



CHAPEL HILL
INDEPENDENT SCHOOL DISTRICT

STUDENT HANDBOOK

2023 - 2024

Jackson Elementary

16406 FM RD 2767
Tyler, TX. 75705
903-566-3411

Wise Elementary

10659 St. Hwy 64 E.
Tyler, TX. 75707
903-566-22741

Kissam Intermediate

12800 Hwy 64 E.
Tyler, TX. 75707
903-566-8334

Chapel Hill Junior High

13174 St. Hwy 64 E.
Tyler, TX. 75707
903-566-1491

Chapel Hill High School

13172 St. Hwy 64 E
Tyler, TX. 75707
903-566-2311

www.chapelhillisd.org

If you have difficulty accessing the information in this document because of a disability, please email Belen Casillas, District Webmaster@ casillasb@chapelhillisd.org

Table of Contents

PREFACE:	10
Section I - PARENTAL RIGHTS:	10
Section II - OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS:	10
ACCESSIBILITY	11
SECTION I - PARENTAL RIGHTS:	11
CONSENT, OPT-OUT, AND REFUSAL RIGHTS	11
Consent to Conduct a Psychological Evaluation	11
Consent to Provide a Mental-Health Service	12
Consent to Display a Student’s Original Works and Personal Information	12
Consent to Receive Parenting and Paternity Awareness Instruction If Student Is Under Age 14	12
Prohibiting Use of Corporal Punishment	13
Limiting Electronic Communications with Students by District Employees	13
Objecting to The Release of Directory Information	14
Objecting to The Release of Student Information to Military Recruiters And Institutions Of Higher Education (Secondary Grade Levels Only)	15
Participation in Third-Party Surveys	15
“Opting Out” Of Participation in Other Types of Surveys or Screenings and The Disclosure of Personal Information	16
REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION	16
Human Sexuality Instruction	16
Summary of Curriculum	17
Reciting a Portion of the Declaration of Independence in Grades 3 – 12	17
Reciting the Pledges to the U.S. and Texas Flags	17
Religious or Moral Beliefs	17
Tutoring or Test Preparation	18
RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES	18
Parent Review of Instructional Materials	18
District Review of Instructional Materials	18
Notices of Certain Student Misconduct to Noncustodial Parent	19
Student Records	19
Accessing Student Records	19
Authorized Inspection and Use of Student Records	19
Teacher and Staff Professional Qualifications	22
STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES	23
Children of Military Families	23
Parental Role in Certain Classroom and School Assignments	23
Multiple Birth Siblings	23

Safety Transfers/Assignments.....	23
Student Use of a Service/Assistance Animal.....	24
Students in the Conservatorship of the State (Foster Care).....	24
Students Who Are Homeless.....	25
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services.....	26
Special Education Referrals.....	26
Section 504 Referrals.....	28
Contact Person for Section 504 Referrals.....	28
Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education.....	28
Students who Receive Special Education Services with Other School-Aged Children in the Home.....	28
A Student Who Speak a Primary Language Other than English.....	29
Students with Physical or Mental Impairments Protected Under Section 504.....	29
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS.....	30
ABSENCES/ATTENDANCE.....	30
Compulsory Attendance.....	30
Age 19 and Older.....	30
Between Ages 6 and 18.....	30
Prekindergarten and Kindergarten.....	30
Compulsory Attendance - Exemptions.....	31
All Grade Levels.....	31
Secondary Grade Levels.....	31
Compulsory Attendance – Failure to Comply.....	32
All Grade Levels.....	32
Students with Disabilities.....	32
Age 19 and Older.....	32
Between Ages 6 and 18.....	33
Attendance for Credit or Final Grade (Kindergarten through Grade 12).....	33
Documentation After an Absence (All Grade Levels).....	34
Doctor’s Note After an Absence for Illness (All Grade Levels).....	34
Certification of Absence Due to Severe Illness or Treatment.....	35
Driver License Attendance Verification (Secondary Grade Levels Only).....	35
ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels).....	35
Armed Services Vocational Aptitude Battery Test.....	36
AWARDS AND HONORS (All Grade Levels).....	36
BULLYING (All Grade Levels).....	36
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only).....	38
Grade Levels Only).....	38
CELEBRATIONS (All Grade Levels).....	39

