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**Campus Behavior Coordinator
Director of Curriculum & Compliance Services
Brenda Mullins
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One source for all learners
My child and I have received a copy of the Harris County Department of Education Student and Parent Handbook and the Student Code of Conduct for 2018–2019. I understand that the handbook contains information that my child and I will need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this Handbook or the Code, I will direct those questions to the principal at the campus.

Printed name of student: ________________________________________________

Signature of student: _________________________________________________

Printed name of parent: _______________________________________________

Signature of parent: __________________________________________________

Date: _______________________________________________________________
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Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information

State law requires the district to give you the following information: Certain information about students are 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 about the student. If you do not want Harris County Department of Education to disclose directory information from your child’s education records without your prior written consent, you must notify the campus in writing by September 11, 2018 or within ten school days of child’s first day of instruction for this school year.

This means that the department must give certain personal information (called “directory information”) about your child to any person who requests it, unless you have told the department in writing not to do so. In addition, you have the right to tell the department that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The department is providing you this form so you can communicate your wishes about these issues.

For the following school-sponsored purposes: Harris County Department of Education has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Most recent school previously attended
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records.

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please circle one of the choices below:

I, parent of ____________________________(student’s name), (do give) (do not give) the Department permission to use the information in the above list for the specified school-sponsored purposes.

Printed Name of Parent ____________________________

Parent signature ____________________________ Date ____________________
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Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete the following only if you do not want your child’s information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of ________________________(student’s name), request that the district not release my child’s name, address, and telephone number to a military recruiter or institution of higher education without my prior written consent.

Printed Name: _______________________________________

Parent signature: ___________________________ Date _____________
PHILOSOPHY of ACADEMIC AND BEHAVIOR SCHOOLS

Academic and Behavior Schools (ABS) of Harris County Department of Education (HCDE) provide an educational environment for those students identified as having severe behavioral difficulties, emotional difficulties, and/or developmental disabilities. The classes are specifically designed to assist special education students to function successfully. Staff members at the Academic and Behavior Schools use data driven behavior management techniques emphasizing positive reinforcement. The philosophy of the ABS program revolves around the premise that significant learning and behavioral changes may be achieved with the following:

- Appropriate educational tasks;
- Reinforcement that is meaningful to the student; and
- Student knowledge of socially acceptable, responsible behaviors.

GOALS of ACADEMIC AND BEHAVIOR SCHOOLS

1. To teach students to control their behaviors and handle life situations appropriately.
2. To enable students to return to a less restrictive environment as quickly as possible.
3. To plan and execute educational programming that provides students with the academic and vocational skills necessary to experience a productive future.

PHILOSOPHY of HIGHPOINT SCHOOL

The Highpoint School of HCDE provide an educational environment that revolves around the premise that significant learning and behavioral changes are achieved with the following:

- Appropriate educational tasks;
- The teaching of coping strategies and socially acceptable, responsible behaviors;
- Appropriate self-control and guided supervision; and
- Rewards that are meaningful to the individual.

Highpoint School use a behavior management philosophy based upon structured discipline and positive reinforcement. This philosophy is designed to provide students with the skills needed to succeed in academic and social settings.

GOALS OF HIGHPOINT SCHOOL

1. To provide an environment that values the individual without regard to ethnicity, gender, creed, national origin or disabilities.
2. To provide an academic program that is current, flexible and integrated that prepares students for employment and/or post-secondary institutions, colleges and universities.
3. To provide academic and emotional counseling support to students.
4. To secure parent/community support through participation in the education of students.

ADMINISTRATION

The Academic and Behavior Schools and Highpoint School are administered by the Harris County Department of Education (HCDE) under the direction of the County School Superintendent and the Board of Trustees. Questions and concerns may be directed to the campus principal or senior director of Schools.
PREFACE

The Harris County Department of Education Student Handbook is designed to provide a resource for some of the basic information that parents and students will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I: Parental Rights and Responsibilities—with information to assist you in responding to school related issues. We encourage you to take some time to closely review this section of the handbook.

Section II: Other Important Information for Students and Parents—organized alphabetically by topic for quick access when searching for information on a specific issue.

Both students and parents should become familiar with the Harris County Department of Education Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere of learning. This document may be found as an attachment to this handbook and posted on the department’s website at www.hcde-texas.org.

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

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

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

Also, please complete and return to your child’s campus the following forms:

1. Acknowledgment Form
2. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information Form
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities.
4. Highpoint Schools: Drug and Alcohol Test Procedures
5. Media Release form

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Harris County Department of Education Student Handbook includes information on topics of particular interest to you as a parent.
PARENTAL INVOLVEMENT

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 department.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- 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, 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. [For further information, see policies at GKG and contact the school principal.]
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of education goals and plans to improve student achievement.
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school official if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about department operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

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. [For further information, 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 or selling 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.]

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

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. Information can be requested through HCDE Public Information Office.

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 and Projects
Teachers may display students’ work in classrooms or elsewhere on campus as recognition of student achievement. However, the department will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and the like on the department’s Website, on any campus or classroom Website, in printed material, by video, or by any other method of mass communication. The department will also seek consent before displaying or publishing an original video or voice recording in this manner.

Accessing Student Records
You may review your child’s student records. These records include:
- Attendance records,
- Test scores,
• Grades,
• Disciplinary records,
• Counseling records,
• Psychological records,
• Applications for admission,
• Health and immunization information,
• Other medical records,
• Teacher and school counselor evaluations,
• Reports of behavioral patterns, and
• State assessment instruments that have been administered to your child,
• 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 department 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 co-curricular 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 department’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 department’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 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 the Texas Education Agency.

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. See policy EC (LEGAL).

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 department 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**
An employee may contact a student individually through electronic media only for homework or upcoming tests. Employees are required to maintain a student contact log.

**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.]

**Prohibiting the Use of Corporal Punishment**
Corporal punishment is not used at Harris County Department of Education schools.

**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. Refer to your home district for additional information.

**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 home district special education director or the principal to learn about the department’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 school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services through the home district. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the home 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:
- Partners Resource Network, at [http://www.partnerstx.org/howPRNhelps.html](http://www.partnerstx.org/howPRNhelps.html)

**Request for the Use of a Service 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 business days before bringing the service animal on campus. [See policy FBA (LEGAL)]
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 for, is on leave from, or is returning from a deployment of at least four months will be excused by the department. The department will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

Additional information may be found at http://www.tea.state.tx.us/index2.aspx?id=7995.

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 department 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 postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- Division 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 or entities 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 custodian of all records for currently enrolled students at the assigned school. The principal is the custodian of all records for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

The addresses of the principals’ offices are noted at the beginning of the Student Handbook.

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 department 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 department’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL)]

The Department’s policy regarding student records found at FL(LEGAL) is available from the principal’s or superintendent’s office or on the department’s Website at www.hcde-texas.org.

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.

Please note:
Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the department is not in compliance with federal law regarding student records. The complaint may be mailed to:
Directory Information
The law permits the department 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 in writing to the principal within ten school days of your child’s first day of instruction for this school year.

Directory Information for School-Sponsored Purposes
The Department often needs to use student information for school sponsored special programs and events.

For these specific school-sponsored purposes, the department would like to use your child’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, honors and awards received, and the most recent educational agency or institution attended. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the department wishes to use this information for the school-sponsored purposes listed above.

Release of Student Information for Military Recruiters and Institutions of Higher Education
The department 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 listing, unless parent have advised the department not to release their child’s information without prior written consent. A form included in this handbook is available if you do not want the department to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Please contact the campus principal should you be unable to find the information on a particular topic.
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 compulsory attendance, the other with attendance for 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 18th 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 department 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.]

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 assessment.

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

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:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments, 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
- 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 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 student notifies his or her teachers and receives approval from the principal prior to the absences.

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

**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.

The home district shall implement a truancy prevention measure that may include one of the following:
1. Behavior improvement plan
2. Referral to school-based community service OR referral to counseling, mediation, mentoring or a teen court program aimed at addressing the student’s truancy.

If absences continue, a complaint against the parent may be filed in court if the student:
- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

**Attendance for Credit or Final Grade**
To receive credit in a class, a student 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 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 for the class.

If a 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, if appropriate. [See policies at FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:
- All absences will 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/department.
• 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.

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 in order to receive credit will depend on whether the class is for a full semester or for a full year, or as specified in the ARD meeting.

Official Attendance-Taking Time
The department must submit attendance of its students to our client districts who report it to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day during second period.

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

Documentation after an Absence
When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence. Please include the student’s first and last name in the note. 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. Excuse notes must be submitted in writing and turned in within three (3) days of absences.

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the division is not required to excuse any absence.

Doctor’s Note after an Absence for Illness
Upon return to school, a student absent for more than three consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

**Driver License Attendance Verification (VOE)**
AB Schools do not provide Verification of Attendance for driver’s licenses while the student is enrolled at either of the schools. *Please contact the home school.*

**ACADEMIC PROGRAMS**

The school counselor provides students and parent information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

**ADMISSION PROCEDURES - ACADEMIC AND BEHAVIOR SCHOOLS**

Admission to the Academic and Behavior Schools are made through an Admission Review and Dismissal (ARD) committee meeting conducted by the sending school district. A placement at ABS may be recommended for student’s ages 5-21, who exhibit identified characteristics over an extended amount of time and to a marked degree that adversely affect their educational performance in the current setting. An ABS representative participates as a member of the ARD committee. The sending district is responsible for conducting an on-site visit to ensure the needs of the individual student can be met and that the placement is the least restrictive environment for the student. When placement at an ABS is considered, parents are afforded an opportunity to tour the facility prior to a placement decision being made.

The ARD committee identifies the projected enrollment date. Transportation arrangements are made by the sending school district. The parent is required to complete the ABS admission information packet prior to student enrollment.

An ARD committee is convened for the purpose of considering the transition of the student back to a less restrictive environment in the home district when the student has met the exit criteria identified in the IEP. A plan for transitioning the student to the less restrictive environment is developed by the ARD committee during this meeting.

**ADMISSION PROCEDURES - HIGHPOINT SCHOOL**

Enrollment at Highpoint School is contingent on both the parent/guardian and student agreeing that the student will comply with all rules, regulations and procedures that are now in effect or which may come into effect during the student’s enrollment.

Students in grades 6 through 12 are eligible for admission to the Highpoint program if they meet one or more of the following criteria from their home district.
- The student has received a referral from the home district.
- The student has committed an offense severe enough to be classified as an offender by the court.
- The student has been placed by the home district according to Chapter 37 of the Texas Education Code.
- The student has been removed or expelled under the requirements of the Student Code of Conduct of the home district.
• The student requires an alternative placement due to chronic or persistent misbehavior.
• Special education students must have a placement ARD meeting prior to enrollment at Highpoint School.
• Both the student and parent/guardian must attend the orientation at Highpoint School and complete the application forms. Students will not be enrolled until the orientation has been completed and all forms have been submitted.

ADMISSION PROCEDURES – FORTIS ACADEMY

APG Referral and Treatment Recommendations
Student must maintain active referral from their APG counselor in order to remain a student. The individual APG counselor will set the expectation for maintaining the referral. A student will be withdrawn from Fortis if the counselor revokes the referral. A student may be eligible to return once the referral is reinstated.

Fortis Academy Enrollment Process:
1. Students attend a parent meeting with the principal and/or his designee.
2. Students participate in an interview with the principal and/or his designee for screening.
3. Students are selected and completed form is sent to Irvington for district contract.
4. Student Information Form is coupled with a Contract and the Senior Director contacts district.
5. Student and family is notified of acceptance and enrollment date for Fortis Academy.

Eligibility Criteria:
• Counselor recommendation
• Successful discharge
• Interest in this school and furthering education
• Stage of change
• Behavioral records; school records, fights, history of relapse
• Participation in group, completion of assignments, and family involvement
• Transportation/Location

AWARDS AND HONORS

Students are recognized throughout the school year for academic, as well as, positive behavior improvement. Parents will be notified by the principal of recognitions and honors.

BEHAVIOR MANAGEMENT SYSTEM - ACADEMIC AND BEHAVIOR SCHOOLS

The behavior management system employed at the Academic and Behavior Schools is based on the Boys Town Education Model and Applied Behavior Analysis strategies. Both are supplemental to the Behavior Intervention Plan.

The Boys Town Education Model involves training for school staff and administrators followed by on-site technical assistance, coaching and evaluation. Staff training includes information and practice with:
• classroom management plans that establish clear expectations for student behavior;
• prevention of student disruptive behavior;
• blending of social and academic instruction;
• verbal reinforcement for student pro-social behavior and academic performance;
• methods for correcting student misbehavior;
• daily lessons on social skills instruction and generalization of skill use;
• implementing a school-wide social skills curriculum; and
• using data to support building wide change

Additional information may be found at www.boystown.org

BEHAVIOR MANAGEMENT SYSTEM - HIGHPOINT SCHOOLS

The behavior management system employed at the Highpoint School East is based on the Love and Logic Philosophy. The Highpoint Schools use a motivational level system that is explained in the Appendix. Additional information may be found at www.loveandlogic.com.

BULLYING PROCEDURES

Bullying occurs when a student or group of students engages in written or verbal expression, through electronic methods or physical conduct against another student on school property, at a school sponsored or related activity and the behavior:
• results in harm to the student or the student’s property, or
• places a student in reasonable fear of physical harm or of damage to the student’s property, or
• is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

Conduct such as this 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 Harris County Department of Education (HCDE). Bullying could include assault, confinement, demands for money, hazing, ostracism, taunting, teasing, or threats. In some cases, bullying can occur through electronic methods called “cyberbullying.”

Step to Report Bullying
If you or your student experience (s) an incidence of bullying, please follow these steps (including completing the Bullying Complaint Form):

Step 1: A report must be completed to file a complaint related to an incident of the alleged bullying.

Step 2: Return the completed form to the school’s principal/designee of the victim’s school or center.

Step 3: Upon receiving the Complaint Form, an investigation will be conducted to determine whether a violation of the Student Code of Conduct has occurred. The appropriate disciplinary action will be taken if appropriate.

Bullying Complaint Report Form
May be accessed from the HCDE website: www.hcde-texas.org and download the “Access The HCDE Bullying Form” to file an incident report.
Website Links on Bullying
http://www.stopbullying.gov

CAFETERIA SERVICES

The Department participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student’s participation is confidential. Each new student must complete the form when placed at either an ABS or Highpoint school. The Department follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).] Students at AB Schools from Houston ISD, Highpoint School from Galena Park ISD do not need to complete a new application if already approved.

Cafeteria Services-Academic and Behavior Schools
Students may bring their own bag lunches in small paper bags. Lunches may be purchased daily. Prices will be set by the school district providing meals for each ABS. Prices will be available the first day of school. Students may only bring money to pay for lunch each day. Checks are not allowed to pay for student meals. Breakfast meals are provided to students at no charge. Gum and candy are not allowed on campus at any time unless authorized by an administrator. This includes candy in a “Lunchable”. Teachers may distribute food awards only with administrative approval. No food can be taken out of the room in which it was dispensed.

