the bus and wait for the driver's hand signal to continue across the street. Look both to your left and right for oncoming traffic before stepping out. If in doubt, do not cross the street.
  - Never cross the street/roadway from the rear of the bus.

### **Emergency or Hazardous Conditions**

Drivers will contact dispatch for directions at any time they are uncertain of weather, road or vehicle conditions. In case of bad weather, school may be delayed, cancelled, or students may be released early from school per the superintendent or designee. If conditions and/or circumstances will not permit the safe delivery of a student to his/her authorized stop, that student will be returned to the school where he/she is enrolled, or to the transportation Department.

## **ADDITIONAL INFORMATION**

### **DIGITAL CITIZENSHIP**

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. These technologies, when properly used, promote educational excellence by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have consequences on the district, its students and its employees. These Digital Citizenship Guidelines are intended to minimize the likelihood of such harm by educating Hays CISD students and setting clear expectations for use.

The district provides technology resources to its students and staff for educational and administrative purposes. Students and staff may also be allowed to use the local network, wifi, and personal electronic devices according to the campus Digital Citizenship Guidelines.

### **MANDATORY REVIEW**

To learn proper technology use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge Digital Citizenship Guidelines as part of their review of the *Parent and Student Handbook*. Campuses must provide training on the Digital Citizenship Guidelines to all students.

### **DIGITAL CITIZENSHIP EXPECTATIONS**

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. The Digital Citizenship Guidelines are intended to clarify those expectations as they apply to computer and network usage and is consistent with the Administrative Procedures for Electronic Communication and Data Management and District Policy CQ (Local). A student who knowingly violates any portion of the Digital Citizenship Expectations will be subject to suspension of access and or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

1. Students will practice responsible use of digital information regarding intellectual property including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property. See district fair use and copyright guidelines for more information.
2. Students will practice safe and appropriate online behavior including using professional etiquette while communicating online. Improper use of district technology resources is prohibited including but not limited to:
  - a. Using racist, profane, pornographic, sexually oriented, or obscene language or materials
  - b. Attempting to send or sending anonymous messages of any kind
  - c. Using the network to access inappropriate and / or harmful materials
  - d. Bypassing the district's security measures to access sites that are filtered on the district network
  - e. Encrypting communications so as to avoid security review or monitoring by the system administrator.
  - f. Using the network to provide addresses or other personal information that others may use inappropriately
  - g. Purposely engaging in activity that may: harass, threaten, defame, slander, libel, malign, or abuse another individual or group.
  - h. Using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines
  - i. Forgery or attempted forgery of electronic messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.
3. Students will use the technology resources in a positive and responsible manner that promotes productivity, collaboration and learning. Improper use of the districts technology resources is prohibited including but not limited to:
  - Using the network for political activity, financial gain, or commercial activity
  - Attempting to harm or harming equipment, materials or data
  - Changing any computer configurations and/or settings.
  - Installing software, including freeware and file sharing services, without permission from permission from the executive director of technology or designee.
  - Deliberate attempts to degrade or disrupt system performance may be viewed as violation of district guidelines and possibly, as criminal activity under applicable state and federal laws, including the Texas Penal Code, Computer Crimes, Chapter 33. This includes, but is not limited to, the uploading or creating of computer viruses

- Streaming media, such as radio, games, video, etc., for non-educational purposes
  - Proxy sites - Attempting to bypass or bypassing, the filtering device by using sites such as but not limited to proxy sites on the district's electronic communications system
  - Running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on district technology resources.
  - System users must not otherwise engage in acts against the aims and purposes of the district as specified in its governing documents or in rules, regulations and procedures adopted from time to time.
4. Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video and other media.
  5. Students will log into the district network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be written down and left in a location others may find it. The individual in whose name a system account is issued will be responsible at all times for its proper use.
  6. Prior to recording audio or video, students will obtain consent of both the person(s) being recorded and the teacher/administrator.
  7. Students will use technology resources cautiously to prevent damage.
  8. System users are asked to maintain their personal files including backing up files and deleting outdated files on a regular basis.
  9. Students are asked to conserve district technology resources (such as network bandwidth and storage) by limiting usage to educational purposes. System users must not: degrade the performance of district technology resources (i.e. streaming video, streaming audio, and Internet radio); deprive an authorized district user access to a district resource; obtain extra resources beyond those allocated; circumvent district computer security measures.

#### **USE OF PERSONAL TECHNOLOGY DEVICES, INCLUDING MOBILE TELEPHONES**

The District believes technology is a powerful tool that enhances learning and enables students to access a vast amount of technology-based information. On an as available basis, students will be provided access to a filtered, wireless network through which students will be able to connect personal telecommunication devices to a designated network. Students using personal telecommunication devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Hays CISD networks.

**Designated Instructional Areas** Students are allowed to bring personal telecommunication devices that can access the wireless Internet in designated areas, as available. Students will be allowed to use the device for educational purposes in a digitally responsible manner. Students may be asked to turn off their device during times such as testing and assemblies.

**Designated Non-Instructional Areas/Times** Students are allowed to bring personal telecommunication devices that can access the filtered wireless internet in designated areas, as available. Students will be allowed to use the device as determined by the campus.

With this privilege come the following student expectations:

1. The student is responsible for following the digital citizenship guidelines set by the campus.
2. Students will not be allowed to make or receive calls or text messages of a non-instructional nature during instructional time.
3. The student is responsible for his/her own device: set-up, maintenance and security. Teachers will not store student devices at any time. (Hays CISD is not responsible for lost or stolen devices.)
4. The student should use the Hays Wi-Fi connection while at school. The Hays Wi-Fi is monitored and filtered at all times. System users must not plug unauthorized hardware into the district network such as but not limited to wireless access points, personal laptop computers, or any non district issued computer hardware.
5. If a student uses a personal device in an inappropriate manner, he/she may lose the privilege of using that device for instructional purposes. Devices can be confiscated and contents can be examined if a violation occurs. Additional consequences may be imposed based on the Student Code of Conduct. The student or student's parents may retrieve a confiscated device. Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE]
6. The use of a camera device or any device capable of capturing images such as a mobile telephone is strictly prohibited in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event.
7. In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See Searches on page 74 and policy FNF]

## **CONSEQUENCES OF DIGITAL CITIZENSHIP VIOLATION**

Any attempt to violate the Digital Citizenship Expectations may result in revocation of the student's access to the technology resources. In addition, school disciplinary and or appropriate legal action may be taken. Students may be held financially responsible for intentionally causing damage to district resources. This includes all costs associated with cleanup, system restoration, hardware, or software costs.

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. Digital Citizenship expectations also apply to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting", will be disciplined according to the Student Code of Conduct may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequence of engaging in inappropriate behavior using technology.

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

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

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

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

### **Students Taken Into Custody**

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

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

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

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

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

## **SEARCHES**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law. Students are subject to metal detector searches on a random basis. See the Code of Conduct and FNF (Local) for additional information.

### **Trained Dogs**

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or unattended student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

## **SECTION VI: TECHNOLOGY, INTERNET AND COPYRIGHT INFORMATION**

### **DISTRICT TECHNOLOGY RESOURCES**

#### **Technology Resources**

The district provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right. Students are expected to follow the Digital Citizenship Expectations as previously described in Section V.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. This document is intended to clarify those expectations as they apply to computer and network usage and is consistent with the Administrative Procedures for Electronic Communication and Data Management and District Policy CQ (LOCAL).

#### **Definition of District Technology Resources**

The district's computer systems and networks are any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. The district reserves the right to monitor all technology resource activity.

#### **Ownership of Electronic Files**

Electronic files created, sent, received, or stored on district technology resources owned, leased, administered, or otherwise under the custody and control of the district are the property of the district.

#### **Privacy**

Electronic files created, sent, received, or stored on district technology resources owned, leased, administered, or otherwise under the custody and control of the district are not private and may be accessed or monitored by executive director of technology or designee at any time without knowledge of the user or owner.

### **NON-PARTICIPATION**

Your child will have the opportunity and privilege to participate in approved online educational activities involving the Internet, including but not limited to, distance learning, podcasting, e-mail, collaborative documents, and online educational programs/subscriptions, unless you submit a letter to the school principal stating that your child is not to participate (please be specific).