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels).....	39
Warning Signs of Sexual Abuse (All Grade Levels).....	39
Warning Signs of Trafficking.....	40
Additional warning signs of labor trafficking in children include:.....	41
Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels).....	41
Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels).....	42
CLASS RANK/HIGHEST-RANKING STUDENT (Secondary Grade Levels Only).....	42
GRADE POINT AVERAGE.....	42
GRADE POINT AVERAGE SCALE.....	42
WEIGHTED SCALE.....	43
GPA and CLASS RANKING.....	43
GPA FOR GRADE 8 AND BELOW.....	44
GPA WAIVERS.....	44
VALEDICTORIAN AND SALUTATORIAN.....	44
Ties.....	44
Early graduation.....	44
Transfer students.....	44
CLASS SCHEDULES (Secondary Grade Levels Only).....	45
COLLEGE AND UNIVERSITY ADMISSIONS and Financial Aid (Secondary Grade Levels Only).....	45
COLLEGE CREDIT COURSES (Secondary Grade Levels Only).....	47
Communications - Automated.....	47
Emergency.....	47
Non Emergency.....	48
COMPLAINTS AND CONCERNS (All Grade Levels).....	48
CONDUCT (All Grade Levels).....	48
Applicability of School Rules.....	48
Campus Behavior Coordinator.....	48
Deliveries.....	49
Disruptions of School Operations.....	49
Social Events.....	49
COUNSELING.....	50
Academic Counseling.....	50
High School Grade Levels.....	50
Repeating a High-School Credit Course.....	51
Personal Counseling (All Grade Levels).....	51
COURSE CREDIT (Secondary Grade Levels Only).....	51
CREDIT BY EXAM - If a Student Has Taken the Course/Subject (Grades 6 - 12).....	51

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION - If a Student Has Not Taken the Course/Subject.....	52
Kindergarten Acceleration Students in Grades 1–5.....	52
Students in Grades 6–12.....	52
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION.....	53
(All Grade Levels).....	53
Dating Violence.....	53
Discrimination.....	54
Harassment.....	54
Sexual Harassment and Gender-Based Harassment.....	54
Retaliation.....	55
Reporting Procedures.....	55
Investigation of Report.....	55
DISCRIMINATION.....	56
DISTANCE LEARNING (All Grade Levels).....	56
Texas Virtual School Network (TXVSN) (Secondary Grade Levels).....	56
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER.....	57
DOCUMENTS (All Grade Levels).....	57
School Materials.....	57
Non-school Materials from Students.....	57
From Others.....	57
DRESS AND GROOMING (All Grade Levels).....	58
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels).....	58
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones.....	58
Possession and Use of Other Personal Electronic Devices.....	59
END-OF-COURSE (EOC) ASSESSMENTS.....	60
Emergent Bilingual Students (All Grade Levels).....	60
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All.....	60
Grade Levels).....	60
Standards of Behavior.....	62
Offices and Elections.....	62
FEES (All Grade Levels).....	62
FUNDRAISING (All Grade Levels).....	63
GANG-FREE ZONES (All Grade Levels).....	63
GENDER-BASED HARASSMENT.....	63
GRADE-LEVEL CLASSIFICATION (Grades 9–12 Only).....	63
GRADING GUIDELINES (All Grade Levels).....	63
Artificial Intelligence for Academic Use.....	64
GRADUATION (Secondary Grade Levels Only).....	64
Requirements for a Diploma.....	64

Testing Requirements for Graduation.....	64
Foundation Graduation Program.....	65
Credits Required.....	66
Locally required courses.....	66
Electives.....	67
Available Endorsements.....	67
Financial Aid Application Requirement.....	67
Personal Graduation Plans.....	68
Available Course Options for all Graduation Programs.....	69
Certificates of Coursework Completion.....	69
Students with Disabilities.....	69
Graduation Activities.....	69
Graduation Speakers.....	70
Graduation Expenses.....	70
Scholarships and Grants.....	70
HAZING (All Grade Levels).....	71
Any type of physical brutality.....	71
HEALTH-PHYSICAL AND MENTAL.....	71
Illness (All Grade Levels).....	71
Special Health Concerns (All Grade Levels).....	72
Bacterial Meningitis (All Grade Levels).....	72
[See Immunization for more information.].....	72
Diabetes.....	72
Food Allergies (All Grade Levels).....	72
Lice (All Grade Levels).....	73
Physical Activity Requirements.....	73
Elementary School.....	73
Junior High/Middle School.....	73
Temporary Restriction from Participation in Physical Education.....	74
School Health Advisory Council (SHAC) (All Grade Levels).....	74
Seizures (All Grade Levels).....	74
Student Wellness Policy/Wellness Plan (All Grade Levels).....	74
Other Health-Related Matters (All Grade Levels).....	74
Physical Fitness Assessment (Grades 3 - 12).....	74
Vending Machines (All Grade Levels).....	75
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property).....	75
Health-Related Resources, Policies, and Procedures & Physical and Mental Health Resources (All Grade Levels).....	75
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels).....	75