Cafeteria Services-Highpoint School
All students must complete a new application at orientation. Approval in the home district does not guarantee approval at a Highpoint campus. Students must plan to bring their lunch or pay for their lunch until the application is processed. Lunches may be purchased daily. Prices will be set by the school district providing meals for Highpoint. Prices will be available the first day of school. Checks are not allowed to pay for student meals. Students may not charge meals.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Students may bring their own, cold lunch. The lunch must be packed in a small paper or clear bag. Lunch bags are searched daily. Prohibited items will be confiscated and will be thrown away. Other than a sandwich or Lunchable, the following are the maximum servings allowed in a sack lunch:

- One 12 oz. non-carbonated can drink is allowed. (re-sealable bottles, cans, thermoses, carbonated drinks are not allowed.)
- One serving of chips in an unopened, sealed bag (no larger than a grab bag) is allowed. Ziplocs or bags larger than a grab bag are not allowed.
- Only one serving of a dessert or sweet food product is allowed. Candy is not allowed including candy in a Lunchable.
- No additional food may be brought to the campus by students purchasing breakfast or lunch.
- Parents may not bring in outside food for their student without prior approval from the principal or designee.
• The principal or designee of each campus will make the final decisions regarding what is acceptable, whether specified in the handbook or not.

• Lunches may be purchased from the school. Students must turn in their money for breakfast/lunch before they enter the search line. STUDENTS ARE PROHIBITED FROM TRADING OR GIVING FOOD ITEMS AMONG EACH OTHER. STUDENTS ARE SUBJECT TO DISCIPLINARY CONSEQUENCES FOR CHOOSING TO SHARE FOOD.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The department offers a limited selection of career and technical education programs. Harris County Department of Education will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The department has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at board policy FFH LOCAL. 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. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus 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 manage 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.

The following Websites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm
http://sapn.noprofitoffice.com/
http://www.taasa.org/member/materials2.php
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).

CLASS SCHEDULES

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.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the department has adopted a standard complaint policy at FNG (LOCAL) in the department’s policy manual. A copy of this policy may be obtained in the principal’s or superintendent’s office or on the department’s Website at www.hcde-texas.org or http://pol.tasb.org/Home/Index/578. In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the Senior Director of Schools. If still unresolved, a request for a conference should be sent to the superintendent. If still unresolved, the department provides for the complaint to be presented to the board of trustees.

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 behavior on and off campus, as well as on a department vehicles and consequences for violation of these standards. The department has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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

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

7. Disruption of classes or other school activities while on department property or on public property that is within 500 feet of district/department 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.

8. Interference with the transportation of students in vehicles owned or operated by the district/department.

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

CONTAGIOUS DISEASES / CONDITIONS

See Student Illness under Health-Related Matters.

CONTRABAND-ACADEMIC AND BEHAVIOR SCHOOLS

Students are not allowed to bring anything to school except homework, a house key, metro pass or money for breakfast and lunch. Students may not bring any money to school except for breakfast/lunch money. Breakfast/lunch money must be turned in to the designated person before entering the search line or it will be considered contraband. Anything else brought to school is considered contraband. A parent is required to come to school to pick up any contraband items from the principal.

The AB Schools and HCDE are not responsible for the safekeeping and/or replacing any confiscated contraband. A student in possession of any contraband item may be subject to disciplinary action in accordance with the Student Code of Conduct.

CONTRABAND-HIGHPOINT SCHOOL

Students are not allowed to bring anything to school except homework, a house key, metro pass or money for breakfast and lunch. Breakfast/lunch money must be turned in to the designated person before entering the search line or it will be considered contraband. Anything else brought to school is considered contraband. Contraband will be treated according to the following guidelines:
• All contraband will be immediately confiscated.
• Cash that is confiscated that was not turned in prior to entering the search line will not be returned.
• All non-valuable contraband will be disposed of immediately. (i.e. combs, hairbrushes, gum, candy, makeup, do rags etc.)
• Contraband of value may be returned to the parent only within 5 days if the parent pays the required handling charges. After 5 days the contraband will be disposed.
• Handling fee: 1st incident - $15.00; Second incident = $30.00; Third incident = $45.00; Fourth incident = $60.00.
The Highpoint Schools and HCDE are not responsible for the safekeeping and/or replacing any confiscated contraband. A student in possession of any contraband item may be subject to disciplinary action in accordance with the Student Code of Conduct.

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. During each annual ARD committee meeting, parents of students with disabilities 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.

To plan for the future, each student should work closely with the school counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling
The school counselor is available to assist students with a wide range of personal concerns, related to school functioning. Includes topics such as social, family, or emotional issues. The school counselor may also make available information about community resources to address these concerns.

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 home 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 policies EHBAA (LEGAL), FFE (LEGAL), and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed. The student must also meet the attendance criteria specified in the Compulsory Attendance section unless an ARD committee waives the attendance requirement.

CREDIT BY EXAM

A student who has previously taken a course or subject but did not receive credit may be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or
subject as determined by the principal or attendance committee. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

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

**CURRICULUM**

Harris County Department of Education uses the **TEKS** Resource System (TRS) curriculum, as well as other instructional strategies and materials that are best practices and approved by the Texas Education Agency or department administration. TEKS Resource System is aligned with TEKS/STAAR expectations. It includes instructional strategies, questioning techniques, suggested resources and intervention plans to meet the needs of a diverse learning population. Both ABS and Highpoint students are expected to master the **State of Texas Assessments of Academic Readiness** as defined by the Texas Education Agency. Students receiving special education services are expected to master the TEKS as defined in the student’s Individual Educational Plan (IEP). Teachers are required to submit lesson plans to their principal using components of TRS.

**Edgenuity** is an on-line **education** program that is available at all campuses for students who have not earned credit in required courses for graduation. Students may also be placed in an Edgenuity course for initial credit. Students are expected to complete the course assignments per the guidelines in the Edgenuity procedures. Students will be required to complete a minimum of three lessons per week. The average lesson consists of four activities. Modifications will be made for students based on their Individualized Education Plans. Credit will be awarded when the student’s Relative grade reaches 70% (which indicates that 80% of the course is completed) and the student’s Overall grade is 70% or higher. Students are expected to login to Edgenuity and complete assignments each day unless completing a written assignment. Students who give their passwords to others or are caught cheating will be subject to removal from the course and additional disciplinary consequences.

Edgenuity may also be utilized for national test preparation (SAT, ACT, COMPASS, ACCUPLACER), state test preparation (STAAR, STAAR EOC) and intervention (reading, writing, mathematics). Lessons are web-based and are available in 17 languages. Edgenuity is aligned with TEKS Resources System (TRS) curriculum.

Teachers use other instructional programs such as:

- **AutismPro** (Insights to Behavior) is also utilized to assist campus staff in designing the most appropriate instruction for each student on the autism spectrum and with behavioral or developmental difficulties.

- **Success Ed:** The program utilized by the teaching staff to develop an IEP for students with disabilities.
In accordance with the law, “Protecting Children in the 21st Century Act”, students also receive instruction on the appropriate online behavior, use of social networking websites, chat rooms, cyberbullying and online safety.

For additional information, please contact the principal.

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

The department 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 department employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. Department employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the department’s policy is available in the principal’s office and in the superintendent’s office or on the department’s Website. See FFH (Local)

**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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

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

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

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

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

**Sexual Harassment and Gender-Based Harassment** of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

Examples of gender based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Retaliation** 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 department investigation, however, may be subject to appropriate discipline.

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

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

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

The department will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the department. In the event alleged prohibited conduct involves another student, the department 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.

When an investigation is initiated for alleged prohibited conduct, the department will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. See policy FFI.

If the department’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action or in some cases, corrective action, will be taken to address the conduct. The department may take disciplinary action even if the conduct that is the subject of the complaint was not unlawful.

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

**DISCRIMINATION**

See Dating Violence, Discrimination, Harassment and Retaliation

**DISTANCE LEARNING**

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

The distance learning opportunities available to department students is Edgenuity.

**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, etc.

**Non-school Materials...from students**
Students must obtain prior approval from the principal before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

A student may appeal a principal’s decision in accordance with policy FNG (LOCAL). Any student who posts non-school 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.

Non-school Materials...from others
Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the department or by a department-affiliated school-support organization will not be sold, circulated, distributed, or posted on any department premises by any department employee or by persons or groups not associated with the department, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received.

The requestor may appeal a rejection in accordance with the appropriate department complaint policy. [See policies at DGBA, FNG, 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 non-curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING - ACADEMIC AND BEHAVIOR SCHOOLS

The department’s dress code at the ABS campuses is established to teach grooming and hygiene, prevent disruption, and minimizes safety hazards. All students shall wear the designated uniform from the time they board the school bus until they leave on the bus at the end of the day. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following:

1. Black, khaki or navy blue colored pants or skirts. Clothing items may include walking shorts, skorts, and jumpers which may not be more than three (3) inches above the knee or five inches from the floor to the lower edge of the article when the student is kneeling. Pants and skirts shall be properly sized and belted at the waist. Pants may not be oversized or baggy. NO CORDUROY, JEANS, LOW RISE OR CARGO PANTS ARE ALLOWED. Pant legs must be properly hemmed with no slits.
2. Black, khaki, white or navy blue shirts, blouses and polo-style pullovers (without decorations, logos, emblems, accent color etc.) Undershirt (if worn) must be solid white without pictures or writing. Shirts must be long enough to tuck in at the waist.
3. All students must wear a belt (brown or black).
4. Athletic shoes only (tennis shoes/sneakers).
5. White or dark colored socks only (without decoration, i.e. emblems, logos, accent color,
6. Jackets will be taken at search and returned at the end of the day.
7. Sweatshirts should be solid navy or white. They are the only outerwear that is permitted in the classroom. They must be worn over an appropriate dress code shirt. Sweatshirts may not have hoods, zippers, buttons, pockets, emblems or logos. They may not be tied around the waist or draped over the shoulders.
8. Students must maintain the hair on their head in a well-groomed, non-distracting manner that does not disrupt the educational process. Facial hair such as sideburns, mustache, goatee, or beard is not allowed.
9. Clothing may not be worn to reflect gang affiliation or hide illegal items.
10. Hats, caps, bandannas (colors) or other head apparel may not be worn or carried on the bus.
11. Fingernails shall be conventionally trimmed. Colored polish, sculptured nails, tips and extensions should not distract the environment.
12. Sunglasses or shades may not be worn or brought to school. Only prescribed contacts are allowed and no sharing is permitted.
13. No jewelry of any kind may be worn.
14. Only clear backpacks are allowed on campus.
15. Obscene tattoos must be covered. The principal or designee will make the determination of the appropriateness of tattoos.

If the principal or designee 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, a parent or designee must bring 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.

**DRESS AND GROOMING-HIGHPOINTS**

The department’s dress code at the Highpoint Schools has been established to ensure an appropriate and non-distracting appearance among the student body. The principal or designee of each campus shall apply the dress code and make all final decisions regarding what is acceptable and appropriate, whether specified in the handbook or not. Any items held by a student, which are deemed inappropriate by the school staff, will be confiscated and not returned. Clothing and valuables will be donated to charitable organizations selected by campus administrators. All other items will be thrown away.

Students who do not adhere to the dress code shall be given choices to correct the offense, if possible. Students who do not adhere to the dress code:

1. Will not be permitted to attend class until the parent/guardian brings the acceptable change of clothing or the student will be sent home.
2. After repeated disregard for the rules concerning the uniform dress code and grooming, the student will be declared insubordinate and will be subject to appropriate disciplinary action including suspension.
3. Any uniform or appearance violation will result in an office referral and will receive appropriate consequences determined by the administration.

The following uniform dress code is to be followed by all students. Students are subject to search in an appropriate manner by school personnel each day. All students will wear the designated uniform from the time they board the school bus until they leave the bus at the end of the day.
1. Khaki or tan pants. Pants shall be properly sized and belted at the waist. THE FOLLOWING ARE NOT ALLOWED: BAGGY AND/OR Oversized pants, tight/stretch material, denim material, split seams and/or cuffs. NO MORE THAN TWO FRONT POCKETS AND TWO BACK POCKETS ARE ALLOWED. Pants WITH Rivets, cargo pants or low-rise pants are not allowed.

2. All white, conventionally sized polo/golf-style shirt or white long-sleeved dress shirt (without decorations, logos, emblems, accent color etc.) Shirts must be tucked into the pants without any blousing and neatly pressed each day. Only the top button may be unbuttoned.

3. Appropriate undergarments must be worn. Males and female undergarments must be white only with no colors, designs, or logos. Males may wear either boxers or briefs but not both. Girls are required to wear underwear. Girls may not wear an underwire bra or more than one bra or sports bra. Students found wearing two or more pairs of underwear will have the extra pair confiscated. Sports shorts or other garments with or without pockets are not appropriate as underwear.

4. All students must wear a black belt. Belt must have a regular size belt buckle. Belts may not have any additional decorations on them. (studs, holes, etc.) Solid black athletic shoes. Shoes may not have any color or decorations on them. Shoes must lace up so they can be used for PE activities. Shoes must be laced with black shoelaces. NO VELCRO STRAPS ARE ALLOWED. WHITE OR COLORED LOGOS MAY NOT BE COLORED IN OR TAPEd OVER TO CONCEAL LOGOS.

5. White socks only (without decoration, i.e. emblems, logos, accent color, etc.) Only one pair of socks may be worn at a time.

6. Hats, caps, bandannas (colors) or other head apparel may not be worn or carried on the bus.

7. Fingernails shall be conventionally trimmed. Colored polishes on nails or toenails are not allowed. Sculptured nails, tips and extensions are not allowed.

8. Students may not wear make-up or cosmetics of any kind. Students may not bring cosmetics to school.

9. Sunglasses or shades may not be brought to school. Only conventional, prescribed contacts are allowed and no sharing is permitted.

10. No jewelry of any kind may be worn. This includes watches, rings, earrings, bracelets, necklaces, ankle bracelets, belly rings, tongue piercings, grills, mouth jewelry or hair ornaments.

11. All tattoos must be covered at all times, including at lunch. THE SCHOOL WILL NOT FURNISH COVERINGS. Plain white sweatbands without logos or neutral band aids without colors or decorations may be used. Students may use a black marker to completely color in tattoos. The marker must remain on during the day. The school will not furnish the black markers. Long sleeved dress shirts buttoned at the wrist may be required in order to keep tattoos covered.

12. Hair must be kept clean, conventionally styled and non-distracting. Conventional hair styling does not include any popular fad styles: spikes, Mohawks, multi-colors, dreadlocks, twists, weaves, or extensions. Writing, lines, symbols, multiple edges in hair or eyebrows are not permitted. On males, hair may not exceed two inches in height or length, nor extend below the shirt collar. Girls, other than those with short hair, must wear their hair in a ponytail high on the crown of their head. It may not be worn gathered at the nape of the neck. Girls may not wear anything in their hair other than a black scrunchie or rubber band. Students with dyed or colored hair must return
their hair to its natural color before attending the Highpoint School. Students may not bring hairstyling products to school.

13. Facial hair is not permitted. Boys must be cleanly shaven each morning. Sideburns may not extend below the earlobe.

14. No jackets are to be worn to school including, but not limited to trench coats and starter jackets. On very cold days, students are permitted to wear white thermal undergarments (one shirt and one pant) underneath their standard uniform. Students may wear a white sweatshirt without logos, writing, pockets, zippers, or hoods. The principal or designee will determine on very cold days if jackets may be brought to school and when students will not be allowed to bring them. They will be placed in the designated receptacle during search and returned at the end of the day. Jackets will be searched and prohibited items confiscated. Students will pick up their jackets at dismissal. The Highpoint School is not responsible for lost or stolen jackets. Highpoint jackets are available for purchase. Students must sign a contract governing the appropriate wearing of a Highpoint jacket. Violation of the contract will lead to confiscation of the jacket. Money will not be refunded on confiscated jackets.