### **INFORMATION CONTENT/THIRD PARTY SUPPLIED INFORMATION**

System users and parents of students with access to the district's system should be aware that use of the system may provide access to other electronic communications systems outside the district's networks that may contain inaccurate and/or objectionable material.

A student who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising teacher.

The district is making every effort to insure that the learning environment is a safe one. The district is in compliance with the Children's Internet Protection Act (CIPA), which provides additional filtering for Internet security and safety. If you have questions or concerns regarding this policy, please contact the campus principal.

A student knowingly bringing 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 in accordance with the Student Code of Conduct.

## **INTERNET SAFETY GUIDELINES**

The district provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of district activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. This section is intended to clarify provisions and procedures in place to address staff and student internet safety as required by the Children's Internet Protection Act (CIPA), Neighborhood Children's Internet Protection Act (NCIPA) and The Protecting Children in the 21st Century Act.

### **Access to Inappropriate Materials**

- Control student and staff access to inappropriate materials, on the Internet.
- Measures designed to restrict minors' access to harmful materials on the Internet.

### **Filtering**

District Internet filtering (Technology Protection Measure) blocks access to at least, but not limited to the three categories of visual depictions specified by CIPA – obscene, child pornography, and harmful to minors. A staff member can request access to a specific URL for bona fide research or other lawful purpose by submitting administrative procedure C1-C and/or a technology work order. All requests will be reviewed by the executive director of technology or an appointed designee. Students may have a less or more restrictive filter depending on their age group.

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the executive director of technology or designated representative.

### **Supervising/Monitoring**

- Staff members must supervise and monitor student online activities.
- Online activities may be monitored with district computer monitoring software.

### **Educating**

Educate students and staff on proper procedure for:

- An inappropriate or harmful site coming up on the screen
  - Student:
    - Turn off monitor
    - Raise your hand
    - Wait for an adult to address the problem
  - Staff:
    - Turn off monitor and/or close browser
    - Report via a work order
    - Request site to be blocked
- Searching for information on the Internet
  - Do not type specific web address (if uncertain of the site address)
  - Use age-appropriate search engines when looking for specific sites
- Create and use link pages for Internet access when appropriate

### **Inappropriate Network Usage**

Ensure student safety and security when using online communications tools (OCT) such as email, chat rooms, blogs, and /or other forms of direct electronic communication.

### **Online Communication Tools**

- Student should only access personal email during non-instructional times or when allowed by the classroom teacher.
- Students are not to enter an electronic chat or any online communication tool without adult supervision. Stress that no one ever knows for sure who is in the chat room watching or with whom he or she is communicating. Educate students on online dangers, such as:
  - Compare stranger danger in cyberspace to the real world stranger danger.
  - Compare bullying in the real world to cyberbullying.

- Discuss identity theft awareness.
- Students should only access personal online communication tools such as but not limited to social networking sites such as Facebook, Twitter, etc. and/or personal blogs during non-instructional times. Exceptions will be made for lessons containing specific educational objectives and technology designee approval.
  - Personal online communication tool awareness:
  - Manage your privacy settings such as directory information, invites, etc.
  - Limit use of personal identifiable information on such sites.
  - Be aware of your connections, people may not be whom they seem.
  - Be aware of your “cyberspace” surroundings, you don’t know who else may be on that site.
  - Once information is posted, it can live forever.
  - Online choices can have offline consequences.
  - Never agree to meet someone “offline.”
  - Report any unlawful or inappropriate actions to authorities.
- Educational online communication tools may be accessed with adult supervision and implementation of the below guidelines.
  - Instructional activities such as blogs and/or wikis should be teacher moderated.
  - To ensure safety of our students, the OCT moderator will:
    - Verify that the content relates to the instructional objective, does not contain inappropriate language and that the content does not include identifying information, such as a student’s full name, school name, city name, teacher’s name, phone number, address, etc. Examples of how students may sign an online posting include:
      - 4th Grader (non identifiable)
      - Josh L. (first name only, last initial only)
      - bookworm (alias)
    - If a student’s content in a project utilizing OCT includes an attachment such as a student produced project, photograph, or audio/video recording, the teacher must verify that appropriate parental consent is on file.
  - Teachers should partner with their school librarian for projects utilizing OCT.
  - Prior to students utilizing OCT, the teacher must complete an Internet safety lesson with the participating students.

### **Unauthorized Online Access**

Prevent student and staff from unauthorized access, including “hacking,” and other unlawful activities.

- Personal Network Logins (staff, secondary and 5th grade students)
  - Staff and students will be given specific rights based on their network login.
  - Staff and students are not to share their login or passwords.
  - Online activities may be monitored.
  - Activity on the network can be traced by the user’s login.
- Unauthorized software installs disallowed at the user level.
- Virus software is installed on each desktop.
- Network measures are in place to have a secure system.
- Copyright laws/proper citation of sites is required.
- Personal electronic documents
  - Ownership of documents created.
  - Respect others’ documents.
  - Online documents may be monitored by administration.

### **Unauthorized Disclosure of Personal Identification Information**

Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

- Student’s full name, first and last, can be posted on the Internet as long as parental / guardian signed consent has been obtained and is on file, or the parent has not restricted the release of this directory information according to the procedures required by FERPA (the Family Educational Rights and Privacy Act), which is explained elsewhere in this handbook.
- Identifiable pictures of students can be posted to the Internet as long as parental / guardian signed consent has been obtained and is on file, or the parent has not restricted the release of this directory information according to the procedures required by FERPA (the Family Educational Rights and Privacy Act), which is explained elsewhere in this handbook.

- Staff should never put student information such as but not limited to student pictures, class field trips, etc on personal websites or personal Web 2.0 tools such as but not limited to sites such as Facebook, Flicker, etc.
- Students should not give out personal information over the Internet such as:
  - Name
  - Address
  - Phone number
  - Age
- Students should not share information that could identify him or her.
  - Landmarks about where one lives
  - Where one goes to school
  - Where one “hangs out”
  - Where parents work
  - Similar information about friends or family
- Do not fill out forms on the Internet without parent or adult supervision. (Ex. membership forms, prize drawings, etc.)
- If someone on the Internet asks you for personal information, turn off the monitor, raise your hand, and wait on an adult for assistance.
- Never agree to meet someone “offline.”

## **EDUCATION, SUPERVISION, AND MONITORING**

It shall be the responsibility of all members of district staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with these guidelines, the CIPA, NCIPA, and the Protecting Children in the 21<sup>st</sup> Century Act.

The teacher or designated representatives will provide age-appropriate training for students who access the district's Internet. The training will include:

- Discussion and review of the Hays CISD Acceptable Use Agreement, Internet Safety Guidelines and Student Email Usage Agreement (if applicable);
- Student Internet safety with regard to:
  - Safety online
  - Appropriate behavior while on online, focusing on social networking websites, and chat rooms
  - Cyberbullying awareness and response
  - Digital citizenship

### **Digital Citizenship-Technology Applications TEKS**

Digital citizenship emphasizes safe, responsible, legal, and ethical behavior while using technology, digital tools and resources. It is expected that Hays CISD students receive instruction in Digital Citizenship correlated to the Technology Applications TEKS at the beginning of each school year using the district provided instruction.

#### **Grades K-5 TEKS- The student is expected to:**

- (A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;  
 (B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and  
 (C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

*Instruction is the responsibility of the homeroom teacher and may be assisted by the librarian, counselor, and technology teacher (where applicable).*

#### **Grades 6-8 TEKS- The student is expected to:**

- (A) understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;  
 (B) practice ethical acquisition of information and standard methods for citing sources;  
 (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and  
 (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.

*All 6th grade students receive instruction as part of the required Technology Applications course. 7<sup>th</sup> and 8<sup>th</sup> grade teachers are expected to reinforce the TEKS during integrated projects and may be assisted by the librarian and counselor.*

**Grades 9-12 TEKS- The student is expected to:**

- (A) model safe and ethical use of digital information;
- (B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound;
- (C) use technology applications in a positive manner that supports productivity, collaboration, and continuing education; and
- (D) use professional etiquette and protocol in situations such as making introductions, offering and receiving criticism, and communicating with digital tools.