15. Clothing may not be worn to reflect gang affiliation or hide illegal/contraband items. Street/casual clothing may not be worn underneath the school uniform.

If the principal or designee 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, a parent or designee must bring 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.

**DRUG TEST PROCEDURE: ACADEMIC AND BEHAVIOR SCHOOLS**

If a student is suspected of being under the influence of illegal substances while enrolled at Academic and Behavior School, the administration may require the student to submit to a drug test. Academic and Behavior School administrators, counselors, nurses, Juvenile Probation staff, and/or private testing facilities secured by the parent/guardian may administer drug tests. Students testing positive for illegal substances are subject to disciplinary consequences.

**DRUG TEST PROCEDURE: HIGHPOINT SCHOOL**

All Highpoint students are required to pass a drug test to successfully complete the program and exit. Highpoint administrative, counseling or nursing staff; Juvenile Probation staff; and/or private testing facilities secured by the parent/guardian may administer drug tests. If a student is suspected of being under the influence of illegal substances while enrolled at Highpoint Schools, the administration may require the student submit to a drug test. Students are also subject to random drug tests at designated points in the level system.

Students who have a positive drug test at Highpoint must enroll in a drug counseling program and provide proof of continuous attendance and completion. Students must also pay a testing fee of $25 each time they are retested and test positive. Students are also subject to additional days or a recommendation to their home district for expulsion to JJAEP in accordance with the law.

Students who test positive for illegal substances or alcohol will drop to Level 1. They will remain at Level 1 until they have completed an approved drug counseling program and reimburse the
campus the $25 fee for the drug test.

Once the student satisfies the successful completion of the drug program, the student will be returned to his/her original level, providing there are no other disciplinary infractions.

Refusal to submit to a drug test when requested to do so by Highpoint administration will be considered the same as testing positive for drug use. The student refusing to submit to drug testing will face the same consequences as a student testing positive.

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

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

Students are not allowed to bring mobile telephones or other personal telecommunication devices to school. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The device will be returned to the student at the end of the school day on the first offense for ABS students. Parents of ABS students will be required to pick up any telecommunications device from the principal’s office on any subsequent offenses. Refer to the Contraband procedure for Highpoint students.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. Confiscated telecommunications devices that are not retrieved by the student or the student’s parents will be disposed of after notice required by law. [See policy FNCE.] In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The Department will not be responsible for damaged, lost, or stolen telecommunications devices.

**Possession and Use of Other Personal Electronic Devices**

Except as described below, students are not permitted to possess or use personal electronic devices such as cell phones, smart watches, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, staff will confiscate the items and turn them in to the principal’s office. The device(s) will be returned to the student at the end of the school day on the first offense for ABS students. Parents will be required to pick up any personal electronic devices from the principal’s office on any subsequent offenses for ABS students. Refer to the Contraband procedure for Highpoint students.

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The Department will not be responsible for any damaged, lost, or stolen electronic device.

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

Personal telecommunication devices and other electronic devices are not allowed on any campus. The campuses will furnish any telecommunication or electronic device necessary for instructional use.
Acceptable Use of Department Technology Resources
To prepare students for an increasingly technological society, the department has made an investment in the use of department-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the department’s network systems and use of department equipment, is restricted for approved purposes only. Students use of Department Technology Resources shall comply at all times with applicable law and HCDE policies, including Board Policy CQ and HCDE’s Internet Safety Policy. Students may not engage in hacking, cyber-attacks, or other unlawful activities through Department Technology Resources. Use of Department Technology Resources shall not be considered private. HCDE may monitor any activity occurring on HCDE equipment or accounts and will monitor the online activity of students as required by law. HCDE also employs filtering software to limit access to restricted sites and inappropriate material on the Internet. This software is compatible with Children’s Internet Protection Act (CIPA) and Neighborhood Children’s Internet Protection Act recommendations for student access to the Internet. Students and parents will be asked to sign a technology user agreement (see appendix) regarding use of these department resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources
Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages or other materials that are abusive, obscene, sexually oriented or pornographic, threatening, harassing, damaging to another’s reputation, harmful to minors, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is department-owned or personally owned, if it results in a substantial disruption to the educational environment. Students may not use Department Technology Resources to access unauthorized material and may not disclose, use, or disseminate personal identification information regarding minors without appropriate authorization.

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 and may, in certain circumstances, be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child http://beforeyoutext.com, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

In accordance with the law, “Protecting Children in the 21st Century Act”, students receive instruction on the appropriate online behavior, use of social networking websites, chat rooms, cyberbullying and online safety.

FEES
Materials that are part of the basic educational program are provided with department 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.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books or textbooks.
- Lost or damaged student identification cards.

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

**FUND-RAISING**

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 Senior Director at least ten days before the event. [For further information, see policies at 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/department, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district/department-owned or leased property or campus playground. Any gang signs, symbols, gestures may result in a citation, ticket, or referral to the Harris County Gang Task Force. Handshakes, writings, drawings, gang websites are considered gang activity.
GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation. Each home district may have different local policies regarding grade classification. Refer to the home district policy for additional information regarding local requirements.

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
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<tbody>
<tr>
<td>6</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>12</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>18</td>
<td>Grade 12 (Senior)</td>
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</tbody>
</table>

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed and approved by the campus principal. 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.

GRADING SCALES

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
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<tr>
<td>80 – 89</td>
<td>B</td>
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<tr>
<td>75 – 79</td>
<td>C</td>
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<tr>
<td>70 – 74</td>
<td>D</td>
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<tr>
<td>69 or below</td>
<td>F</td>
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GRADUATION

Requirements for a Diploma
To receive a high school diploma from the home district, a student must successfully:
- complete the required number of credits;
- meet the criteria established by the ARD committee;
- complete any locally required courses in addition to the courses mandated by the state; and
- depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

Beginning with the 2017-2018 school year, the Texas Assessment of Knowledge and Skills (TAKS) assessment will no longer be administered. Students for whom TAKS is a graduation requirement, please contact your home district.
GRADUATION PROGRAMS

The home campus/district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished achievement Program. Permission to enroll in the Minimum Program 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 school counselor or appropriate administrator of the home campus/district. 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.

All students must meet the following credit and course requirements for graduation under the programs listed below. The home district may have additional credit requirements than what is listed below.
## Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Foundation HSP</th>
<th>*MHSP</th>
<th>*RHSP</th>
<th>*DAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>Four credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td>• English I</td>
<td>• English I</td>
<td>• English I</td>
<td>• English I</td>
<td>• English I</td>
</tr>
<tr>
<td>• English II</td>
<td>• English II</td>
<td>• English II</td>
<td>• English II</td>
<td>• English II</td>
</tr>
<tr>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
<td>• English III</td>
</tr>
<tr>
<td>• An advanced English course</td>
<td>• English IV or approved alternate course</td>
<td></td>
<td>• English IV</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Three credits:</td>
<td>Three credits:</td>
<td>Four credits:</td>
<td>For credits:</td>
</tr>
<tr>
<td>• Algebra I</td>
<td>• Algebra I</td>
<td>• Algebra I</td>
<td>• Algebra I</td>
<td>• Algebra I</td>
</tr>
<tr>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
<td>• Geometry</td>
</tr>
<tr>
<td>• An advanced math course</td>
<td>• SBOE approved math course</td>
<td></td>
<td>• An additional math credit</td>
<td>• An additional math credit</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Three credits:</td>
<td>Two credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td>• Biology</td>
<td>• Biology</td>
<td>• Biology</td>
<td>• Biology</td>
<td>• Biology</td>
</tr>
<tr>
<td>• IPC or an advanced science course</td>
<td>• IPC or Chemistry and Physics (one of the two serves as an academic elective)</td>
<td></td>
<td>• Chemistry</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• An advanced science course</td>
<td>• Physics</td>
<td>• Physics</td>
<td>• Physics</td>
<td>• Physics</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Three Credits:</td>
<td>Three credits:</td>
<td>Four credits:</td>
<td>Four credits:</td>
</tr>
<tr>
<td>• U.S. History</td>
<td>• U.S. History (one credit)</td>
<td>• U.S. History (one credit)</td>
<td>• U.S. History (one credit)</td>
<td>• U.S. History (one credit)</td>
</tr>
<tr>
<td>• U. S. Government (one-half credit)</td>
<td>• U.S. Government (one-half credit)</td>
<td>• U.S. Government (one-half credit)</td>
<td>• Economics (one credit)</td>
<td>• U.S. Government (one-half credit)</td>
</tr>
<tr>
<td>• Economic (one-half credit)</td>
<td>• Economics (one credit) or World Geography (one credit)</td>
<td>• World History (one credit)</td>
<td>• World Geography (one credit)</td>
<td></td>
</tr>
<tr>
<td>• World History or World Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td><strong>Language other than English</strong></td>
<td>Two credits in the same language</td>
<td>None</td>
<td>Two credits in the same language</td>
<td>Three credits in the same language</td>
</tr>
<tr>
<td>Two credits from Computer Science I, II, and III (other substitutions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
<td>One credit</td>
</tr>
<tr>
<td><strong>Speech</strong></td>
<td>Demonstrated proficiency in speech skills</td>
<td>One-half credit from either of the following:</td>
<td>One-half credit from either of the following:</td>
<td>One-half credit from either of the following:</td>
</tr>
<tr>
<td></td>
<td>• Communication Applications</td>
<td>• Communication Applications</td>
<td>• Communication Applications</td>
<td>• Communication Applications</td>
</tr>
<tr>
<td></td>
<td>• Professional Communications (CTE)</td>
<td>• Professional Communications (CTE)</td>
<td>• Professional Communications (CTE)</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Five credits</td>
<td>Seven and one half credits (one must be an academic elective)</td>
<td>Five and one-half credits</td>
<td>Four and one-half credits</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>22</td>
<td>22</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

* Only available for students who entered grade 9 before the 2014-2015 school year.
## Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

<table>
<thead>
<tr>
<th>Endorsements</th>
<th>A student may earn an endorsement by successfully completing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• curriculum requirements for the endorsement</td>
</tr>
<tr>
<td></td>
<td>• a total of four credits in mathematics</td>
</tr>
<tr>
<td></td>
<td>• a total of four credits in science</td>
</tr>
<tr>
<td></td>
<td>• two additional elective credits</td>
</tr>
</tbody>
</table>

### STEM

A coherent sequences or series of course selected from one of the following:

- CTE courses with a final course from the STEM career cluster
- Computer science
- Mathematics
- Science
- A combination of no more than two of the categories listed above

### Business and Industry

A coherent sequence or series of courses selected from one of the following:

- CTE courses with a final course from Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster
- The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook
- Technology applications
- A combination of credits from the categories listed above

### Public Services

A coherent sequences or series of courses selected from one of the following:

- CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster
- JROTC

### Arts and Humanities

A coherent sequences or series of courses from one of the following:

- Social studies
- The same language in Languages Other Than English
- Two levels in each of two language in Languages Other Than English
- American Sign Language (ASL)
- Courses from one or two categories (art, dance, music, and theater) in fine arts
- English electives that are not part of Business and Industry

### Multidisciplinary Studies

A coherent sequences or series of courses selected from one of the following:

- Four advanced courses that prepare a student to enter the workforce successfully of postsecondary education without remediation from within one endorsement area or among endorsement areas that are in a coherent sequence
- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics
- Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

### Total Credits w/endorsement - 26

### Distinguished Level of Achievement

- A total of four credits in math, including credit in Algebra II
- A total of four credit course
- Completion of curriculum requirements for at least one endorsement

### Performance Acknowledgments

- For outstanding performance:
  - In a dual credit course
  - In bilingualism and biliteracy
  - On an PSAT, the ACT-Plan, the SAT, or the ACT
- For earning a nationally or internationally recognized business or industry certification or license

Consult the home campus/district for additional information.
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 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 in school 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, in accordance with state rules.

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

HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation

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 department. 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.

HEALTH-RELATED MATTERS

Student Illness
When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools 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 division is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

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

**Bacterial Meningitis**

State law specifically requires the department 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. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- **What are the symptoms?**
  Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 2 years old) and adults with meningitis may 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 kissing, coughing, or sneezing). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body’s immune system and cause meningitis or another serious illness.

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

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

- What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

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

* Please note that the TDSHS requires at least one meningococcal vaccination 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 exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information.

**Bed Bugs**, do not transmit disease, but has become a problem worldwide. The Division has a bed bug action plan. You play an important role in keeping the school bed bug free. Please advise the school if bed bugs are found in your home. Additional information may also be found at: https://ww.cdc.gov/parasites/bedbugs/index.html

**Food Allergies**
The Department 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. If your child has a food allergy, please complete the Food Allergy form in the appendix. Please contact the school nurse or campus principal as soon as possible after any diagnosis of a food allergy.

The Department 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 department 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 from the principal’s office. Brenda Mullins is the food allergy management plan coordinator. [See policy FFAF.]
**Head Lice**, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Website at [http://www.dshs.state.tx.us/schoolhealth/lice.shtm](http://www.dshs.state.tx.us/schoolhealth/lice.shtm).

**Physical Activity for Students in Elementary and Middle School**
In accordance with policies at EHAB, EHAC, EHBG, and FFA the department will ensure that students in kindergarten 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 will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters. For additional information on the department’s requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please contact the principal.

**School Health Advisory Council (SHAC)**
The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. See policies at BDF and EHAA.

**Other Health-Related Matters**

**Asbestos Management Plan**
The Department works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the department’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the department’s plan in more detail, please contact Jay Atkins, the department’s designated asbestos coordinator or contact the principal’s office.

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

All pesticides used are registered for their intended use by the 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. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school should contact the principal’s office.

Physical Fitness Assessment
Annually, the division 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 home campus to obtain the results of his or her child’s physical fitness assessment conducted during the school year.

Tobacco Prohibited
The Department and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Vending Machines
The department has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. Students do not have access to vending machines.

HOMELESS STUDENTS
Children who are homeless will be provided flexibility regarding certain provisions. You are encouraged to inform the district campus if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist your family.

HOMEWORK
Homework may be assigned by the teacher to reinforce instruction. For questions regarding homework policies, please contact the teacher or principal.

ILLNESS
See Student Illness under Health-Related Matters

IMMUNIZATION
A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at: https://webds.dshs.state.tx.us/immco/affidavit.shtm. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption
for more than one student in the family, a separate form must be provided for each student. The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

Refer to the chart in the appendix for immunization requirements. Students without the proper documentation of required immunizations or a valid exemption will not be allowed to attend school.

For information on where parents can take their child to get free or reduced cost vaccines, call 211. This is a toll-free number that provides information on health and social services in your area.

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**

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

1. 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.
2. The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
3. 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:

1. To comply with an order of the juvenile court.
2. To comply with the laws of arrest.
3. By law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
5. 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.
6. 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/designee 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 Senior Director of School Administration 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 Department is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate department personnel in regards to a student who is required to register as a sex offender.

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

**LEAVING CAMPUS**

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

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

1. For students at all campuses, a parent or otherwise authorized adult must come to the office and sign the student out. Authorized adults must be listed by the parent on the student enrollment form. Students will not be released to anyone for whom there is no written authorization. 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 at the time of return.

2. 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. Under no circumstances will a
child in school be released unaccompanied by a parent or adult authorized by the parent.

3. If a student is suspended, the parent must pick up the student from the campus that day.

At Any Other Time During the School Day
Students are not authorized to leave campus during the regular school hours for any other reason except with the permission of the principal or administrator. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

The Harris County Department of Education does not carry personal injury insurance on students.