*All 9th-12th grade students are required to take a Technology Applications course. All Technology Applications teachers (or CTE teachers that teach a class which is counted as a Tech Apps graduation requirement) must include instruction in Digital Citizenship. All other teachers are expected to reinforce the standards during integrated projects, and may seek the assistance of the Campus Technologist & Librarian. The Counseling Staff also implements the Think Before You Text curriculum.*

**Internet Safety Sites/Curriculum Support:**

<a href="http://www.netsmartz.org/">http://www.netsmartz.org/</a>	<a href="http://www.citationmachine.net/index2.php">http://www.citationmachine.net/index2.php</a>
<a href="http://www.commonsensemedia.org/educators/classroom-curriculum/scope-sequence">http://www.commonsensemedia.org/educators/classroom-curriculum/scope-sequence</a>	<a href="http://www.cyberbee.com/copyrt.html">http://www.cyberbee.com/copyrt.html</a>
<a href="http://www.ciconline.org/DigitalCitizenship">http://www.ciconline.org/DigitalCitizenship</a>	<a href="http://www.copyrightkids.org/">http://www.copyrightkids.org/</a>
<a href="http://powertolearn.com/internet_smarts/index.shtml">http://powertolearn.com/internet_smarts/index.shtml</a>	<a href="http://www.easybib.com/">http://www.easybib.com/</a>
<a href="https://jointheteam.com/">https://jointheteam.com/</a>	<a href="http://creativecommons.org/">http://creativecommons.org/</a>
<a href="http://www.nsteens.org/">http://www.nsteens.org/</a>	<a href="https://owl.english.purdue.edu/owl/resource/677/01/">https://owl.english.purdue.edu/owl/resource/677/01/</a>
<a href="http://www.safekids.com/">http://www.safekids.com/</a>	<a href="http://www.brainpop.com/technology/digitalcitizenship/">http://www.brainpop.com/technology/digitalcitizenship/</a>
<a href="http://kids.getnetwise.org/safetyguide/">http://kids.getnetwise.org/safetyguide/</a>	<a href="http://www.brainpop.com/english/writing/citingsources/preview.weml">http://www.brainpop.com/english/writing/citingsources/preview.weml</a>
<a href="http://disney.go.com/legal/internet_safety.html">http://disney.go.com/legal/internet_safety.html</a>	<a href="http://www.brainpop.com/technology/computersandinternet/digitaletiquette/">http://www.brainpop.com/technology/computersandinternet/digitaletiquette/</a>
<a href="http://beforeyoutext.com">http://beforeyoutext.com</a>	<a href="http://www.learning.com/">http://www.learning.com/</a>
<a href="http://www.stopcyberbullying.org">http://www.stopcyberbullying.org</a>	
<a href="https://sites.google.com/a/g.haysisd.net/digital-citizenship/">https://sites.google.com/a/g.haysisd.net/digital-citizenship/</a>	

**Adoption**

The internet safety guidelines were adopted by the Hays CISD Board of Trustees at a public meeting, following normal public notice, on June 18, 2012 and revised on March 31, 2014. [See CQ LEGAL – 47 U.S.C. 254(h)(5)(A),(I)(1)]

**STUDENT EMAIL USAGE AGREEMENT****Technology Resources**

The electronic communications system is managed by the district. The district manages student email. Students have no right to privacy with regard to district issued email and can be monitored at any time to ensure appropriate use.

District technology resources are strategic, valuable assets that must be managed as such. Thus, this agreement is established to achieve the following:

- To ensure compliance with applicable statutes, regulations, and mandates regarding the management of information resources.
- To establish prudent and acceptable practices regarding the use of email.
- To educate individuals using email with respect to their responsibilities associated with such use.

**Purpose**

The purpose of the district Email Agreement is to establish the rules for the use of email for the sending, forwarding, posting, receiving, or storing of electronic mail. See Internet Safety Guidelines for appropriate use of other online communication tools.

## **Audience**

The Email Agreement applies equally to all individuals granted access privileges to district information resource with the capacity to send, forward, post, receive, or store electronic mail.

## **Activities that are not permitted with email**

1. Inappropriately distributing protected or copyrighted works.
2. Using district email to operate a personal business.
3. Sending, forwarding or posting an email anonymously.
4. Sending, forwarding or posting email that contains any items involving partisan party politics, political lobbying or campaigning.
5. Sending, forwarding or posting email that is illegal, intimidating or harassing including that of a racist, sexist, threatening, obscene, pornographic or otherwise objectionable nature or language is strictly prohibited.
6. Impeding the conduct of school business by sending, forwarding or posting and receiving personal email other than stated in the email usage guidelines.

## **The following activities are prohibited because they impede the functioning of network communications and the efficient operations of electronic mail systems**

1. Sending, forwarding or posting chain letters.
2. Sending, forwarding or posting unsolicited messages to large groups of 10 or more except as required to conduct district business or class assigned activities.
3. Sending, forwarding or posting excessively large messages/attachments.
4. Sending, forwarding or posting email that is likely to contain computer viruses.
5. The use of unauthorized communication software such as but not limited to instant messaging and other non-educational online communication tools.

## **GENERAL EMAIL USAGE GUIDELINES**

1. Personal use of email is a privilege granted by the district and as such, must be limited to personal time and must be content appropriate. Access to the district issued email is primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:
  - Imposes no tangible cost on the district;
  - Does not unduly burden the district's technology resources; and
  - Has no adverse effect on an employee's job performance or on a student's academic performance.
2. Students need to keep in mind that all email is recorded and stored along with the source and destination.
3. Students have no right to privacy with regard to email managed by the district. Students need to be aware that statements made in electronic mail can form the basis of various legal claims against the individual author. Messages relating to or in support of illegal activities will be reported to the authorities.
4. Students are prohibited from accessing another student's electronic mail.

## **DISCIPLINARY ACTIONS**

Access to the district issued electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and by signing the Acknowledgement Signature Form of the Parent- Student Handbook one agrees in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with district policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the district.

Violation of this policy may result in disciplinary action that may include termination for employees and temporaries; a termination of employment relations in the case of contractors or consultants; dismissal for interns and volunteers; or suspension or expulsion in the case of a student. Additionally, individuals are subject to loss of district technology resources access privileges, civil, and criminal prosecution.

## **COPYRIGHT GUIDELINES**

Copyright is a form of protection provided by the government to the authors of "original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works." This protection makes it unlawful for anyone to violate the rights provided to the owner of the copyright.

## DEFINITIONS OF COPYRIGHT

### Copyright

The six exclusive property rights granted to the creator of an original, creative, and tangible expression of a work are reproduction, adaptation, distribution, public performance, public display and digital audio transmission. [Section 106, 17 US Code]

### Fair Use Exemption

The exemption provided for the educational use of copyrighted material that does not infringe, or violate the exclusive rights of the copyright holder. Section 107 allows for the reproduction of copyrighted works for the purposes of criticism, comment, news reporting, teaching, scholarship, or research. To qualify for the exemption, all four factors of the “fair use test” must be met. Those factors are:

1. Purpose and character, including whether use is of a commercial nature or is for non-profit educational purposes
2. Nature of the copyrighted work;
3. Amount and importance of the portion used in relation to the copyrighted work as a whole; and
4. Effect of the use upon the potential market for or value of the copyrighted work.

Even though “fair use” allows an exception, guidelines define the number, portion of the work reproduced and other criteria. Single copies may be made of the following for scholarly use, for use in teaching, or in preparing to teach a class. Examples of single copy used include a chapter of a book, an article from a periodical or a short story. Multiple copies for classroom use must meet five criteria. Those criteria are: Brevity: limits on extent of work that can be copied; Spontaneity: teacher’s decision to use material must be so close to time of use that timely request for permission could not be made; Cumulative effect: must not have a negative effect on the market for the copyrighted work; no profit - students may not be charged more than actual copy cost; and, copyright notice and attribution must be included.

### First Sale Doctrine

The physical ownership of an item, such as a book or a CD, does not include the transfer of the copyright right to the item. Under the first sale doctrine, ownership of a physical copy of a copyright-protected work permits lending, reselling, disposing, etc. of the item, but it does not permit reproducing the material, publicly displaying or performing it, or in any of the acts reserved for the copyright holder. (Section 109 of the Copyright Act)

### Public Performance and Domain

Any performances in a place open to the public, or at a place where a substantial number of persons outside the normal circle of family or its social acquaintance is a public performance. A gym, cafeteria and/or media room is an example of a public performance. Works with no copyright restrictions are considered public domain and include those not protected include facts and ideas, as well as most government documents. Although a writer’s distinctive word to present ideas or facts may be copyrighted, the underlying concepts or facts cannot. Items may fall into public domain when copyright protection expires.

PRINT/TEXT/ILLUSTRATIONS GUIDELINES	
Educators & Students MAY Copy	Educators & Students MAY NOT Copy
<p><u>A single copy</u> for scholarly research, preparation to teach class, or use in teaching a:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> chapter from a book,</li><li><input type="checkbox"/> newspaper or magazine article,</li><li><input type="checkbox"/> short story, short essay or short poem, or</li><li><input type="checkbox"/> chart, a graph, a diagram, a drawing, a cartoon or a picture from a book, periodical or newspaper</li></ul> <p><u>Multiple Copies</u> IF it meets <b>all</b> tests for BREVITY, SPONTENALITY, CUMMULATIVE EFFECT:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> <u>Brevity--Poetry</u>: whole poem if poem is less than 250 words or excerpt from a longer poem but not more than 250 words</li><li><input type="checkbox"/> <u>Brevity--Prose</u>: whole article, story or essay if less than 2,500 words or excerpt not more than 10 % of the work OR less than 1,000 words, whichever is less.</li><li><input type="checkbox"/> <u>Brevity--Special Works</u> under 2,500 words (ex: children’s books) an excerpt not more than 10 % of text or maximum of 2 pages</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Items intended to be consumable: workbook pages, coloring books, standardized tests, answer sheets...</li><li><input type="checkbox"/> As a substitute for purchase of book, magazine or newspaper</li><li><input type="checkbox"/> Same work multiple semesters or years</li><li><input type="checkbox"/> Same newspaper, articles from week to week</li><li><input type="checkbox"/> “Special work” in entirety (ex: children’s book)</li><li><input type="checkbox"/> To create anthologies of varied works</li><li><input type="checkbox"/> More than one entire item (or two excerpts) from a single author,</li><li><input type="checkbox"/> More than three articles from a single book or periodical volume during class term</li><li><input type="checkbox"/> From the same work more than nine times in a semester</li><li><input type="checkbox"/> For commercial purposes (selling copies of</li></ul>

<input type="checkbox"/> <b>Brevity—Graphics:</b> single chart, graph, diagram, drawing, cartoon, or picture per book or magazine. <input type="checkbox"/> Copy limit: one copy per student in course  Note: <u>Copyright notice</u> must be included on all copies	booklet) Enlarge or modify illustration (a violation of author's right of adaptation or display)
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#### **MUSIC GUIDELINES**

*Sheet music, songs, lyrics, operas, musical scores, compact disks and digital audio files*

<b>Educators &amp; Students MAY</b>	<b>Educators &amp; Students MAY NOT</b>
<input type="checkbox"/> Copy portions up to 10% of the work, provided they do not constitute a performable unit or aria, <input type="checkbox"/> Make emergency copies not available for an immediate performance, provided purchase replacement copies are on order. <input type="checkbox"/> Make single copy of entire performable unit if confirmed to be out-of-print <input type="checkbox"/> Educators may make a single copy of performable unit if unavailable except in larger work, if for scholarly research or in preparation to teach a class <input type="checkbox"/> Educators may make & retain a single recording a student's performance for evaluation or rehearsal purposes <input type="checkbox"/> Educators may record or copy a sound recording owned by the school or teacher for the purpose of constructing auditory exercises or examinations. <input type="checkbox"/> Students may use a portion of commercial music in background IF they initiate it themselves.	<input type="checkbox"/> Copy sheet music or consumable materials to avoid purchase or payment of royalty fees <input type="checkbox"/> Copy for the purpose of performance except as noted in guidelines <input type="checkbox"/> Copy or record a work from one format to another, unless original is obsolete <input type="checkbox"/> Use copyright protected music as background without obtaining "synchronization" rights <input type="checkbox"/> Educators may not provide more than one copy per student. <input type="checkbox"/> Educators may NOT make multiple copies of student's copyright performance <input type="checkbox"/> Copy & omit copyright notice

#### **TELEVISION & VIDEO PROGRAMS GUIDELINES**

<b>Educators &amp; Students MAY record &amp;/or show programs if</b>	<b>Educators &amp; Students MAY NOT</b>
<input type="checkbox"/> Showing meets <b>all</b> public performance <i>fair use</i> exemption criteria: 1. Is the content directly related to current curriculum? 2. Will the performance occur in the course of face-to-face teaching activities by a student or teacher? 3. Will the performance take place in a classroom or a traditional place of instruction? 4. Is the program a legally acquired copy of the work?  <input type="checkbox"/> <i>Off-air broadcast</i> if "Off-Air Taping Guidelines" & retention limits are <b>all</b> met: 1. recorded at the request of a teacher 2. shown within 10 days of recording 3. used only for evaluation purpose from day 11 – 45. 4. recording includes credits & copyright  <input type="checkbox"/> IF <i>Public Performance Rights</i> have been obtained, it may be shown to groups outside of the classroom for incentive, reward or entertainment.	<input type="checkbox"/> Show off-air or home use programs as a reward or for entertainment purposes <input type="checkbox"/> Alter or edit recorded program from original content, or format <input type="checkbox"/> Create an anthology of video clips and excerpts <input type="checkbox"/> Transfer work to another medium (ex: digitize video programs) <input type="checkbox"/> Show off-air recording after 10 days from recording date <input type="checkbox"/> Retain off-air recording after 45 days limit from recording date <input type="checkbox"/> Record same program different dates to circumvent guidelines <input type="checkbox"/> Omit credits or copyright notice on recording <input type="checkbox"/> Cablecast recordings or video streaming that are unrelated to instruction and lack public performance rights <input type="checkbox"/> Sell video or audio recordings of school performances without specific copyright clearance for performance, distribution & sync rights.

### MULTIMEDIA PROJECTS

Projects containing copyrighted material must either obtain copyright permission from sources or observe the “fair use” guidelines: abide by quantity limits, use for direct instruction, obey retention limits, & observe original medium portions.

<b>Educators &amp; Students MAY</b>	<b>Educators &amp; Students May NOT Copy</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include <u>text</u> up to 10% or 1,000 words, whichever is less, in the aggregate of a copyrighted work</li> <li><input type="checkbox"/> Include <u>music lyrics</u> or music video excerpts, not to exceed 10% or 30 seconds of the work, provided they do not constitute a performable unit</li> <li><input type="checkbox"/> Include <u>motion media</u> up to 10%, or 3 minutes, whichever is less, in the aggregate of a copyrighted work</li> <li><input type="checkbox"/> Include <u>images</u>, up to 5 from a single artist or photographer or no more than 10 % of a collective work.</li> <li><input type="checkbox"/> Perform and display their educational multimedia projects in the course for which they were created</li> <li><input type="checkbox"/> Students may retain &amp; use in their portfolios as examples of academic work for personal uses (job, college interviews...)</li> <li><input type="checkbox"/> Educators may perform or display their own multimedia projects created in presentations to their peers, (workshops, conferences...).</li> <li><input type="checkbox"/> Educators may retain their multimedia projects up to 2 years in a personal portfolio (performance review, job interviews...).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scan, alter, modify, or include copyrighted graphics, photos, illustrations, etc <u>beyond guideline limits</u> (left column) without copyright permission.</li> <li><input type="checkbox"/> Include copyrighted music tracks or songs without copyright permission (synch rights)</li> <li><input type="checkbox"/> Educators may NOT retain their projects beyond 2 years without obtaining permission for each copyrighted portions used</li> <li><input type="checkbox"/> Educator's may not record a narrator reading a book</li> <li><input type="checkbox"/> Or display multimedia projects with copyrighted works in exhibits, festivals, public events or parent meetings.</li> <li><input type="checkbox"/> Educators may NOT retain student's multimedia projects.</li> </ul>