If the school administration or the nurse assesses that a student is in physical danger as a result of an accident or illness, an ambulance will be called. Financial responsibility for the emergency transport and services rendered are the parent/guardian’s responsibility.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. Refer to your home district for additional information.

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absence
The teacher will assign the student makeup work and assignments. The work must be based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements for any class missed.

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

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

A student will be permitted to make up tests and to turn in projects due in any class missed because
of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

**MEDICINE AT SCHOOL**

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

Only authorized employees, in accordance with policies at FFAC (LEGAL), may administer:

- **Prescription medication**, in the original, properly labeled container, provided by the parent, along with a written request. Written physician orders are required in order to administer medications at school.
- **Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified department employee from the original, properly labeled container.** Written physician orders are required in order to administer medications at school.
- **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.**
- Each medication to be administered must be accompanied by a completed Parent/Guardian Consent for Administration of Prescription and Non-Prescription Medication at School or a School Related Activity form. The form detailing parental consent is good only for the school year in which it was submitted. A new form must be completed annually.

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 must discuss this with the school nurse or principal.

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

**Psychotropic Drugs**

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

Teachers and other department 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 department employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional
can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

MESSAGES

Telephones are for business purposes only. Parents are not to call their children at school except in case of an emergency. Campus personnel will deliver parent messages, when necessary. Students are not permitted to use the telephone except in emergencies. Requests to use the telephone will be granted on an individual basis by an administrator.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Harris County Department of Education 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. The following department representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Jonathan Parker, Assistant Superintendent of Academic Support, 6300 Irvington Blvd, Houston, Texas, 713-694-6300.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jonathan Parker, Assistant Superintendent of Academic Support, 6300 Irvington Blvd, Houston, Texas, 713-694-6300.

All other concerns regarding discrimination: Contact the superintendent, Mr. James Colbert, Jr., 6300 Irvington Blvd, Houston, Texas, 713-694-6300. [See policies FB (LOCAL) and FFH (LOCAL).]

ON CAMPUS INTERVENTION (OCI) - ACADEMIC & BEHAVIOR SCHOOLS

On Campus Intervention is designed as a last resort for managing student behavior. OCI is a therapeutic intervention and not a form of punishment. It is a program designed to assist students in recognizing and modifying inappropriate behaviors that interfere with their learning, and/or disrupt the learning environment, in or out of the classroom. In cases where the teacher, counselor, support staff, administrators have implemented several interventions according to the student’s behavior intervention plan, a non-compliant student may be placed in the OCI program until he/she has successfully completed a behavior related task. The student is returned to class as soon as he/she has regained the emotional or physical composure necessary to be successful in the learning environment.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

The campuses will comply with the state required vision, hearing, and scoliosis screenings. Information may be obtained from the school nurse or principal. Results will be maintained with the home district.
PHYSICAL RESTRAINT

All staff members at HCDE campuses receive annual training in physical restraint techniques. A student is restrained when he/she is endangering him/herself, staff members, other students or property. A student may be restrained as a last resort. Physical restraint may also be used to enforce the contingencies of the behavior intervention plan.

The staff employs a non-harmful control and restraint system designed to defuse and ensure the safety and welfare of challenging, disruptive behavior before it escalates to a crisis situation. The purpose of the method used is to assist student to:

- learn to live and thrive in a safe and respectful environment;
- interact with positive role models who are equipped to manage difficult situations
- learn new coping skills;
- receive guidance about making positive behavior choices in the future and;
- feel supported by staff who are empathic, compassionate and respectful.

Physical restraint is a serious action; therefore, every effort will be made to contact the parent/guardian the day the restraint is used. Written notification of the restraint and the behaviors leading to the restraint will be mailed to the parent/guardian and home district within 24 hours. [See policy FO (LEGAL) for more information.]

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.

One minute of silence will 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 first period when September 11th falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

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. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PROMOTION AND RETENTION

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. The home district makes final determination on credits.

**Refer to your home district policies for promotion and retention.**

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.

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

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

Students in grade 5 or 8 will have two additional opportunities to take a failed STAAR assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.] Some provisions have been added per the commissioner’s rules.

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

At the end of the first three weeks of a grading period parents will be given a written progress report if their child’s performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a
grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the Schools Division 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 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.

AB Schools will also provide a Behavioral Progress Report. These reports are compiled and distributed to parents by mail or by folders sent home with the student. The purpose of this report is to identify specific behaviors the student is working on to improve and the progress that has been made, as identified in the IEP/BIP. Parents/guardians who do not receive these reports should notify the counselor or principal to arrange for other options for delivery of the reports.

RETALIATION
See Dating Violence, Discrimination, Harassment and Retaliation.

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavior 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 department employees who are overseeing the welfare of students.

Accident Insurance may be available from your home campus/district. Contact the administration of your home campus.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies
From time to time, students, teachers, and other department employees will participate in 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.
Emergency Medical Treatment and Information
If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

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

If the campus must close or restrict access to the building because of an emergency, the district will alert the community by calling home or work, contacting the major local television or radio stations. It is critical that current contact information be available. Please make sure to notify the campus office of any change of address or phone number.

SCHEDULE CHANGES
Schedule changes will be made on a limited basis and only to ensure that students are placed in the correct classes. Requests for schedule changes must be made in writing on the campus form. Students are not allowed to leave class to go to the school counselor’s office. Once the request for a schedule change has been reviewed the school counselor will contact the student to inform the student if the change will be made or not.

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.

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, students must leave campus. Unless students are granted permission to remain on the campus in accordance with policy FNAB, students must leave campus immediately. Bus transportation to and from school is only provided by the home district. All students must exit the school building by 3:30 p.m..

Use of Hallways during Class Time
Loitering or standing in the halls during class is not permitted. Students will transition to restroom breaks and to classrooms. 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.
SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, department officials will conduct searches. Such searches are conducted without a warrant and as permitted by law. Metal detector wands may be used during the search procedure. Any unauthorized/illegal items will be confiscated. Searches are done daily upon entering the building and randomly as needed.

Students’ Desks and Lockers
Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

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

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

Vehicles on Campus
Students are not allowed to drive vehicles to and from school to any campus.

Metal Detectors
Students are subject to search on entry and at any point during the school day by metal detectors. (hand held or walk through). [For further information, see policy FNF (LOCAL).]

SEXUAL HARASSMENT

See Dating Violence, Discrimination, Harassment and Retaliation

SPECIAL PROGRAMS

The department provides special programs for homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students and students with disabilities. A student or parent with questions about these programs should contact the campus principal.
STANDARDIZED TESTING

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, annually in grades 4 and 7
- Science, annually in grades 5 and 8
- Social Studies, annually 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. STAAR Alternate 2, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee.

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
Beginning with ninth graders in the 2011–2012 school years, as modified by House Bill 5, 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.

- Algebra II
- English III

May be tested but satisfactory performance will not be a required for graduation.

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. Summer re-testing is available for students attending ESY. If not, location is designated by the home district. In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

An assessment calendar is included in the Appendix.
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.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the department 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 throughout the student’s enrollment in the department.

Please contact the principal who has been designated as the department’s liaison for children in the conservatorship of the state, with any questions.

STUDENT SUPERVISION

Students are supervised at all times to ensure their safety, therefore any Academic and Behavior School student that is transported by parents is not allowed to be dropped off before 7:45 AM. Students must be picked up by 3:15 PM each day. Parents are required to sign the student in each morning.

Occasionally a student may need to be picked up at school during the school day. Any student remaining on campus at 5:30 PM may be referred to Child Protective Services (CPS).

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 or principal. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children’s mental health and substance abuse intervention services on its Website: http://www.dshs.state.tx.us/mhsa-child-adolescent-services

Both Highpoint campuses also have the services of a substance abuse counselor at each campus.

SUICIDE AWARENESS

The department 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 and to find mental health services available in your area.
SUMMER SCHOOL-ACADEMIC AND BEHAVIOR SCHOOLS

Extended Year Services (ESY) will be addressed in the student’s annual ARD meeting. ESY services will be provided for eligible students in the summer of 2019, Monday through Thursday. ESY services will not be offered on Fridays. ESY services will be offered from June 10, 2019 through July 11, 2019.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

Payment for lost or destroyed books should be made to the principal’s office.

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 an exception to this requirement may be made when the parent requests that the student be released to the parent or to another adult designated by the parent in writing.

Educational and incentive field trips are permitted for ABS students who meet individual campus criteria. Information and permission slips are sent home prior to the planned trip and must be returned to the school at least one (1) day before a scheduled trip. Verbal permission by phone may be given, on occasion, if the parent can be reached. Students who do not have verbal or written permission before the field trip will not be permitted to go. Students must be in dress code compliance to attend.

Buses and Other School Vehicles
The home district makes school bus transportation available to all ABS and Highpoint students. This service is provided at no cost to students. Bus routes and any subsequent changes are available from the home district. The department does not have input into the bus routes or pick up/drop off locations. Questions about routes, times and pick up locations must be addressed to the home district. Students are required to ride the bus provided by the home district to and from school unless the principal has granted an exception to the parent.

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 the home campus/district.

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

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

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

Highpoint students must arrive and depart by their district school bus. Students who miss the bus in the morning and do not attend school are charged with an unexcused absence. Students missing the bus may be brought to school by a parent; however the parent must bring the student into the office and sign the student in. Students missing the bus intentionally to circumvent riding the bus will be subject to disciplinary action. Students returning to school from a court appearance or doctor’s visit on the same day must bring a written note from the court or doctor in order for the absence not to count.

Students suspended from the bus are still required to attend school unless they are suspended from school. Parents must bring the student to school no later than 15 minutes before the beginning of the first class. Parents must pick the student up in the afternoon at the dismissal time. The parent is required to bring the child to the office and sign them in. Failure to attend school due to bus suspension will result in an unexcused absence.

**TRESPASSING-HIGHPOINT SCHOOL EAST**

Students are advised that visiting other schools or district facilities while they are enrolled at Highpoint School East may constitute trespassing. Therefore, students should not enter the grounds, buildings, or property of other schools without permission by a campus administrator. This includes during the school day and outside the school day at any extra-curricular event. Students may be charged or ticketed for criminal trespass if they are found on any campus at any time without the appropriate permission.

**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/audio equipment will be 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

The Federal Right to Privacy Act prohibits the showing of video tapes of children to parents other than those of their child. Footage including other students is not available for parent viewing.

Video Surveillance of Certain Special Education Settings

In order to promote student safety, HCDE’s Self-contained classes are equipped with video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day. Education Code 26.009(b) & Education Code 29.022

A written request must be submitted to the campus principal.

See policies EHBAF(LEGAL)

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit department 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 department policies and procedures. The campuses are equipped with the Raptor program and a driver’s license or other form of proper identification is required to visit the campus.

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 to the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.
**Visitors Participating in Special Programs for Students**

All visitors to the campus must comply with the Visitors to the School procedures. Special programs must be arranged in advance by the principal and visitors must be approved. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

**WITHDRAWING FROM SCHOOL**

A student under 18 may be withdrawn from school only by a parent. State law requires written notice from the parent indicating the reason for the withdrawal and the name/address of the new school or home school, if applicable. Withdrawals will not be processed without the written request. The school requests at least three-day notice in advance so that records and documents may be prepared.

A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record. A copy will also be sent to the home district. 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.
GLOSSARY

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

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

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

Attendance review committee is sometimes responsible for reviewing a student’s absences when the student’s attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

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

NCLB Act is the federal No Child Left Behind Act of 2001.
PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

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

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

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

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

**STAAR Accommodated** is a state-mandated assessment that is offered on-line with accommodations built into the computer assessment that is administered to eligible students receiving special education services, as determined by the student’s ARD committee.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

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

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

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.
**TAKS** is the Texas Assessment of Knowledge and Skills, the state’s standardized achievement test that is being transitioned to the STAAR program. A student in grade 12 who has not met the passing standard on this assessment will have opportunities to retake the assessment, for which satisfactory performance is required for graduation.

**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.
APPENDIX
The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.

2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.

3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].

4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
   a. Self-defense;
   b. Intent or lack of intent at the time the student engaged in the conduct;
   c. A student’s disciplinary history; or
   d. A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.

6. Address the notification of the parent or guardian of a student’s violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.

7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions.
   “Bullying” has the meaning provided by Education Code 37.0832. [See FFI]
   “Harassment” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health or safety.
   “Hit list” means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal
Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:
   a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;
   b. Disciplining students; and
   c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

Changes in SCOC
Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

Posting
The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

Education Code 37.001

Notice to Parents
Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. Education Code 37.001(d)

Noncustodial Parent
A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student’s parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. Education Code 37.0091

Copies to Staff
The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. Education Code 37.018

Campus Behavior Coordinator
A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.
The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.

**Duties**

The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.

**Notice to Parents**

The CBC shall promptly notify a student’s parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.

A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student’s parent or guardian.

If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent’s or guardian’s last known address.

If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

*Education Code 37.0012*

**No Unsupervised Setting**

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

**Continuation of Disciplinary Action**

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

“Disciplinary action” means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

“District or school” includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

*Education Code 37.022*

**Opportunity to Complete Courses**

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]
Seclusion

place a student in seclusion. *Education Code 37.0021(c)*

“Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

*Education Code 37.0021(b)(2)*

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

*Education Code 37.0021(h)*

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

“Law Enforcement Duties”

“Law enforcement duties” means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

*Education Code 37.0021(b)(4), (g)*

Restraint Reports

A district shall report electronically to TEA, in accordance with standards provided by commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body. *Education Code 37.0021(b)(1)*

Corporal Punishment

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*
Parent Statement

To prohibit the use of corporal punishment as a method of student discipline, each school year a student’s parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student’s parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. *Education Code 37.0011(c)–(d)*

Definition

“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a)*

Use of Force to Maintain Discipline

The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

Videotapes and Recordings

A district employee is not required to obtain the consent of a child’s parent before the employee may make a videotape of the child or authorize the recording of the child’s voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1) [See FNG]*

Reports

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student’s race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;

2. Information indicating whether the placement was based on:
   a. Conduct violating the Student Code of Conduct;
   b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
   c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
   d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);

3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

1. Information identifying the student, including the student’s race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;

2. Information indicating whether the expulsion was based on:
   a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
   b. Conduct for which expulsion is permitted;

3. The number of full or partial days the student was expelled;

4. Information indicating whether:
   a. The student was placed in a JJAEP;
   b. The student was placed in a DAEP; or
   c. The student was not placed in a JJAEP or other alternative education program; and

5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

*Education Code 37.020*
### Students with Disabilities Under Section 504

A district shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services. 34 C.F.R. 104.35(a)

A district may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the district would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action. 29 U.S.C. 705(20)(C)(iv)

### Note:
The provisions below apply only to students eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

### Students Receiving Special Education Services

All disciplinary actions regarding students with disabilities must be determined in accordance with 34 C.F.R. 300.101(a) and 300.530–300.536; Education Code Chapter 37, Subchapter A; and 19 Administrative Code 89.1053 (relating to Procedures for Use of Restraint and Time-Out). 19 TAC 89.1050(k)

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations. *Education Code 37.004*

The methods adopted in the Student Code of Conduct [see FO] for discipline management and for preventing and intervening in student discipline problems must provide that a student who is enrolled in the special education program may not be disciplined for bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct. *Education Code 37.001(b-1)*