### SOFTWARE, WEB, & INTERNET

<b>Educators &amp; Students MAY</b>	<b>Educators &amp; Students May NOT</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Copy one back-up archival copy of legally purchased software</li> <li><input type="checkbox"/> Include hyperlink to another website's main or home page</li> <li><input type="checkbox"/> Include original pictures or personally created graphics</li> <li><input type="checkbox"/> Include copyright free or public domain music or graphics</li> <li><input type="checkbox"/> Include copyrighted graphics &amp; citation if copyright holder gives express permission</li> <li><input type="checkbox"/> Include brief music, audio, or video clips per multimedia guidelines</li> <li><input type="checkbox"/> Include shareware or freeware HTML code if the creator gives permission and code is appropriately cited/linked</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify, or alter copyrighted graphics without express permission (ex: Adobe Acrobat logo)</li> <li><input type="checkbox"/> Consider internet postings as “public domain” or copyright free</li> <li><input type="checkbox"/> Collect, download, copy materials from Internet &amp; duplicate or compile it into a new work (databases, music files, graphics...)</li> <li><input type="checkbox"/> Fail to include an acknowledgement or credit for sources consulted.</li> <li><input type="checkbox"/> Link to sites suspected of having illegally obtained material or copyright infringements (music files, movie clips, pirated graphics)</li> <li><input type="checkbox"/> Load software on several computers for simultaneous use <u>without</u> specific license to do so</li> <li><input type="checkbox"/> Copy HTML source codes from other web pages.</li> </ul>

#### **Obtaining Permission to Use Copyrighted Material**

Educators and students must obtain permission for the use of copyrighted material beyond the “fair use” guidelines. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. (Copyright Office. Fair Use, 2003). For example, a teacher would like to use the set of copies more than one semester, or perform or show a program for reward or entertainment. When a program is to be publicly shown for parent meetings, or if the school wants to retain the material, such as off-air recordings, beyond the time limitations, permission must be obtained. If the material to be copied, recorded or included in a presentation is altered or changed from its original format, permission is required. Apply for permission early to allow sufficient time for response.

Send your permission request to the correct party. If in doubt, perform record search in Library of Congress Copyright Office of registered copyrights. Warning: a work need not be registered to be copyrighted. Works created after January 1, 1978, are to be considered copyrighted, and symbol is not required.

Be specific in describing the material and the rights you seek.

- Author or editor, title, and edition of the material
- Exact description of the material to be used or copied, including amount, page numbers, scenes or footage, chapters, any other locator information
- Number of copies to be made

- Purpose of the copies
- How the material will be distributed or used (e.g., in class, closed circuit, modified for a mural, newsletter.)
- How material will be reproduced, if copied (photocopy, scan, enlarge, or create archival copy)

### **Citations for Crediting Sources**

Citations MUST provide the following information: Who, What, When, Where, and How To understand appropriate use of citations, visit the Purdue University Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/9/>

### **Resources**

For further information on getting permission to use copyrighted works, go to the website below:

<http://copyright.lib.utexas.edu/permisn.html>

For younger students, knowing the basics and why this is important is described in the sample permission letters and guidelines at the website below:

<http://www.copyrightkids.org/>

## SECTION VII: PARENTAL INVOLVEMENT

### **COMMUNICATION**

The district and all campuses maintain up-to-date websites. Campuses distribute printed and electronic newsletters on various schedules. You may sign up for any of these newsletters on the district or campus websites. The district and some campuses also use social media such as Facebook and Twitter to communicate general news with parents. All parents are included in the district's automated emergency alert system. This system is activated when the district or a campus needs to notify all parents simultaneously of an emergency or provide news of urgent importance. Please be sure to keep your email addresses and phone numbers up-to-date with your campus in case the district needs to contact you in an emergency. During an emergency, the district may also activate a web alert and post information on its social media sites to keep you informed as a situation unfolds. When active, these web alert buttons appear on the district and affected campus homepages in the middle of the screen.

### **PARENT INVOLVEMENT COORDINATOR**

The district welcomes parents and families into our schools. Campus principals regularly schedule and invite parents and families to various school events and activities. The district parent involvement coordinator is Angie Mendez, director of community partnerships, and she may be contacted at 512-268-2141, ext. 6078. Additional information for parents and families of Title I campuses can also be obtained from the director of federal programs and grants, at 512-268-2141, ext. 8279.

### **PARENT SELF SERVE PORTAL**

The district offers an electronic method for parents to view their child's grades and attendance online. This access is available for parents/guardians of students in grades 3-12.

The Parent Self Serve Portal is as current as the teacher's electronic grade book. Remember, teachers have the full-time job of teaching, planning, collaborating, meeting and assessing student work. Please allow teachers adequate time to grade papers and enter grades. Grades for the week should be posted in the electronic grade book by the following Tuesday at midnight. Major projects and research papers may require additional time to grade.

Questions concerning your child's grade should first be discussed with your child, then your child's teacher. All questions concerning student information in the portal should be directed to your child's campus.

### **EMERGENCY OPERATIONS PLAN**

The district is committed to the safety and security of students, employees and visitors at all of our campuses. In support of that commitment, the Emergency Operations Plan will be followed in the event of a crisis situation. The objective of this plan is to ensure the health, safety and welfare of students and staff in the event of an emergency.

Although it is impossible to foresee all of the potential emergencies, we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. The responsibilities are shared between school administrators and parents. Incidents or crises on our campuses can be minimized, and a positive outcome reached, through shared cooperation between parents of our students and district administration.

Most emergencies can best be dealt with by one of the following methods:

1. **Evacuation:** Is called when the need to leave the building is required.
2. **Lockdown:** is called when there is a threat inside the building.
3. **Lockout:** is called when there is a threat outside the building.
4. **Shelter in Place:** is called when the need for personal protection is necessary.

Hays CISD will use the automated parent notification system, which includes email and phone calls; and the web alert system to inform parents when situations present themselves or conditions exist that require such communication.

While the district wishes to provide parents with as much information as possible during an emergency, the first priorities are keeping students and staff safe and ensuring that district communication does not interfere with or impede law enforcement or other investigations. To preserve safety and the integrity of investigations, certain details regarding an emergency may not be immediately disclosed.

We ask you to follow this procedure if you hear rumors of any school emergency:

To help you better understand the different types of information that will be publicized using various communication methods, Hays CISD has prepared a communication guide that is available in English and Spanish on the Hays CISD website under the “Parents & Students” tab.

1. **Log onto the district website ([www.hayscis.org](http://www.hayscis.org)) or your campus website.** In the event of a school emergency, the district communications office will activate the district’s web alert system.
2. **Check your email and answer phone calls when the school district or campus phone numbers appear in your caller ID.** In the event of a school emergency, the district communications office or the campus will provide important information through the district’s automated alert system. These bulletins may be sent in email or through telephone calls, or both.
3. **Please do not telephone the school.** We have limited phone lines. These must be used to respond to the emergency.
4. **Please do not come to the school unless instructed to do so.** Emergencies involving schools will mean the emergency vehicles (police, fire, EMS) must have immediate access to the building. Crowded conditions will slow the process. If containment is initiated, access will be given only to emergency responders.
5. **Check social media.** In addition to the web alerts and automated email and phone calls, the district will also update its social media sites during an emergency.
6. **Check the district smartphone app.** The district will issue push notifications to smart phones in the event of an emergency. Individual smartphone users must download the Hays CISD app from the Apple App Store or from Google Play for android phones and allow push notifications within the app.
7. **Tune to local radio or TV stations.** In the event of a school emergency, the communications office will contact the media for the purpose of broadcasting critical information.
8. **Await further information.** The district will rapidly update information as it is available and cleared for release through all communication channels that are appropriate during a particular emergency.

## HAYS CISD: A PLACE WHERE MENTORS MATTER

### **Who is qualified to be a mentor?**

People just like you!

A mentor is someone who cares, listens and offers encouragement. Mentors help children develop their strengths and talents by supporting the efforts of other significant people such as parents and teachers. Mentors are people willing to give a little of their time to make a difference in a child’s life.

### **What’s the secret?**

Research repeatedly shows that having a mentor helps a child to be more successful in school. Children are not the only ones whose lives can be changed by mentoring. For many mentors, the rewards of reaching out to another and building a close, trusting relationship are great, including an increase in personal enrichment, happiness and self-knowledge. In fact, mentoring benefits all of society: Healthy, educated and nurtured children tend to grow up to be productive adults and responsible parents. They may even grow up to be mentors themselves.

### **What do mentors do?**

Mentors provide constant encouragement and emotional support for their students. Mentors help students to:

- Accept responsibility
- Use good study habits
- Make positive choices
- Learn problem solving skills
- Have better peer relationships

### **Requirements:**

There are only three (3) requirements to become a mentor:

- Make a 1 year commitment to meet with a student once a week for 30 minutes
- Consent to a Hays CISD criminal history check
- Attend one (1) training session

For more information, please call 512-268-2141, ext. 6078.

## **HAYS CISD EDUCATION FOUNDATION**

The following outlines the functions of the Hays CISD Education Foundation:

- It is a 501 (c)(3) nonprofit tax-exempt philanthropic organization of citizens
- Shares a vision of enhancing education in Hays CISD
- Works to increase private support for educational activities in Hays CISD
- Benefits Hays CISD students and staff personnel by supporting activities above and beyond those funded by tax dollars
- Fosters creative approaches to education through private grants and involvement
- Awards Foundation funds through a volunteer Board of Directors made up of business, community and educational leaders

Since the Education Foundation began, more than \$400,000 has been awarded to teachers in the form of Innovative Teaching Grants; every Spring, members of the Top 10 percent of the graduating classes of Hays and Lehman High Schools and Live Oak Academy receive a gift of technology and recognition at the Academic Recognition Reception, and successful fundraisers—Denim & Diamonds and the annual golf tournament—bring in thousands of dollars of donations to benefit the students of Hays CISD.

If you are interested in getting involved with the Hays CISD Education Foundation, please call 512-268-2141, ext. 6078.

## **PARENT TEACHER ASSOCIATIONS (PTA)**

Each campus in the district maintains a local chapter of PTA or PTSO (Parent-Teacher-Student Association) through the national and state PTA organization. PTA is a grassroots organization made up of parents, teachers and others around the state that have a special interest in children, families and schools. PTA membership is as diverse as Texas is in cultures, education levels and parenting skills. By joining a PTA, a member automatically becomes part of the largest child-advocacy organization in the state—over 630,000 strong across Texas. If you are interested in getting involved in your campus PTA, please contact the principal. Additionally, the district supports the PTA Council, which provides support to each campus PTA. The council meets twice a year and provides campus PTA groups training.

## **HAYS CISD VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)**

All volunteers are considered Hays CISD VIPs. Please fill out a profile on the system ([www.hayscisd.net/vips](http://www.hayscisd.net/vips)) and select the schools and activities that interest you most. The district uses this system to communicate with volunteers about volunteer opportunities. Additionally, use the system to record your volunteer hours. The district will submit your hours for consideration in the President's Volunteer Service Award Program. If the numbers of hours you complete in a 12-month period meet criteria, you will be awarded a President's Volunteer Service Award at either the: Gold, Silver, Bronze, or Lifetime Achievement levels.

## **VOLUNTEER CRIMINAL HISTORY BACKGROUND CHECK**

Parents or community members that wish to volunteer must complete the criminal history background check process. This is accomplished online when a volunteer registers in the Hays CISD (VIPS) volunteer system:

1. Go to [www.hayscisd.net/vips](http://www.hayscisd.net/vips) and follow the instructions on your screen.
2. Once on the page, either login with your existing Hays CISD User Profile, or simply create a new one by clicking 'Create Hays CISD User Profile'.
3. Fill out the relevant Volunteer Information, and click 'Submit'.
4. If there are no problems with your background safety check, you will receive an email that informs you that you have been approved to volunteer. You will also be provided with a link so that you can fill out your electronic volunteer profile and select your choices of volunteer locations and activities.

## **SECTION VIII: GLOSSARY**

**ABUSABLE VOLATILE CHEMICALS:** Those substances as defined in Texas Health and Safety Code § 485.001.

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

**ALCOHOLIC BEVERAGE:** Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

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

**ARMOR-PIERCING AMMUNITION:** Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

**ASSAULT:** For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

**BODILY INJURY:** Physical pain, illness, or impairment of a physical condition.

**BULLYING:** Written or verbal expression, including electronic communication, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District that exploits an imbalance of power and interferes with a student's education or substantially disrupts the operation of a school, and either (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property; or (2) is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. See policy FFI for additional information regarding bullying.

**CHEMICAL DISPENSING DEVICE:** A device other than a small chemical dispenser sold commercially for personal protection that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

**CLUB:** An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

**CONTROLLED SUBSTANCE:** Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

**CRIMINAL STREET GANG:** Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in the commission of criminal activities.

**CYBERBULLYING:** Using any electronic communications device to engage in bullying or intimidation.

**DANGEROUS DRUG:** Substances as defined in Chapter 483 of the Texas Health and Safety Code.

**DEADLY CONDUCT:** Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

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

**EXPLOSIVE WEAPON:** Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

**FALSE ALARM OR REPORT:** Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or

interrupt the occupation of a building, room, place of assembly, publicly accessible place or mode of conveyance such as an automobile.

**FIGHTING:** Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

**FIREARM (Federal law):** (1) any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, missile, rocket, or mine.

**FIREARM (State law):** Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

**FIREARM SILENCER:** Any device designed, made, or adapted to muffle the report of a firearm.

**GANG:** An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the district will consult with law enforcement authorities.

**GRAFFITI:** Making marks of any kind on the tangible property of another without the effective consent of the owner.

**HARASSMENT:** Threatening to cause harm or bodily injury to another, engaging in intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by district policies FFH or DIA that is so severe, persistent, or pervasive that it has the purpose or effect of substantially or unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; or otherwise adversely affects the student's educational opportunities.

**HAZING:** Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization. Hazing includes soliciting, encouraging, directing, aiding, or attempting to aid another student in engaging in hazing, as well as having firsthand knowledge of the planning or occurrence of a specific student hazing incident without reporting the incident to a school administrator in writing. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

**HIT LIST:** List of people targeted to be harmed using a firearm, knife, or any other object to be used with intent to cause bodily harm.

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

**ILLEGAL KNIFE:** A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

**INDECENT EXPOSURE:** Those acts defined in Texas Penal Code section § 21.08.

**INTENT:** The design, resolve, determination, or state of mind with which a person acts, ordinarily proved through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist or the result will occur. The fact that a student may not have been motivated by a desire to violate the SCC does not preclude imposing a disciplinary consequence so long as the student intended to engage in the underlying conduct that violated the SCC.

**KNIFE:** A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing.

**KNUCKLES:** Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**MACHINE GUN:** Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**PARAPHERNALIA:** Any article or device used or intended for use to inject, ingest; inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug or an alcoholic beverage into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, or pipes.

**PERSISTENT:** Three or more violations of the SCC or repeated occurrences of the same violation.

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

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

**POSSESSION:** To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any conveyance used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

**PROHIBITED WEAPONS:** A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, zip gun, or tire inflation device.

**PUBLIC LEWDNESS:** Those acts defined in Texas Penal Code § 21.07.

**REASONABLE BELIEF:** A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

**RETALIATION:** Harming or threatening to harm another: (1) on account of their service as a district employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime.

**SELF-DEFENSE:** To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

**SERIOUS MISBEHAVIOR:** To engage in: (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas Penal Code §21.07, (5) indecent exposure as defined in Texas Penal Code §21.08, (6) criminal mischief as defined in Texas Penal Code §28.03, (7) personal hazing as defined in Texas Education Code §37.152, or (8) harassment of a student or district employee as defined in Texas Penal Code §42.07(a)(1).

**SEX OFFENDER:** A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

**SEXUAL HARASSMENT:** Unwelcome sexual advances, requests for sexual favors, and other verbal or non-verbal, physical conduct of a sexual nature or conduct prohibited by district policy FFH or FNC that is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; otherwise adversely affects the student's educational opportunities.

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

**SHORT-BARREL FIREARM:** A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, has an overall length of less than 26 inches.