### DAEP Placement Not Solely for Educational Purposes

A student with a disability who receives special education services may not be placed in a disciplinary alternative education program (DAEP) solely for educational purposes. A teacher in a DAEP who has a special education assignment must hold an appropriate certificate or permit for that assignment. *Education Code 37.004(c)–(d)*

### Removal for Ten Days or Less

School personnel may remove a student with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational
setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. 20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1)

Services During Removal
A district is required to provide services during the period of removal if the district provides services to a child without disabilities who is similarly removed. 34 C.F.R. 300.530(d)

Subsequent Removals of Ten Days or Less
School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement (see below). 34 C.F.R. 300.530(b)(1)

Services During Removal
After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student’s teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s individualized education program (IEP). 20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4)

Notice of Procedural Safeguards
Not later than the date on which the decision to take the disciplinary action is made, a district shall notify the student’s parents of the decision and of all procedural safeguards [see EHBAE]. 20 U.S.C. 1415(k)(1)(H)

Removals That Are a Change in Placement
Any disciplinary action that would constitute a change in placement may be taken only after the student’s ARD committee conducts a manifestation determination review [see Manifestation Determination, below]. Education Code 37.004

“Change in Placement”
For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student’s current educational placement for more than ten consecutive school days; or

2. Subjected to a series of removals that constitute a pattern because:

   a. The series of removals total more than ten school days in a school year;

   b. The student’s behavior is substantially similar to the student’s behavior in the previous incidents that resulted in the series of removals; and
c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The district determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. The district’s determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates a code of student conduct. 20 U.S.C. 1415(k)(1)(A)

Within ten school days of any decision to change the placement of a student because of a violation of a code of student conduct, a district, parents, and relevant members of the ARD committee (as determined by the parent and the district) shall review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student’s disability; or

2. The direct result of the district’s failure to implement the IEP.

If the district, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student’s disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e)

If the determination is that the student’s behavior was not a manifestation of the student’s disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting. 20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c)

In a county with a juvenile justice alternative education program (JJAEP) [see FODA], a district must invite the administrator of the JJAEP or the administrator’s designee to an ARD committee meeting convened to discuss the discretionary expulsion under Education Code 37.007 of a student with a disability. The district must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student’s parents. A copy of
the student’s current IEP must be provided to the JJAEP representative with the notice. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP representative may participate in the meeting to the extent that the meeting relates to the student’s placement in the JJAEP and implementation of the student’s current IEP in the JJAEP. 19 TAC 89.1052

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student’s IEP.

2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2)

For a student with a disability who was expelled under a discretionary expulsion under Education Code 37.007, an ARD committee meeting must be convened to reconsider placement of the student in the JJAEP if the JJAEP provides written notice to the district of specific concerns that the student’s education or behavioral needs cannot be met in JJAEP.

The district must invite the JJAEP administrator or the administrator’s designee to the meeting and must provide written notice of the meeting at least five school days before the meeting or a shorter timeframe agreed to by the student’s parents. If the JJAEP representative is unable to attend the ARD committee meeting, the representative must be given the opportunity to participate in the meeting through alternative means, including conference telephone calls. The JJAEP may participate in the meeting to the extent that the meeting relates to the student’s continued placement in JJAEP.

19 TAC 89.1052

If the district, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student’s disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless the district had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at Special Circumstances, below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and the district agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f)

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of TEA or a school district;

2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or a school district; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or the district.

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g)

The ARD committee shall determine the interim alternative education setting. 20 U.S.C. 1415(k)(2)

Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student’s IEP.

2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)

Appeals

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. A district that believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others may request a hearing. 20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151
<table>
<thead>
<tr>
<th>Placement During Appeals</th>
<th>When an appeal has been requested by a parent or a district, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student’s assignment to the alternative setting, whichever occurs first, unless the parent and district agree otherwise. 20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533</th>
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<tbody>
<tr>
<td>Reporting Crimes</td>
<td>Federal law does not prohibit a district from reporting a crime committed by a student with a disability to appropriate authorities. If a district reports a crime, the district shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the district reported the crime. A district may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA). 20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535 [See FL]</td>
</tr>
<tr>
<td>Students Not Yet Identified</td>
<td>A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for in the IDEA if a district had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred. 20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a)</td>
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<tr>
<td>District Knowledge</td>
<td>A district shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:</td>
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<td>1. The parent of the student expressed concern in writing to supervisory or administrative personnel of the district, or to the teacher of the student, that the student was in need of special education and related services;</td>
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<td>2. The parent requested an evaluation of the student for special education and related services; or</td>
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<td></td>
<td>3. The student’s teacher, or other district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other supervisory personnel of the district.</td>
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<td></td>
<td>20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b)</td>
</tr>
<tr>
<td>Exception</td>
<td>A district shall not be deemed to have knowledge that the student had a disability if:</td>
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<td></td>
<td>1. The parent has not allowed an evaluation of the student;</td>
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<td>2. The parent has refused services; or</td>
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<td></td>
<td>3. The student has been evaluated and it was determined that the student did not have a disability.</td>
</tr>
</tbody>
</table>

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If a district does not have knowledge (as described above), before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

It is the policy of the state to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or

2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h); 19 TAC 89.1053(l)

Education Code 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties, except as provided above [see School Peace Officers] and by Education Code 37.0021(i) [see Restraint, Documentation, below];

2. Juvenile probation, detention, or corrections personnel; or

3. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.
“Law Enforcement Duties”

“Law enforcement duties” means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

*Education Code 37.0021(b)(4), (g); 19 TAC 89.1053(l), (m)*

Further, Education Code 37.0021 does not prevent a student’s locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, “weapon” includes any weapon described under Education Code 37.007(a)(1). [See FNCG]

*Education Code 37.0021(f)*

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique. *Education Code 37.0021(a)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

“Seclusion” means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

*Education Code 37.0021(b)(2)*

Restraint

A school employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.
19 TAC 89.1053(c)

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

19 TAC 89.1053(b)(1)–(2)

Training

Training for school employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(d).

Documentation

In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 Administrative Code 89.1053(e).

A district shall report electronically to TEA, in accordance with standards provided by Commissioner rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by Commissioner rule for reporting the use of restraint involving students with disabilities.

Education Code 37.0021(i)

Time-Out

A school employee, volunteer, or independent contractor may use time-out with the following limitations:

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student’s IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student’s IEP.

19 TAC 89.1053(g)
“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and

2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

19 TAC 89.1053(b)(3)

Training

Training for school employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 Administrative Code 89.1053(h).

Documentation

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

19 TAC 89.1053(i)
APPENDIX I:

Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit: http://pol.tasb.org/Policy/Search/578?filter=ffi%20local

Below is the text of the Harris County Department of Education’s policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

---

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

**BULLYING PROHIBITED**

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

**DEFINITION**

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the Department and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

2. Interferes with a student’s education or substantially disrupts the operation of a school.

**EXAMPLES**

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property,
thief of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION
The Department prohibits retaliation by a student or Department employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

FALSE CLAIM
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Department investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING
Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the Department’s ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other Department employee.

EMPLOYEE REPORT
Any Department employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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

PROHIBITED CONDUCT
The principal or central office designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the Department shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT
The principal or central office designee shall conduct an appropriate investigation based on the allegations in the report. The principal or central office designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION

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

The principal or central office designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to Senior Director of Schools, Assistant Superintendent for Student Services, and the Superintendent or designee by the most expeditious means.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or central office designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DEPARTMENT ACTION BULLYING

If the results of an investigation indicate that bullying occurred, the Department shall promptly respond by taking appropriate disciplinary action in accordance with the Department’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the Department’s policy against bullying.

TRANSFERS

The principal or central office designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or central office designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the Department may take
action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

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

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the Department’s Web site, to the extent practicable, and shall be readily available at each campus and the Department’s administrative offices.

Original Adoption: 8/21/12
Revision(s): 2/26/13
Bullying Complaint Report Form Schools Division

Step 1:
This report must be completed to file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying encompasses bullying, harassment, and discrimination).

Step 2:
Once completed, this form should be returned to the school Principal/designee of the school.

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>RACE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaint Name (last, first, middle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victim Name (last, first, middle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accused Name (last, first, middle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td>Date of Incident</td>
<td></td>
</tr>
<tr>
<td>Campus (or site where incident occurred)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 3:
Upon receiving the Complaint Form, an investigation will be conducted to determine whether a violation of the Student Code of Conduct occurred; if so, the appropriate disciplinary action will be taken.

*Describe the location where the incident occurred:*

*Describe the incident:*

*List all witnesses’ names and grades:*

*List evidence of incident (i.e.; attach evidence, if possible):*
**Step 4:** All of the information on this form is accurate and true:

---

**Printed name of the person Completing the Bullying Complaint Report Form**

**Date:**

**Signature of Person Completing the Bullying Complaint Report Form**

**Date:**

**Please attach any and all supporting documentation/evidence/ investigation.**

---

**FOR OFFICE USE ONLY**

<table>
<thead>
<tr>
<th>Date Received:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Taken:</td>
</tr>
<tr>
<td>Investigation Completed By:</td>
</tr>
<tr>
<td>Follow Up Contact Made By:</td>
</tr>
</tbody>
</table>

**Step 5:** If you fear a student is in imminent danger, please contact the police immediately.
**Parental Consent Not Required**

An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for a purpose related to the promotion of student safety as described by this policy. *Education Code 26.009(b)*

**Video Surveillance Upon Request to Promote Student Safety**

Classroom or Other Setting

A school that receives equipment shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day, provided that:

1. A campus that receives equipment as a result of the request by a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable; and

2. A campus that receives equipment as a result of the request by a board of trustees, principal, or assistant principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings subject to *Education Code 29.022*

**Administrative Coordinator**

Each district shall designate an administrator at the primary administrative office of the district with responsibility for coordinating the provision of equipment to schools and campuses.

**Authorized Requestors**

The following people may request in writing that equipment be provided to a campus at which one or more children receive special education services in a qualifying classroom or setting:

1. A parent of a child who receives special education services for the campus at which the child receives those services;

2. The board of trustees for one or more specified campuses;

3. The principal or assistant principal for their campus; and

4. A staff member assigned to work with one or more children receiving special education services for the campus at which the staff member works.
A written request must be submitted and acted on as follows:

1. A parent, staff member, or assistant principal must submit a request to the principal or the principal's designee of the campus addressed in the request, and the principal or designee must provide a copy of the request to the district's designated administrator;

2. A principal must submit a request by the principal to the district's designated administrator; and

3. A board of trustees must submit a request to the district's designated administrator, and the administrator must provide a copy of the request to the principal or the principal's designee of the campus addressed in the request.

A school shall operate and maintain the camera in the classroom or setting as long as the classroom or setting continues to satisfy these requirements, for the remainder of the school year in which the campus received the request, unless the requestor withdraws the request in writing.

The video cameras must be capable of:

1. Covering all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out; and

2. Recording audio from all areas of the classroom or setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the layout of the classroom or setting.

Before a school activates a video camera in a classroom or setting, the school shall provide written notice of the placement to all school staff and to the parents of each student attending class or engaging in school activities in the classroom or setting.

If for any reason a campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request. Not later than the tenth school day before the end
of each school year, the campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request.

A school district shall retain video recorded from a video camera for at least three months after the date the video was recorded.

If a person requests to view a video recording from a video camera, a school district must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, the district or school shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

A school district may solicit and accept gifts, grants, and donations from any person for use in placing video cameras in classrooms or settings.

The requirements described by this policy do not:

1. Waive any immunity from liability of a school district, or of district officers or employees; or

2. Create any liability for a cause of action against a school district or against district officers or employees.

A school district may not:

1. Allow regular or continual monitoring of video recorded under Education Code 29.022; or

2. Use video for teacher evaluation or for any other purpose other than the promotion of safety of students receiving special education services.

A video recording of a student is confidential and may not be released or viewed except as provided below.

A school district shall release a recording for viewing by:

1. An employee who is involved in an alleged incident that is documented by the recording and has been reported to the district, on request of the employee;

2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to the district or school, on request of the parent;
3. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged or suspected abuse or neglect of a child under Family Code 261.406;

4. A peace officer, a school nurse, a district administrator trained in de-escalation and restraint techniques as provided by commissioner's rule, or a human resources staff member designated by the board in response to a report of an alleged incident or an investigation of district personnel or a report of alleged abuse committed by a student; or

5. Appropriate agency or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording does not violate these confidentiality provisions.

Duty to Report

If a person described by item 4 or 5 above who views the video recording believes that the recording documents a possible violation under Family Code, Chapter 261, Subchapter E, the person shall notify DFPS for investigation in accordance with Family Code 261.406.

Use in Disciplinary Actions Against District Personnel

If any person described by item 3, 4, or 5 above who views the recording believes that the recording documents a possible violation of district policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of district policy relating to the neglect or abuse of a student may be used as part of a disciplinary action against district personnel and shall be released at the request of the student's parent in a legal proceeding.

FERPA

State law does not limit the access of a student's parent to a record regarding the student under the Family Educational Rights and Privacy Act or other law.

District Policy

A school district policy relating to the placement, operation, or maintenance of video cameras under this section must:

1. Include information on how a person may appeal an action by the district or school that the person believes to be in violation of law or a policy adopted in accordance with the law, including the appeals process under Education Code 7.057;

2. Require that the district provide a response to a request not later than the seventh school business day after receipt of the request by the person to whom it must be submitted that au-
thorizes the request or states the reason for denying the request;

3. Require that a school begin operation of a video camera in compliance with this section not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized unless the agency grants an extension of time;

4. Permit the parent of a student whose admission, review, and dismissal committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed under this section to make a request for the video camera by the later of:
   a. The date on which the current school year ends; or
   b. The tenth school business day after the date of the placement determination by the admission, review, and dismissal committee; and

5. If a request is made by a parent in compliance with item 4, above, unless the agency grants an extension of time, require that a school begin operation of a video camera not later than the later of:
   a. The tenth school day of the fall semester; or
   b. The 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made.

A school district, parent, staff member, or administrator may request an expedited review by the agency of the district's:

1. Denial of a request;
2. Request for an extension of time to begin operation of a video camera; or
3. Determination to not release a video recording.

If a school district, parent, staff member, or administrator requests an expedited review, the agency shall notify all other interested parties of the request.

If an expedited review has been requested, the agency shall issue a preliminary judgment as to whether the district is likely to prevail on the issue under a full review by the agency. If the agency determines that the district is not likely to prevail, the district must fully comply with this section notwithstanding an appeal of the agency's
decision. The agency shall notify the requestor and the district, if
the district is not the requestor, of the agency’s determination.

A video recording under this section is a governmental record only
for purposes of Penal Code 37.10.

These provisions apply to the placement, operation, and mainte-
nance of a video camera in a self-contained classroom or other
special education setting during the regular school year and ex-
tended school year services.

A video camera placed under this section is not required to be in
operation for the time during which students are not present in the
classroom or other special education setting.

“Parent” includes a guardian or other person standing in parental
relation to a student.

“School business day” means a day that campus or school district
administrative offices are open.

“Self-contained classroom” does not include a classroom that is a
resource room instructional arrangement under Education Code
42.151.

“Staff member” means a teacher, related service provider,
paraprofessional, counselor, or educational aide assigned to work
in a self-contained classroom or other special education setting.

“Time-out” has the meaning assigned by Education Code 37.0021.

*Education Code 29.022*
COMMUNICABLE DISEASES/CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. The school nurse or the principal's office can provide information from the Texas Department of Health regarding these diseases.

Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Early Symptoms</th>
<th>Return to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunctivitis bacteria or viral</td>
<td>Red eye; usually some discharge from eyes; lids stick together, leaving dry crust</td>
<td>Symptoms have subsided or are released by a physician.</td>
</tr>
<tr>
<td>(pink eye)</td>
<td>on lids; itching.</td>
<td></td>
</tr>
<tr>
<td>1-3 days- Bacterial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 hours- 12 days- Viral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impetigo</td>
<td>Sores on face, nose, corner of mouth ears, legs, maybe else-where; lesion</td>
<td>Sores are healed or adequately covered, or released by physician.</td>
</tr>
<tr>
<td>4-10 days</td>
<td>contain pus, becomes heavily crusted.</td>
<td></td>
</tr>
<tr>
<td>Influenza (flu)</td>
<td>Rapid onset of fever, chills, headache, sore throat, dry cough, lack of energy</td>
<td>Fever- free for 24 hours</td>
</tr>
<tr>
<td>1-3 days</td>
<td>and muscle aching.</td>
<td></td>
</tr>
<tr>
<td>Mononucleosis</td>
<td>Fever, sore throat, enlarged lymph nodes, malaise.</td>
<td>Written by physician</td>
</tr>
<tr>
<td>30-50 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ringworm (scalp)</td>
<td>Localized scaly patches, usually red-rimmed on scalp; hair is short, broken;</td>
<td>May attend school provided child is under treatment by physician.</td>
</tr>
<tr>
<td></td>
<td>circular bald spot seen.</td>
<td></td>
</tr>
<tr>
<td>Scabies</td>
<td>Linear burrows under skin usually in webs and fingers, on wrists, and/or abdomen.</td>
<td>May attend school provided child is under treatment by physician.</td>
</tr>
<tr>
<td></td>
<td>Severe itching.</td>
<td></td>
</tr>
<tr>
<td>Scarlet fever and Strep Throat</td>
<td>Fever, sore throat often with enlarged, tender lymph nodes in neck. (Scarlet</td>
<td>Twenty-four hours after effective antibiotic treatment</td>
</tr>
<tr>
<td>1-3 days</td>
<td>fever produces strains of bacteria cause a fine rash that appears 1-3 days after the onset of the sore throat).</td>
<td>Has begun and fever subsides.</td>
</tr>
<tr>
<td>Bacterial Meningitis</td>
<td>Severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. There may be rash or tiny re-purple spots; may occur anywhere on body.</td>
<td>Release by doctor.</td>
</tr>
</tbody>
</table>
HIGHPOINT SCHOOL CONTRABAND POLICY

I understand and agree to the following:

- Contraband is defined as anything that is not a house key, metro pass or school work. All contraband is to be immediately confiscated.

- Cash and change will be confiscated and will not be returned.

- All non valuable contraband will be disposed of immediately (i.e. Combs, hairbrushes, do rags, gum, candy, etc).

- Contraband of value may be returned to the parent within 5 days if the parent pays the required handling charge. This includes cell phones, pagers, beepers, PDAs and other electronic devices.

- The handling fee is as follows:
  First incident = $15.00
  Second incident = $30.00
  Third incident = $45.00
  Fourth incident = $60.00

- After 5 days, the contraband will be disposed of.

________________________________________  __________________________________________
Student Signature                                Date

________________________________________  __________________________________________
Parent Printed Name                              Parent Signature

________________________________________
Highpoint Representative Signature
HIGHPOINT SCHOOL: DRUG AND ALCOHOL TEST PROCEDURES

Date: __________________________
Student Name: ___________________________ DOB: ___________________
District/School: ___________________________

Approval is granted for my child to be tested at any time by an administrator/designee of Highpoint or HCDE License Chemical Dependency Counselor if there is a suspicion of any illegal and/or ethyl alcohol usage. I understand that a positive test will demote my child to LEVEL I. My child will remain at Highpoint until the following steps are completed:

- The student enrolls in a drug counseling class. A list of acceptable courses will be provided by Highpoint.
- The student must show proof of continuous class attendance and successful completion of the drug counseling program, and
- A negative drug test must be given upon release from Highpoint.

I understand that if I do not consent or if my child refuses to be tested, my child will face the same consequences as if he/she tested positive.

If my child tests positive for illegal drugs/ethyl alcohol use, I understand that I have the right to have my child tested at a private facility at my own expense. I understand that Highpoint administration has the right to accept or refuse the results of the private testing.

I understand that if a Highpoint administrator, counselor, teacher or nurse suspects that a student may be, or has been under the influence of illegal substances while enrolled at Highpoint, the administration may require that the student submit to a drug test.

I also understand that a positive test for being under the influence of illegal drugs/ethyl alcohol use will result in further disciplinary actions while enrolled in Highpoint. Those disciplinary actions may include but are not limited to:

- Highpoint Additional Discipline
- Citations
- Arrest
- Juvenile Justice Alternative Education Program

_________________________               ________________________
Parent/Guardian Signature               Student Signature
Dear Parents:

The students assigned to the Academic & Behavior Schools will be taking a field trip to:

________________________________________

on____________________________. This trip will be made by school bus. The adults who will accompany this trip are well qualified and will make every effort to ensure a safe trip. The field trip has been planned to accomplish the educational objectives for your child. It should be understood that the driver of the bus and/or Harris County Department of Education cannot legally be held responsible for any injuries which might be received during the field trip, either at the destination or in traveling to or from said destination. If you wish your child to participate in this field trip, it is necessary for you to sign your approval. It must be returned to the teacher/administrator within one (1) day of the trip.

******************************************************************************

I/we certify that __________________________________________ has permission to go on the field trips sponsored by the Academic and Behavior Schools. I herewith release the Harris County Department of Education from liability and from any and all claims against school authorities individually or collectively for any injuries which might be received during the field trip, either at the destination or in traveling to or from said destination.

__________

Printed name of Parent/Guardian

__________

Signature of Parent/Guardian

Date: ________________
This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, §§97.61-97.72. This document is not intended as a substitute for the TAC, which has other provisions and details. The Department of State Health Services (DSHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38.

### IMMUNIZATION REQUIREMENTS

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

<table>
<thead>
<tr>
<th>Vaccine Required (Attention to notes and footnotes)</th>
<th>Minimum Number of Doses Required by Grade Level</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K – 5th</td>
<td>6th</td>
</tr>
<tr>
<td>Diphtheria/Tetanus/Pertussis¹ (DTaP/DTP/DT/Td/Tdap)</td>
<td>5 doses or 4 doses</td>
<td>3 doses primary series and 1 Tdap/Td booster within last 5 years</td>
</tr>
<tr>
<td>Polio¹</td>
<td>4 doses or 3 doses</td>
<td>For K – 12th grade: 4 doses of polio; 1 dose must be received on or after the 4th birthday. However, 3 doses meet the requirement if the 3rd dose was received on or after the 4th birthday.</td>
</tr>
<tr>
<td>Measles, Mumps, and Rubella¹,² (MMR)</td>
<td>2 doses</td>
<td>For K – 12th grade: 2 doses are required, with the 1st dose received on or after the 1st birthday. Students vaccinated prior to 2009 with 2 doses of measles and one dose each of rubella and mumps satisfy this requirement.</td>
</tr>
<tr>
<td>Hepatitis B²</td>
<td>3 doses</td>
<td>For students aged 11 – 15 years, 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax®) was received. Dosage (10 mcg /1.0 mL) and type of vaccine (Recombivax®) must be clearly documented. If Recombivax® was not the vaccine received, a 3-dose series is required.</td>
</tr>
<tr>
<td>Varicella¹,²,³</td>
<td>2 doses</td>
<td>The 1st dose of varicella must be received on or after the 1st birthday. For K – 12th grade: 2 doses are required.</td>
</tr>
<tr>
<td>Meningococcal¹ (MCV4)</td>
<td>1 dose</td>
<td>For 7th – 12th grade, 1 dose of quadrivalent meningococcal conjugate vaccine is required on or after the student’s 11th birthday. Note: If a student received the vaccine at 10 years of age, this will satisfy the requirement.</td>
</tr>
<tr>
<td>Hepatitis A¹,²</td>
<td>2 doses</td>
<td>The 1st dose of hepatitis A must be received on or after the 1st birthday. For K – 9th grade: 2 doses are required.</td>
</tr>
</tbody>
</table>

**NOTE:** Shaded area indicates that the vaccine is not required for the respective age group.

¹ Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

² Serologic evidence of infection or serologic confirmation of immunity to measles, mumps, rubella, hepatitis B, hepatitis A, or varicella is acceptable in place of vaccine.

³ Previous illness may be documented with a written statement from a physician, school nurse, or the child’s parent or guardian containing wording such as: “This is to verify that (name of student) had varicella disease (chickenpox) on or about (date) and does not need varicella vaccine.” This written statement will be acceptable in place of any and all varicella vaccine doses required.
ACADEMIC & BEHAVIOR SCHOOLS BOYS TOWN LEVEL SYSTEM

The discipline management system employed at the ABS is based on the Boys Town Model motivation system. The system consists of three levels of skill development:

Level 1: Daily Points System: Acquisition Level
- All students begin at this level.
- Students earn points for appropriate behavior and earn negative points for inappropriate behavior. Students are given an opportunity to earn points back by correcting inappropriate behavior. Points are recorded on a daily point card.
- 25-30 positive social interactions are used each day to ensure adequate teaching and practice of newly introduced skills.
- Students have an opportunity during the week to use accumulated points to spend on privileges, activities, items from the school store, or to purchase bonds in order to buy up to the next level. (Each bond is worth 6,000 points and it takes 100 bonds for a student to move to the next level.)
- The Daily Points Level I is designed for students who are learning appropriate behavior and social skills and need a great deal of structure, immediate feedback and short-term consequences.
- Once a student has purchased 100 bonds, they are able to apply to move to Level 2 Progress Level.

Level 2: Progress Level: Fluency Building Level
- At the Progress Level, basic social skills have been learned and are being refined and practiced by the student. Basic social skills target areas are expanded upon.
- The 25-30 positive social interactions that were initially used are gradually decreased to 6-10 positive social interactions.
- Some of the structural aspects of the Daily Point System, Level 1, are faded out. Students at this level are able to negotiate points at the end of the day with their homeroom teacher.
- The use of points for purchasing privileges, activities, items from the school store while on Progress Level does not differ from the use of points on Daily Level 1. The only difference on Level 2, items “cost” less points than on Level 1.
- Once a student has purchased 100 bonds on Level 2, the student is able to complete the application process to move to the Merit Level, Level 3.
Level 3: Merit Level: Proficiency/Fluency Level

- To apply for Merit Level, the student and his/her homeroom teacher will review the Merit expectations. During this time, the student must not receive an office referral for 10 school days prior to the completion of the application. The student understands that in order to complete and sign the Merit Contract, he/she also needs to complete a school service project (during school hours) for a specified period of time. The student’s classroom teachers must sign the contract stating if they agree with the student progressing to Merit Level 3.

- Once the service project has been completed, the student and school administrators will sign a Merit System contract indicating that the student has purchased the necessary bonds, has not had an office referral for ten school days, and successfully completed the school service project.

- Under this contract, it is agreed the student shall remain on the Merit Level 3 as long as the following conditions are met:
  1. School staff does not have to refer the student to the office for a serious misbehavior or infraction of school rules.
  2. The student does not fail to accept feedback or refuses to follow instructions when corrected by a staff member.
  3. The student does not exhibit a repeated pattern of minor misbehaviors.
  4. The student carries the daily Merit Card for ten consecutive days.
  5. The students who are no longer required to carry the daily Merit Card is responsible for obtaining feedback from all teachers and meets to discuss progress with his/her homeroom teacher each week.

- Once the student is able to maintain appropriate behavior on the Merit System Level 3 for approximately 6-8 weeks, the student’s school district representative will be contacted in order to schedule an ARD meeting to plan for the student’s transition back to the home campus. The transition back to the home campus will be in accordance with the student’s behavior intervention plan and the decision of the ARD committee.
HIGH POINT LEVEL DISCIPLINE MANAGEMENT SYSTEM

The Highpoint Discipline Management System is designed to instill self-discipline and to assist student in becoming better decision-makers. The program is based on the Love and Logic Solutions: Discipline, Responsibility and Academic Achievement. ([www.loveandlogic.com](http://www.loveandlogic.com)) Students enter on Level 1 and move up and/or down the level system depending on subsequent behaviors. All students are required to maintain a point sheet that is carried from class to class. Students who make adequate and sustained behavior improvement will return to their home campus. Students who do not make adequate progress or regress in their school behavior will remain in the Highpoint Program or be referred back to their home district for possible expulsion or placement in JJAEP.

General descriptions of the levels are as follows:

**Level IV**
Students reach Level IV or Exit Level by successfully completing Levels I, II and III. During that time, student may not receive an office referral and must maintain passing grades and acceptable attendance and earn the required points daily by use of a behavior point sheet. Students on Level IV/Exit receive a variety of privileges as deemed appropriate by the Highpoint administration.

**Level III**
Students reach Level III by successfully completing Level 1 and Level II. Level III students must maintain passing grades, acceptable attendance and earn the required points daily by use of a behavior point sheet. Students on Level III receive a variety of privileges as deemed appropriate by the Highpoint administration.

**Level II**
Level II students have demonstrated they have learned the basic social skills and are practicing them on a consistent basis. Expanded social skills are targeted while on Level II. Level II students have their behavior monitored on a class by class basis by the use of a behavior point sheet. Students on Level II receive a variety of privileges as deemed appropriate by Highpoint administration.

**Level I**
Students enrolling in the Highpoint School Discipline Program are immediately place on Level I. Level I students have their behavior monitored on a class by class basis by the use of a behavior point sheet. Students learn appropriate behavior and social skills while receiving immediate feedback, short term consequences and a great deal of structure.
LEVEL SYSTEM PROMOTION/DEMOTION

EXIT
• Maintained Level III status for the required time and approval by their home district.
• Maintained Level IV status for the required time and approval by their home district.
• Good attendance with no unexcused absences/office referrals for 15 days.
• Passing all classes.
• Pass required drug test.

UPGRADE TO LEVEL IV
• Good attendance with no unexpected absences/office referrals for 15 days.
• Passing all classes
• Maintain required number of daily points for 10 days.

DOWNGRADE TO LEVEL III
• More than one office referral within 15 days.
• Not maintaining the required number of points daily for 8 out of 10 consecutive days.

UPGRADE TO LEVEL III
• Good attendance with no unexcused absences for 10 days.
• Passing all classes.
• No office referrals for 10 consecutive days.

DOWNGRADE TO LEVEL II
• More than one office referral within 10 days.
• Not maintaining the required number of points daily for 8 out of 10 consecutive days.

UPGRADE TO LEVEL II
• Good attendance with no unexcused absence for 10 days.
• Passing all classes.
• No office referrals for 10 days.

LEVEL I
• All students enter on Level I

AUTOMATIC REMOVAL TO LEVEL I
• Drug/alcohol/tobacco violation on any HCDE or home district property.
• Serious infraction as determined by Highpoint and or ISD administration
Physician’s Request / Parent/Guardian’s Consent for Administration of Prescription and Non-Prescription Medication at School and School-Related Activities

To the Principal ___________________________ School Date: ___________________________

Name of Student: ____________________________________________________________ DOB: _____________________________

Medical Authorization – To be completed by physician or authorized prescriber

Diagnosis: ___________________________________________ □ Infectious □ Non-Infectious

Name of medication: __________________________________ Color (if applicable): _____________________________

Form of medication to be given:

☐ tablet ☐ pill ☐ capsule ☐ liquid ☐ inhalation ☐ injection*

(*)No injection will be given except in extreme emergency, such as allergy to wasp or bee sting or the like.