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

**STAAR Alternate** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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

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

**Switchblade Knife:** Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

**TELECOMMUNICATIONS DEVICE:** Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

**TERRORISTIC THREAT:** Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

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

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

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

**TITLE 5 FELONY OFFENSES:** Criminal offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of persons; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

**UNDER THE INFLUENCE:** When in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

**USE:** With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

**ZIP GUN:** A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

## **Elementary Schools**

**Blanco Vista Elementary School (Grades PreK-5)**  
2951 Blanco Vista Blvd.  
San Marcos, TX 78666  
(512) 268-8506 – fax (512) 393-2082

**Hemphill Elementary School (Grades PreK-5)**  
3995 East FM 150  
Kyle, Texas 78640  
(512) 268-4688 – fax (512) 268-6208

**Buda Elementary School (Grades PreK-5)**  
300 San Marcos Street  
Buda, TX 78610  
(512) 268-8449 – fax (512) 295-4014

**Kyle Elementary School (Grades K-5)**  
500 W. Blanco  
Kyle, Texas 78640  
(512) 268-3311 – fax (512) 268-1417

**Camino Real Elementary School (Grades PreK-5)**  
170 Las Brisas Blvd.  
Neiderwalt, Texas 78640  
(512) 268-8505 – fax (512) 398-5599

**Negley Elementary School (Grades K-5)**  
5940 McNaughton  
Kyle, Texas 78640  
(512) 268-8501 – fax (512) 268-6208

**Carpenter Hill Elementary School (Grades K-5)**  
4410 RR 967  
Buda, Texas 78610  
(512) 268-8509 – fax (512) 295-4049

**Pfluger Elementary School (Grades K-5)**  
4951 Marsh Lane  
Buda, Texas 78610  
(512) 268-8510 – (512) 295-6826

**Elm Grove Elementary School (Grades K-5)**  
801 FM 1626  
Buda, Texas 78610  
(512) 268-8440 – fax (512) 295-6809

**Science Hall Elementary School (Grades PreK-5)**  
1510 Bebee Road  
Kyle, Texas 78640  
(512) 268-8502 – fax (512) 268-8784

**Fuentes Elementary School (Grades K-5)**  
901 Goforth  
Kyle, Texas 78640  
(512) 268-7827 – fax (512) 268-5968

**Tobias Elementary School (Grades K-5)**  
1005 East FM 150  
Kyle, Texas 78640  
(512) 268-8437 – fax (512) 268-8447

**Green Elementary School (Grades PreK-5)**  
1301 Old Goforth Road  
Buda, Texas 78610  
(512) 268-8438 – fax (512) 295-4107

## **Secondary Schools**

Barton Middle School (Grades 6-8)  
4950 Jack C Hays Trl  
(512) 268-1472 – fax (512) 268-1610

Chapa Middle School (Grades 6-8)  
300 San Marcos Street  
Buda, TX 78610  
(512) 268-8449 – fax (512) 295-4014

Dahlstrom Middle School (Grades 6-8)  
3600 FM 967  
Buda, TX 78610  
(512) 268-8441 – fax (512) 295-5346

Simon Middle School (Grades 6-8)  
3839 East FM 150  
Kyle, TX 78640  
(512) 268-8507 – fax (512) 268-4146

Wallace Middle School (Grades 6-8)  
1500 W. Center  
Kyle, TX 78640  
(512) 268-2891 – fax (512) 268-1853

Hays High School (Grades 9-12)  
4800 Jack C Hays Trail  
Buda, TX 78610  
(512) 268-2911 – fax (512) 268-1394

Lehman High School (Grades 9-12)  
1700 Lehman Road  
Kyle, TX 78640  
(512) 268-8454 – fax (512) 268-2146

Live Oak Academy (Grades 10-12)  
4820 Jack C Hays Trail  
Buda, TX 78610  
(512) 268-8462 – fax (512) 268-4142

Impact Center (Grades 6-12)  
4125 FM 967  
Buda, TX 78610  
(512) 268-8473 – fax (512) 295-5006

## **Family Educational Rights and Privacy Act (FERPA): Notification of Rights**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

**KEEP THIS COPY FOR YOUR RECORDS**

**Student Directory Information Notice**

2014-2015

Certain information about students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information. Directory information is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If you do not wish for Hays CISD to disclose directory information records without your prior written consent, you must notify the district in writing by 10 district business days after receipt of this notice. Checking one of the boxes below will serve as your notification.

**Hays CISD has classified student directory information into two categories:**

**(1) Information released for school endorsed purposes includes: Student Name, Address, Telephone Listing, Email Address, Photograph, Date/place of birth, Major field of study, degrees, honors/awards received, dates of attendance, grade level, recent school attended, participation in activities/sports, and athletic weight/height.**

**(2) Information release for any request not considered a school endorsed purpose: Student Name and Student Mailing Address only.**

Select one of the following:

- I **DO NOT** object to the district's release of any directory information about my child to anyone who follows the procedures for requesting the information.
- I **DO NOT** object to the release of directory information about my child when it is for **school-related** purposes such as: student directories, student yearbooks, campus and district publications, use on the district and campus websites, and news coverage of school-related stories.
- I **DO** object to the release of any directory information about my child. (**IMPORTANT:** If you choose to block all directory information, your child's name and photo will not appear in student yearbooks, commencement programs, in articles on the district website or news releases, or in any other district publications.)

**Note: If you do not make a selection, it means you do not object to the release of directory information about your child.**

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**KEEP THIS COPY FOR YOUR RECORDS**

**Release of Information to Military Recruiters & Institutions of Higher Education Notice**

2014-2015

**FOR MIDDLE AND HIGH SCHOOL STUDENTS ONLY**

Federal law requires districts receiving assistance under the Elementary and Secondary Education Act of 1965 to provide a military recruiter or an institution of higher education, on request, with the name, address, or telephone number of a secondary student unless the parent has advised the district that the parent does not want the student's information disclosed without the parent's prior written consent.

**Military:**

Select one of the following:

- I **DO NOT** object to the release of my child's name, address, and telephone number to a military recruiter or to an institution of higher education.
- I **DO** object to the release of my child's name, address, and telephone number to a military recruiter or to an institution of higher education.

**Higher Education Institutions:**

Select one of the following:

- I **DO NOT** object to the release of my child's name, address, and telephone number to an institution of higher education.
- I **DO** object to the release of my child's name, address, and telephone number to an institution of higher education.

**Note: If you do not make a selection, it means you do not object to the release of this information about your child.**

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**KEEP THIS COPY FOR YOUR RECORDS**

**Hays Consolidated Independent School District  
2014-2015 Parent-Student Handbook  
Acknowledgement of Electronic Distribution**



My child and I are responsible for reading, understanding, and abiding by the Hays CISD Parent-Student Handbook which includes Student Accident Insurance information, the Student Code of Conduct, the Extracurricular Code of Conduct, the Internet Acceptable User Policy and Consent and, if provided, the campus handbook supplement. My child and I have been offered the option to receive a paper copy or to electronically access at [www.haysisd.net](http://www.haysisd.net). I have chosen to:

- Receive a paper copy of the Parent-Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Parent-Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I have read, understand, and agree to abide by Hays Consolidated Independent School District's Student Code of Conduct for the 2014-15 school year. I understand that my child will be held accountable for the behavior expectations and disciplinary consequences outlined in the Student Code of Conduct. I understand that the Student Code of Conduct governs all behavior at school, at school-sponsored and school-related activities and during school-sponsored travel. I also understand the Student Code of Conduct governs some designated behaviors occurring within 300 feet of school property, some designated behaviors occurring off-campus, and for any school-related misconduct regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of law. If you have any questions, we encourage you to ask for an explanation from teachers, the school counselors, or campus administrators.

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Student's Name (Please Print)

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Grade Level

---

Student Address

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School

---

Parent/Guardian Name

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Date

**Student Accident Insurance**

I understand that Hays CISD is not responsible for payment of any medical expenses associated with a student's injury, and I have been made aware of the optional, low-cost accident insurance that the district makes available for parents.

**Student Technology and Internet Consent Policy**

Hays CISD policy allows students to have access to the Internet for educational purposes. Your signature on the acknowledgement form of this handbook indicates that you have read and agree to all rules governing the usage of Hays CISD computer facilities.

**Initial Attendance Notice**

Texas law requires parent notification of the following:

The Texas school attendance law requires that a student between the ages of 6 and 18, or if enrolled in pre-kindergarten or kindergarten, to attend school each school day for the entire class period of instruction. If a student is absent from school for 10 or more days or parts of days within a 6-month period or 3 or more days or parts of days within a 4-week period, the parent and/or student are subject to legal prosecution.

---

Parent/Guardian Signature

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Date

---

Student Signature

---

Date

**RETURN THIS FORM TO YOUR CHILD'S CAMPUS**

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2014-2015**

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**Note: If you do not make a selection, it means you do not object to the release of directory information about your child.**

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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Select one of the following:

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**Note: If you do not make a selection, it means you do not object to the release of this information about your child.**

**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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---

Student's Name (Please Print)

---

Grade Level

---

Student Address

---

School

---

Parent/Guardian Name

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Date

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---

Parent/Guardian Signature

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Date

---

Student Signature

---

Date

# Academic Calendar 2014 - 2015

Hays Consolidated Independent School District



## www.hayscisd.net

Visit the Hays CISD website for a detailed campus event calendar.

JULY 2014							AUGUST 2014							SEPTEMBER 2014						
M		T		W		Th		F		M		T		W		Th		F		
1	2	3	4							1	2	3	4	5						
<b>DECEMBER</b>																				
18	End of Grading Period – UIL Eligibility	Student Holiday, Teacher Prep Day						4	5	6	7	8	9	10	11	12				
<b>AUGUST</b>	Employee Start Day	22 – 31 Professional Development/ Teacher Prep Days						14	15	16	17	18	19	20	21	22	23	24		
18 – 22								21	22	23	24	25	18	19	20	21	22	25		
25	First Day of School							28	29	30	31		[25]	26	27	28	29	30		
OCTOBER 2014							NOVEMBER 2014							DECEMBER 2014						
M		T		W		Th		F		M		T		W		Th		F		
										3	4	5	6	7	8	9	10	11	12	
<b>SEPTEMBER</b>	Labor Day Holiday									6	7	8	9	10	11	12	13	14	15	
1										13	14	15	16	17	18	19	20	21	22	
<b>OCTOBER</b>	6-week UIL Eligibility	Student Holiday, Professional Development / Elementary Teacher Conferences								[20]	21	22	23	24	24	25	26	27	28	
3										27	28	29	30	31						
13																				
JANUARY 2015							FEBRUARY 2015							MARCH 2015						
M		T		W		Th		F		M		T		W		Th		F		
										5	6	7	8	9	10	11	12	13	14	
<b>DECEMBER</b>	Christmas Break	Student Holiday, Professional Development MLK Holiday								12	13	14	15	16	17	18	19	20	21	
5										13	14	15	16	17	18	19	20	21	22	
<b>JANUARY</b>										20	21	22	23	24	24	25	26	27	28	
1										27	28	29	30	31						
<b>FEBRUARY</b>																				
16	First Bad Weather Make Up Day (or Student Holiday, Professional Development)																			
<b>MARCH</b>																				
13	End of Grading Period – UIL Eligibility																			
16 – 20	Spring Break																			
<b>NOVEMBER</b>																				
24 – 25	Student Holiday, Professional Development/ Exchange Days																			
26 – 28	Thanksgiving Holiday																			
<b>APRIL</b>																				
3	Good Friday Holiday																			
<b>MAY</b>																				
25	Second Bad Weather Make Up Day (or Memorial Day Holiday)																			
<b>JUNE</b>																				
3	Last Day of School, End of Grading Period – UIL Eligibility Teacher Prep Day																			
<b>E</b>	Grading Cut-Off Periods Where Students Could Lose UIL Eligibility (See Chart on Reverse)																			
4																				
<b>▲</b>	Inclement Weather Makeup Days (if needed)																			
<b>[ ]</b>	Grade Reporting Periods																			
27	28	29	30																	
APRIL 2015							MAY 2015							JUNE 2015						
M		T		W		Th		F		M		T		W		Th		F		
										1	2	3	4	5	6	7	8	9	10	
<b>APRIL</b>										6	7	8	9	10	11	12	13	14	15	
13	14	15	16	17						11	12	13	14	15	16	17	18	19	20	
20	21	22	23	24						18	19	20	21	22	23	24	25	26	27	
27	28	29	30							25	26	27	28	29	30	31				

Calendar includes 175 instructional & 12 professional development days.

Calendar approved by Hays CISD Board of Trustees February 24, 2014

## 2014 – 2015 UIL ELIGIBILITY CHART (FOR GRADES 6 – 12 ONLY)

Report	Grading Period Ends	Grades Online by Midnight	Report Issued	Eligibility Affected	Date	Test	Subject
Progress Report	September 12	September 16	September 19	N/A	October 20 – 23	TAKS	Exit Level Retests
Eligibility Report	October 3	October 7	October 9	October 10 Lose or Regain*	December 1 – 5	STAAR	Select End-of-Course Exams
Report Card	October 17	October 21	October 23	October 24 Lose or Regain	March 2 – 5	TAKS	Exit Level Retests
Eligibility/Progress Report	November 7	November 11	November 13	November 14 Regain	Mar 30 – 31	STAAR	Testing at Various Grades
Eligibility/Progress Report	December 5	December 9	December 11	December 12 Regain	April 21 – 22	STAAR	Testing at Various Grades
Report Card	December 18	January 5	January 8	January 12 Lose or Regain	May 4 – 8	STAAR	Select End-of-Course Exams
Eligibility/Progress Report	January 23	January 27	January 29	January 30 Regain	May 12 – 13	STAAR	Grade 5 & 8 Retests
Eligibility/Progress Report	February 13	February 17	February 19	February 20 Regain	February 20		DISTRICT STRATEGIC PLAN
Eligibility/Progress Report	March 6	March 10	March 12	March 13 Regain	March 20		Strategy 1: We will revolutionize the learning experience by meeting the needs of 21st Century learners through relevant curriculum and engaging instruction guided by personalized education plans.
Report Card	March 13	March 24	March 26	March 30 Lose or Regain	April 20		Strategy 2: We will remove barriers to student performance by assessing physical, social and emotional needs and providing necessary supports.
Eligibility/Progress Report	April 10	April 14	April 16	April 20 Regain	May 8		Strategy 3: We will create an employee-friendly organization based on the ideals of trust and communication.
Eligibility/Progress Report	May 1	May 5	May 7	May 8 Regain	May 29		Strategy 4: We will actively establish relationships with community and business groups to enhance educational opportunities in support of the District's mission.
Eligibility/Progress Report	May 22	May 26	May 28	May 29 Regain	June 3	June 4	Strategy 5: We will develop infrastructure to support robust technology integration across the organization and all curricula.
Report Card	June 3	June 4	June 8	N/A*			Strategy 6: We will infuse instruction with environmental stewardship and integrate sound environmental practices into facility design, construction, and operation.

\* Students who did not earn 5 credits last year may re-gain  
 \*\* Failure to earn enough high school credits may affect UIL eligibility for next school year  
 This chart is subject to change if inclement weather days cause school to be closed.

The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through unique, personal educational experiences.

## 2014 – 2015 IMPORTANT TESTING DATES

Report	Grading Period Ends	Report Issued	Eligibility Affected	Date	Test	Subject	
Progress Report	September 12	September 16	September 19	N/A	October 20 – 23	TAKS	
Eligibility Report	October 3	October 7	October 9	October 10 Lose or Regain*	December 1 – 5	STAAR	
Report Card	October 17	October 21	October 23	October 24 Lose or Regain	March 2 – 5	TAKS	
Eligibility/Progress Report	November 7	November 11	November 13	November 14 Regain	Mar 30 – 31	STAAR	
Eligibility/Progress Report	December 5	December 9	December 11	December 12 Regain	April 21 – 22	STAAR	
Report Card	December 18	January 5	January 8	January 12 Lose or Regain	May 4 – 8	STAAR	
Eligibility/Progress Report	January 23	January 27	January 29	January 30 Regain	May 12 – 13	STAAR	
Eligibility/Progress Report	February 13	February 17	February 19	February 20 Regain	February 20		
Eligibility/Progress Report	March 6	March 10	March 12	March 13 Regain	March 20		
Report Card	March 13	March 24	March 26	March 30 Lose or Regain	April 20		
Eligibility/Progress Report	April 10	April 14	April 16	April 20 Regain	May 8		
Eligibility/Progress Report	May 1	May 5	May 7	May 8 Regain	May 29		
Eligibility/Progress Report	May 22	May 26	May 28	May 29 Regain	June 3	June 4	
Report Card	June 3	June 4	June 8	N/A*			