Dosage (amount to be given): ________ Route: ________ Form: ________ Time(s) of Day: ________

Dates medication must be administered at school (select one): ________ Short term (from ________ date to ________ date)

________ Every day at school ________ Episodic/emergency events ONLY

Serious reactions can occur if this medication is not given as prescribed: ________ Yes ________ No

If yes, describe: ________________________________________________________________

Serious reactions/adverse side effects from this medication may occur: ________ Yes ________ No

If yes, describe: ________________________________________________________________

Action/Treatment for reaction: __________________________________________________________

Special Handling Instructions: ________ Refrigeration ________ Keep out of sunlight ________ Other

Additional Remarks: ________________________________________________________________

Physician/Licensed Provider’s Name: ______________________________________________

_______________________________________________________________________________

Signature ___________________________ Date ___________________________

Telephone Number: ___________________________ Fax Number: ___________________________

Parental Consent – To be completed by parent/guardian of student

I am the parent or guardian of ____________________________________________________. I give my permission for him/her to take the above-listed prescription medication(s) and the on-prescription medication listed below while at school or a school-related event or activity. I hereby acknowledge that I have read and understood HCDE’s Policies and Procedures Relating to the Administration of Medications. I hereby release HCDE and its employees from any claims or liability connected with its reliance on this permission and agrees to indemnify, defend, and hold harmless from any claim or liability connected with such reliance. I authorize a representative of HCDE to share information regarding this medication with the above physician or licensed provider and to contact the above physician or licensed provider if necessary.

Parent/Guardian’s Name: ______________________________________________________

_______________________________________________________________________________

Signature ___________________________ Date ___________________________

Telephone Number: ___________________________ Emergency Number: ___________________________
The following medications may be administered to this student as needed. A generic equivalent may be substituted for the brand listed. No HCDE employee or volunteer, licensed or unlicensed, may provide original medication to a student. Only medication in its original container, provided by and requested by a parent/guardian may be dispensed.

Please select the non-prescription medication to be administered to your child and complete the remaining provisions below.

___ **TYLENOL** – acetaminophen – 650 mg., two (2) tablets by mouth every 4 hours for discomfort or temperature elevation.

___ **IMODIUM – LOPERAMIDE** – two (2) tablespoons or 1 tablet by mouth every 30 minutes for diarrhea, not to exceed 6.

___ **ROBITUSSIN DM** – guaifenesin – two (2) teaspoons by mouth every 4 hours as needed for cough, not to exceed 12 teaspoons in 24 hours.

___ **BENADRYL** – diphendydramine – 25 mg., one (1) capsule or tablet by mouth every 4 hours for cold symptoms, itch or allergies.

___ **PEPTO BISMOL** – bismuth subsalicylate – two (2) tablespoons by mouth every hour for diarrhea or upset stomach, not to exceed 8 doses in 24 hours.

___ **MILK OF MAGNESIA** – magnesium salts – two (2) tablespoons daily for constipation. Drink 8 ounces of water after use.

___ **TRIPLE ANTIBIOTIC OINTMENT** – apply topically to affected area 4 times per day for abrasions or skin breaks.

___ **DESENEX** – tolnaftate – apply topically to affected area 2 times per day for rash.

**ADDITIONAL PRN MEDICATIONS:** ______________________________________________________

Dosage (amount to be given): _______ Route: _______ Form: _______ Time(s) of Day: _______

Dates medication must be administered at school (select one): ______ Short term (from _____ date to _____ date)
ACADEMIC AND BEHAVIOR SCHOOLS
REQUEST FOR CONFIDENTIAL INFORMATION

__________________________________________  _________________________________________
Name of Student                                      Date of Birth

__________________________________________  _________________________________________
Address                                      Telephone

City                        State                  Zip code
I hereby authorize Harris County Department of Education and ABS to request from
the named agency (individual) psychological, medical, educational, legal, family, and/or
social information concerning my child. This information will be used in educational planning
for my child.

__________________________________________  _________________________________________
Signature of Parent/Guardian                                      Date

DO NOT WRITE BELOW THIS LINE

**********  **********  **********  **********  **********

To:

Name of School

__________________________________________  _________________________________________
Address                                      Address

City                        State                  Zip code

Please send/fax the requested information as soon as possible to:

ABS East       ABS West
7703 S. Loop East  7800 Westglen
Houston, TX  77012   Houston, TX  77063
713-242-8036      713-339-9411
Fax 713-645-5773    Fax 713-978-7662
Attn: School Counselor  Attn: School Counselor
HIGHPOINT & FORTIS ACADEMY
REQUEST FOR CONFIDENTIAL INFORMATION

Name of Student ___________________________ Date of Birth ___________________________

Address ___________________________ Telephone ___________________________

City ___________________________ State ___________________________ Zip Code ___________________________

I hereby authorize Harris County Department of Education and Highpoint School to request from the named agency (individual) psychological, medical, educational, legal, family, and/or social information concerning my child. This information will be used in educational planning for my child.

Signature of Parent/Guardian ___________________________ Date ___________________________

DO NOT WRITE BELOW THIS LINE

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

To: ___________________________
Name of School ___________________________
Address ___________________________
City ___________________________ State ___________________________ Zip Code ___________________________

Please send/fax the requested information as soon as possible to:

**Highpoint School**
8003 E. Sam Houston Pkwy N.
Houston, TX 77049
713-696-2160
Fax 713-696-1861
Attn: School Counselor

**Fortis Academy**
11902 Spears Rd
Houston, TX 77067
713-696-2195
Fax 713-696-2196
Attn: School Counselor
REQUEST FOR FOOD ALLERGY/ANAPHYLATIC INFORMATION

This form allows you to disclose whether your child has a severe food allergy that could result in a dangerous or anaphylactic reaction to the campus principal in order to enable the campus to take necessary precautions for your child’s safety. This information will be included in the development of the required Individualized Health Care Plan.

“Severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child’s allergic reaction to the food.

<table>
<thead>
<tr>
<th>Food</th>
<th>Nature of allergic reaction to the food</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Division will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and Department policy.

Student Name: ____________________________________________  DOB: _________  Grade: ______

School: __________________________________________________________

Parent/Guardian Name: ____________________________________________  (Print)

Parent/Guardian Signature: ____________________________________________

Work Phone: ____________________________  Home Phone: ____________________________

Date: ________________  Date form was received by the school: __________
# 2018-2019 Student Assessment Testing Calendar


## 2018-2019 Training

- **Jan 9 (Wed)**: ESC training for the 2019 state assessment program
- **Jan 25 (Fri)**: Completion date for training of district testing coordinators by ESCs

## 2018 Assessments

<table>
<thead>
<tr>
<th>Test Date(s)</th>
<th>STAAR</th>
<th>Reports Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dec 3 (Mon)</strong></td>
<td>English I</td>
<td>By January 11, 2019</td>
</tr>
<tr>
<td><strong>Dec 5 (Wed)</strong></td>
<td>English II</td>
<td>By January 11, 2019</td>
</tr>
<tr>
<td><strong>Dec 7 (Fri)</strong></td>
<td>All make-up sessions for STAAR English assessments scheduled to be administered on Dec 3 and Dec 5, 2018, must be completed by the end of the day.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Window Dec 3 – Dec 7</strong></td>
<td>Algebra I Biology U. S. History</td>
<td>By January 11, 2019</td>
</tr>
</tbody>
</table>

## 2019 Assessments

### NAEP Assessments (Selected Sample)

<table>
<thead>
<tr>
<th>Test Date(s)</th>
<th>TELPAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Window Late Jan – Early Mar</strong></td>
<td>Reading (grades 4, 8, and 12) Mathematics (grades 4, 8, and 12) Science (grades 4, 8, and 12) High School Transcript Study</td>
</tr>
<tr>
<td><strong>Assessment Window Feb 25 – Apr 5</strong></td>
<td>Grade K-12 TELPAS Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td><strong>Apr 9 (Tues)</strong></td>
<td>Grade 4 Writing Grade 7 Writing Grade 5 Mathematics Grade 8 Mathematics English I</td>
</tr>
<tr>
<td><strong>Apr 10 (Wed)</strong></td>
<td>Grade 5 Reading Grade 8 Reading</td>
</tr>
<tr>
<td><strong>Apr 11 (Thu)</strong></td>
<td>English II</td>
</tr>
<tr>
<td><strong>Apr 12 (Fri)</strong></td>
<td>All make-up sessions for STAAR assessments scheduled to be administered from Apr 9-11, 2019, must be completed by the end of this day.</td>
</tr>
</tbody>
</table>

### STAAR Alternate 2

<table>
<thead>
<tr>
<th>Test Date(s)</th>
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<th>Report Date(s)</th>
</tr>
</thead>
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<tr>
<td><strong>Assessment Window Apr 1 - Apr 19</strong></td>
<td>STAAR Alternate 2 (grades 3-8 and EOC)</td>
<td>By May 10, 2019</td>
</tr>
<tr>
<td><strong>Test Date(s)</strong></td>
<td><strong>STAAR</strong></td>
<td><strong>Report Date(s)</strong></td>
</tr>
<tr>
<td><strong>Assessment Window May 6 - May 10</strong></td>
<td>Algebra I Biology U. S. History</td>
<td>By May 29, 2019</td>
</tr>
<tr>
<td><strong>May 13 (Mon)</strong></td>
<td>Grade 3-4 Mathematics Grade 6-7 Mathematics Grade 5 Mathematics (retest) Grade 9 Mathematics (retest)</td>
<td>By June 11, 2019</td>
</tr>
<tr>
<td><strong>May 14 (Tue)</strong></td>
<td>Grades 3-4 Reading Grades 6-7 Reading English III Grade 5 Reading (retest) Grade 8 Reading (retest)</td>
<td>Grades 3, 4, 6, and 7 Reading by June 11, 2019 English III by August 2, 2019</td>
</tr>
<tr>
<td><strong>May 15 (Wed)</strong></td>
<td>Grade 5 Science Grade 8 Science Algebra II</td>
<td>Grades 5 and 8 Science by June 11, 2019 Algebra II by August 2, 2019</td>
</tr>
<tr>
<td><strong>May 16 (Thu)</strong></td>
<td>Grade 8 Social Studies</td>
<td>By June 11, 2019</td>
</tr>
<tr>
<td><strong>May 17 (Fri)</strong></td>
<td>All make-up sessions for STAAR assessments scheduled to be administered from May 13-16, 2019, must be completed by the end of this day.</td>
<td></td>
</tr>
</tbody>
</table>

### STAAR

<table>
<thead>
<tr>
<th>Test Date(s)</th>
<th><strong>STAAR</strong></th>
<th><strong>Report Date(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 24 (Mon)</strong></td>
<td>English I</td>
<td>By July 26, 2019</td>
</tr>
<tr>
<td><strong>June 25 (Tues)</strong></td>
<td>Grade 5 Mathematics (retest) Grade 8 Mathematics (retest)</td>
<td>By July 26, 2019</td>
</tr>
<tr>
<td><strong>June 26 (Wed)</strong></td>
<td>English II Grade 5 Reading (retest) Grade 8 Reading (retest)</td>
<td>By July 26, 2019</td>
</tr>
<tr>
<td><strong>June 28 (Fri)</strong></td>
<td>All make-up sessions for STAAR assessments scheduled to be administered from June 24-26, 2019, must be completed by the end of this day.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Window June 24-June 28</strong></td>
<td>Algebra I Biology U. S. History</td>
<td>By July 26, 2019</td>
</tr>
</tbody>
</table>
TECHNOLOGY ACCEPTABLE USE AGREEMENT

I agree to the following:

HCDE technology hardware and software may only be used for legitimate education purposes. Under no circumstances may HCDE technology be used for any of the following, or similar activities:

- Any illegal activity;
- Harassment and/or threats;
- Obscene materials;
- Commercial activities; and/or
- Coping, altering and/or destroying:
  - Data;
  - Software; and/or
  - Equipment.

Violations of HCDE Acceptable Use guidelines may include, but are not limited to:

- Revocation of access to technology resources;
- Disciplinary action;
- Expulsion; or
- Legal action.

HCDE reserves the right to monitor and/or censor any and all technology activity.

____________________________  __________________
Student Signature             Date

____________________________  __________________
Parent Print Name              Parent Signature

____________________________
Campus Representative Signature
USE OF STUDENT PROJECTS/PHOTOS/VIDEO IN DISTRICT PUBLICATIONS AND PRESS RELEASES TO MEDIA

Occasionally, Harris County Department of Education (HCDE) wishes to display or publish student artwork or special projects on the district’s website and in district publications.

In addition, HCDE may send photos/videos/information to media about student accomplishments. It is my understanding that this photograph/video or portions thereof may be used for public view.

My agreement for the use of my child’s projects, photos, video is given without financial remuneration, and I understand that this releases the photographer/videographer/interviewer from any future claims, as well as from any liability arising from the use of said photo/video/interview.

- Release to Media _______ Yes _______ No
- Use of Video _______ Yes _______ No
- Publish Special Project _______ Yes _______ No

Child’s Name: __________________________________________

Parent Printed Name: ____________________________________

Parent’s Signature: ______________________________________ Date: _________

Campus/Center: ________________________________________
This page is intentionally left blank
There were no revisions to the 2017-2018 Student Code of Conduct.
Dear Student and Parent:

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required conduct and consequences for misconduct, we encourage you to ask for an explanation from the student’s teacher or appropriate campus administrator.

The student and parent should each sign this page in the space provided below, and then return the page to the student’s school.

Thank you.

James Colbert, Jr.
HCDE County School Superintendent

We acknowledge that we have received a copy of the Harris County Department of Education Student Code of Conduct for the 2018–2019 school year and understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

Print name of student: ___________________________________________________________

Signature of student: ___________________________________________________________

Print name of parent: ___________________________________________________________

Signature of parent: ___________________________________________________________

Date: _______________________________________________________________________

School: _______________________________________________________________________

Grade level: ___________________________________________________________________

Please sign this page, remove it, and return it to the student’s school. Thank you.
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STUDENT CODE OF CONDUCT

Purpose
The Student Code of Conduct is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Harris County Department of Education Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal/campus behavior coordinator. Additionally, the Code shall be posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code shall prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

Campus Behavior Coordinator
The campus administrator is designated to serve as the campus behavior coordinator. The principal/campus behavior coordinator is primarily responsible for maintaining student discipline.

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.
The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school’s real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
9. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student’s locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

**Reporting Crimes**

The campus administrator/campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

**‘Parent’ Defined**

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

**Participating in Graduation Activities**

The home district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.
The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See DAEP—Restrictions During Placement on page 16, for information regarding a student assigned to DAEP at the time of graduation.

**STANDARDS FOR STUDENT CONDUCT**

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

**GENERAL CONDUCT VIOLATIONS**

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Out-of-School Suspension, DAEP Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

**Disregard for Authority**

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct on district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

**Mistreatment of Others**

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
• Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
• Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
• Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
• Engage in conduct that constitutes dating violence. (See glossary.)
• Engage in inappropriate or indecent exposure of private body parts.
• Participate in hazing. (See glossary.)
• Cause an individual to act through the use of or threat of force (coercion).
• Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
• Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
• Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses
Students shall not:
• Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
• Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
• Steal from students, staff, or the school.
• Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items
Students shall not possess or use:
• Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
• A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
• A “look-alike” weapon;
• An air gun or BB gun;
• Ammunition;
• A stun gun;
• A pocketknife or any other small knife;
• Mace or pepper spray;
• Pornographic material;
• Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an
e-cigarette device;
• Matches or a lighter;
• A laser pointer for other than an approved use; or
• Any articles not generally considered to be weapons, including school supplies, when the
principal or designee determines that a danger exists. (For weapons and firearms see
DAEP Placement and Expulsion.)

Possession of Telecommunications or Other Electronic Devices
Students shall not:
• Possess a telecommunications device, including a cellular telephone, or other electronic
device at school or at a school-related or school-sponsored event.

Illegal, Prescription, and Over-the-Counter Drugs
Students shall not:
• Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal
drugs, alcohol, and inhalants see DAEP Placement and Expulsion.)
• Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary
for “paraphernalia.”)
• Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or
contraband.
• Abuse the student’s own prescription drug, give a prescription drug to another student, or
possess or be under the influence of another person’s prescription drug on school
property or at a school-related event. (See glossary for “abuse.”)
• Abuse over-the-counter drugs. (See glossary for “abuse.”) Be under the influence of
prescription or over-the-counter drugs that cause impairment of the physical or mental
faculties. (See glossary for “under the influence.”)
• Have or take prescription drugs or over-the-counter drugs at school other than as
provided by district policy.

Misuse of Technology Resources and the Internet
Students shall not:
• Violate policies, rules, or agreements signed by the student or the student’s parent
regarding the use of technology resources.
• Attempt to access or circumvent passwords or other security-related information of the
district, students, or employees or upload or create computer viruses, including off school
property if the conduct causes a substantial disruption to the educational environment.
• Attempt to alter, destroy, or disable district technology resources including but not limited
to computers and related equipment, district data, the data of others, or other networks
connected to the district’s system, including off school property if the conduct causes a
substantial disruption to the educational environment.
• Use the Internet or other electronic communications to threaten district students,
employees, board members, or volunteers, including off school property if the conduct
causes a substantial disruption to the educational environment.
• Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment.

• Use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions
Students shall not:
• Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
• Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
• Make false accusations or perpetrate hoaxes regarding school safety.
• Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
• Throw objects that can cause bodily injury or property damage.
• Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses
Students shall not:
• Violate dress and grooming standards as communicated in the student handbook.
• Cheat or copy the work of another.
• Gamble.
• Falsify records, passes, or other school-related documents.
• Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
• Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, the effect of the misconduct on the school environment, and statutory requirements.
Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

**Students with Disabilities**
The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct.

**Techniques**
The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations’ extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.
- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

**Notification**
The campus administrator/campus behavior coordinator shall promptly notify a student’s parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student’s parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student’s parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

**Appeals**
Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office, the campus behavior coordinator’s office, or the central administration office or through Policy On Line at the following address: [http://pol.tasb.org/Home/Index/578](http://pol.tasb.org/Home/Index/578)

Consequences shall not be deferred pending the outcome of a grievance.

**REMOVAL FROM THE SCHOOL BUS**
A bus driver may refer a student to the principal’s office or the campus behavior coordinator’s office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

Since the district’s primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student’s transportation privileges, in accordance with law.
REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral
A routine referral occurs when a teacher sends a student to the campus behavior coordinator’s office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal
A teacher may also initiate a formal removal from class if:

1. The student’s behavior has been documented by the teacher as repeatedly interfering with the teacher’s ability to teach his or her class or with the student’s classmates’ ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student’s parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student to Classroom
When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher’s class without the teacher’s consent.

When a student has been formally removed by a teacher for any other conduct, the student may 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 available.
OUT-OF-SCHOOL SUSPENSION

Misconduct
Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

Process
State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator’s decision is made.

The number of days of a student’s suspension shall be determined by the campus behavior coordinator, but shall not exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student’s disciplinary history.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

The DAEP shall be provided in a setting other than the student’s regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student’s disciplinary history.
Discretionary Placement: Misconduct That May Result in DAEP Placement
A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law
In accordance with state law, a student may be placed in a DAEP for any one of the following offenses:

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student may be placed in a DAEP if the superintendent or the superintendent’s designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator may, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement
A student must be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terrorist threat involving a public school. (See glossary.)
- Commits the following offenses on school property or 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 glossary) under Texas Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for “under the influence.”)
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony
offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
  o Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  o Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
• Engages in expellable conduct and is between six and nine years of age.
• Commits a federal firearms violation and is younger than six years of age.
• Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
• Engages in conduct punishable as a aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
  1. The student receives deferred prosecution (see glossary),
  2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
  3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments
If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim’s parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

EMERGENCIES
In an emergency, the principal or the principal’s designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a nonemergency basis.

Process
Removals to a DAEP shall be made by the campus administrator/campus behavior coordinator.

Conference
When a student is removed from class for a DAEP offense, the campus administrator/campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student’s parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an
explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student’s parents attend the conference.

**Consideration of Mitigating Factors**

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student’s disciplinary history.

**Placement Order**

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student’s parent.

Not later than the second business day after the conference, the board’s designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

**Coursework Notice**

The parent or guardian of a student placed in DAEP shall be given written notice of the student’s opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

**LENGTH OF PLACEMENT**

The duration of a student’s placement in a DAEP shall be determined by the campus behavior coordinator.

The duration of a student’s placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misconduct, the student’s attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

**Exceeds One Year**

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board’s decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

**Exceeds School Year**

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board’s designee 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 (see glossary) that violates the district’s Code.

**Exceeds 60 Days**

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student’s parent shall be given notice and the opportunity to participate in a proceeding before the board or the board’s designee.

**APPEALS**

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student’s placement in a DAEP should be addressed in accordance with FNG(LOCAL). A copy of this policy may be obtained from the principal’s office, the campus behavior coordinator’s office, the central administration office, or through Policy On Line at the following address: [http://pol.tasb.org/Home/Index/578](http://pol.tasb.org/Home/Index/578)

**Appeals shall begin at Level One with the campus principal.**

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

**RESTRICTIONS DURING PLACEMENT**

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order or as determined by the home district.
Placement Review
A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board’s designee at intervals not to exceed 120 days. In the case of a high school student, the student’s progress toward graduation and the student’s graduation plan shall also be reviewed. At the review, the student or the student’s parent shall be given the opportunity to present arguments 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.

Additional Misconduct
If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings
The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student’s case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student’s placement and schedule a review with the student’s parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student’s parent, the superintendent or designee may continue the student’s placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student’s parent may appeal the superintendent’s decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student’s parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student’s parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.
Withdrawal during Process
When a student violates the district’s Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students
The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure
When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

PLACEMENT AND/OR EXPULSION FOR CERTAIN OFFENSES
This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders
Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student’s presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district’s students.
Review Committee
At the end of the first semester of a student’s placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student’s placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee’s recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student
If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal
A student or the student’s parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student’s parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies
Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:
1. The date on which the student’s conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.
**Hearing and Required Findings**
The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student’s presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district’s students.

Any decision of the board or the board’s designee under this section is final and may not be appealed.

**Length of Placement**
The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

**Newly Enrolled Students**
A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

**EXPULSION**
In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

4. Self-defense (see glossary),
5. Intent or lack of intent at the time the student engaged in the conduct, and
6. The student’s disciplinary history.

**Discretionary Expulsion: Misconduct That May Result in Expulsion**

**Any Location**
A student may be expelled for:

- Engaging in the following, no matter where it takes place:
  - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
  - Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
• Aggravated robbery.
• Breach of computer security.
• Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event
A student may be expelled for committing any of the following offenses on or 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:
• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for “under the influence.”)
• Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
• Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
• Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
• Engaging in deadly conduct. (See glossary.)

Within 300 Feet of School
A student may be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:
• Aggravated assault, sexual assault, or aggravated sexual assault.
• Arson. (See glossary.)
• Murder, capital murder, or criminal attempt to commit murder or capital murder.
• Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
• Continuous sexual abuse of a young child or children.
• Felony drug- or alcohol-related offense.
• Use or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District
A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.
While in DAEP
A student may be expelled for engaging in documented serious misbehavior that violates the district’s Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   a. Public lewdness under Section 21.07, Penal Code;
   b. Indecent exposure under Section 21.08, Penal Code;
   c. Criminal mischief under Section 28.03, Penal Code;
   d. Personal hazing under Section 37.152; or
   e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion
A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law
- Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:
  - 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.
  - The frame or receiver of any such weapon.
  - Any firearm muffler or firearm weapon.
  - Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code
- Using or possessing the following, as defined by the Texas Penal Code:
  - A firearm (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), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
  - An illegal knife, which includes a knife with a blade over 5½ 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.
A club such as 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. (See glossary.)

A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)

- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See glossary.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or children.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.

- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten
When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency
In an emergency, the principal or the principal’s designee may order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process
If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student’s parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
• Out-of-school suspension.
• DAEP.

Hearing
A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student’s parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student’s defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student’s parent attends.

The hearing shall be conducted by the board of trustees of the home district and the decision to expel shall be made by the board or superintendent’s designee.

Board Review of Expulsion
After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board’s designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order
Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student’s disciplinary history.

If the student is expelled, the board or its designee shall deliver to the student and the student’s parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the board of the home district or its designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.
If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

**Length of Expulsion**
The length of an expulsion shall be correlated to the seriousness of the offense, the student’s age and grade level, the frequency of misbehavior, the student’s attitude, and statutory requirements.

The duration of a student’s expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one 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.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

**Withdrawal during Process**
When a student has violated the district’s Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

**Additional Misconduct**
If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

**Restrictions during Expulsion**
Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

**Newly Enrolled Students**
The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.
If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

**Emergency Expulsion Procedures**
When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

**DAEP Placement of Expelled Students**
The home district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.
GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
   a. 65 years of age or older, or
   b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
   a. Any vegetation, fence, or structure on open-space land; or
   b. Any building, habitation, or vehicle:
      1) Knowing that it is within the limits of an incorporated city or town,
      2) Knowing that it is insured against damage or destruction,
      3) Knowing that it is subject to a mortgage or other security interest,
      4) Knowing that it is located on property belonging to another,
      5) Knowing that it has located within it property belonging to another,
      6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
   a. Recklessly damages or destroys a building belonging to another, or
   b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.
**Bullying** is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district’s board of trustees or the board’s designee determines that the behavior:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

**Chemical dispensing device** is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

**Club** is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

**Criminal street gang** is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

**Cyberbullying** is the use of any electronic communication device to engage in bullying or intimidation.

**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 another 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, as defined by Section 71.0021 of the Family Code.

**Deadly conduct** occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

**Deferred adjudication** is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

**Deferred prosecution** may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

**Delinquent conduct** is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

**Discretionary** means that something is left to or regulated by a local decision maker.
**E-cigarette** means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

**Explosive weapon** is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism 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.

**False Alarm or Report** occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is 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, or place of assembly.

**Firearm silencer** means any device designed, made, or adapted to muffle the report of a firearm.

**Graffiti** are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

**Harassment** is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student’s physical or emotional health or safety.

**Hazing** is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

**Hit list** is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

**Knuckles** are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

**Machine gun** is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

**Mandatory** means that something is obligatory or required because of an authority.
**Paraphernalia** are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

**Possession** means to have an item on one’s person or in one’s personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

**Public school fraternity, sorority, secret society, or gang** means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

**Reasonable belief** is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

**Self-defense** is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

**Serious misbehavior** means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
   a. Public lewdness under Section 21.07, Penal Code;
   b. Indecent exposure under Section 21.08; Penal Code;
   c. Criminal mischief under Section 28.03, Penal Code;
   d. Personal hazing under Section 37.152; or
   e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

**Serious or persistent misbehavior** includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.
Short-barrel firearm is 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 that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:
1. Cause a reaction of any type 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, or 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).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle’s tires.

Title 5 offenses are those that involve injury to a person and include:
- Murder;
- Kidnapping;
- Trafficking of persons;
- Smuggling or continuous smuggling of persons;
- Assault;
- Aggravated assault;
- Sexual assault;
- Aggravated sexual assault;
- Unlawful restraint;
- Voyeurism;
- Indecency with a child;
- Invasive visual recording;
- Disclosure or promotion of intimate visual material;
- Injury to a child, an elderly person, or a disabled person of any age;
- Abandoning or endangering a child;
- Deadly conduct;
- Terroristic threat;
- Aiding a person to commit suicide; and
- Tampering with a consumer product.

[See FOC(EXHIBIT)]
**Under the influence** means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

**Use** means voluntarily introducing into one’s body, by any means, a prohibited substance.

**Zip gun** is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.
# 2018-2019 School Calendar

**August 2018**

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<tbody>
<tr>
<td><strong>Students First Day</strong></td>
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**September 2018**

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<tr>
<td><strong>First Semester (78)</strong></td>
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**October 2018**

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<td><strong>Second Semester (99)</strong></td>
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**November 2018**

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<td><strong>Six Weeks Grading Cycle</strong></td>
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**December 2018**

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**January 2019**

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<td><strong>Schools Division</strong></td>
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**February 2019**

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<tr>
<td><strong>Holidays</strong></td>
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**March 2019**

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<td><strong>Independence Day</strong></td>
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**April 2019**

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<td><strong>Progress Reports</strong></td>
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**May 2019**

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<td><strong>Incentive Weather Make Up Days</strong></td>
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**June 2019**

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<td><strong>Independence Day</strong></td>
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**July 2019**

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**2018-2019 School Calendar**

177 DAY CALENDAR: =76110 mins. - 240min (2 ED Days)=75,870

Note: 430 Minutes per day. (Extended by 10 minutes)

- **Students First Day**: August 27, 2018
- **Students Last Day**: June 6, 2019

**First Semester (78)**

- **First Day**: August 27, 2018
- **Last Day/Early Dismissal**: December 21, 2018
- **Professional Learning/Work Day/No Students**: October 8, 2018

**Second Semester (99)**

- **First Day**: January 8, 2019
- **Last Day/Early Dismissal**: June 6, 2019
- **Professional Development/No Students**: January 3-7, 2019

**Holidays**

- **Labor Day**: September 3, 2018
- **Thanksgiving Break**: November 19, 2018 - November 23, 2018
- **Winter Break**: December 24, 2018-January 7, 2019
- **MLK Day**: January 21, 2019
- **Presidents Day**: February 18, 2019
- **Good Friday**: March 11-15, 2019
- **Spring Break**: April 19, 2019
- **Memorial Day**: May 27, 2019
- **Independence Day**: June 4-5, 2019

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**Extended School Year Services (ABS-E & ABS-W)**

- **June 10, 2019 - July 11, 2019** (ABS-E, ABS-W, & Fortis Academy)
  - **(Monday through Thursday from 9:00AM - 2:00PM)**
  - **Holiday**: July 4 & 5, 2019

---

**Schools Division**

- **Academic Behavior School-East**
  - H. Keith Oliphant, Principal
  - 7705 South Loop East
  - Houston, TX 77012
  - Tel (713) 242-0836 Fax: (713) 645-5773

- **Academic Behavior School-West**
  - Dr. Victor Keys, Principal
  - 7800 Westglen
  - Houston, TX 77063
  - Tel (713) 339-9411 Fax: (713) 978-7662

- **Highpoint School-East**
  - Marion Cooksey, Principal
  - 8003 E. Sam Houston Pkwy N.
  - Houston, TX 77049
  - Tel (713) 696-2160 Fax: (713) 696-1861

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"Providing Alternative Pathways for Student Success Ages 5-22"