Pest Management Plan (All Grade Levels).....	76
ILLNESS.....	76
IMMUNIZATION (All Grade Levels).....	76
LAW ENFORCEMENT AGENCIES (All Grade Levels).....	78
Questioning of Students.....	78
Students Taken Into Custody.....	78
Notification of Law Violations.....	79
LEAVING CAMPUS (All Grade Levels).....	79
During Lunch.....	80
At Any Other Time During the School Day.....	80
LOST AND FOUND (All Grade Levels).....	80
Makeup Work Because of Absence (All Grade Levels).....	80
Grades 9 - 12.....	81
DAEP Makeup Work.....	81
In-School Suspension (ISS) and Out of School Suspension (OSS) Makeup Work (All Grade Levels).....	81
Alternative Means to Receive Coursework.....	81
Opportunity to Complete Courses.....	81
MEDICINE AT SCHOOL (All Grade Levels).....	82
Asthma and Severe Allergic Reactions.....	82
Unassigned Epinephrine Auto-Injectors.....	83
Unassigned Medication for Respiratory Distress.....	83
Unassigned Opioid Antagonists (All Grades).....	83
NONDISCRIMINATION STATEMENT (All Grade Levels).....	84
NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels).....	85
PARENTAL INVOLVEMENT (All Grade Levels).....	85
Working Together.....	85
Parking and Parking Permits (Secondary Grade Levels Only).....	86
Parent Involvement Coordinator.....	86
PHYSICAL EXAMINATIONS/HEALTH SCREENINGS Athletics' Participation.....	86
(Secondary Grade Levels Only).....	86
Spinal Screening Program.....	87
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels).....	87
PRAYER (All Grade Levels).....	87
PROMOTION AND RETENTION.....	88
Elementary and Middle/Junior High Grade Levels.....	88
Standardized Testing for a Student in Special Programs.....	89
Failure to Perform Satisfactorily on a STAAR or EOC Assessment.....	89
Personal Graduation Plan — Junior High School Students.....	89
High School Grade Levels.....	90
Repeating a High-School Credit Course.....	90

RELEASE OF STUDENTS FROM SCHOOL.....	90
REMOTE INSTRUCTION.....	90
REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels).....	90
RETALIATION.....	91
SAFETY (All Grade Levels).....	91
Accident Insurance.....	91
Insurance for Career and Technical Education (CTE) Programs.....	91
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies.....	91
Preparedness Training: CPR and Stop the Bleed.....	92
Emergency Medical Treatment and Information.....	92
Emergency School-Closing Information.....	92
SAT, ACT, AND OTHER STANDARDIZED TESTS.....	93
SCHOOL FACILITIES.....	93
Asbestos Management Plan (All Grade Levels).....	93
Conduct Before and After School (All Grade Levels).....	93
Use of Hallways During Class Time (All Grade Levels).....	93
Food and Nutrition Services (All Grade Levels).....	93
Library (All Grade Levels).....	95
Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only).....	95
School-sponsored Field Trips (All Grade Levels).....	95
SEARCHES.....	95
District Property (All Grade Levels).....	95
Searches in General (All Grade Levels).....	95
Vehicles on Campus (Secondary Grade Levels Only).....	96
Metal Detectors (All Grade Levels).....	96
Trained Dogs (All Grade Levels).....	96
Telecommunications and other Electronic Devices (All Grade Levels).....	96
Drug Testing (Secondary Grade Levels Only).....	97
SEXUAL HARASSMENT.....	97
SPECIAL PROGRAMS (All Grade Levels).....	97
STANDARDIZED TESTING.....	97
TSI (Texas Success Initiative) Assessment.....	97
Required State Assessments.....	98
STAAR (State of Texas Assessments of Academic Readiness) Grades 3 - 8.....	98
STEROIDS (Secondary Grade Levels Only).....	99
STUDENT SPEAKERS (All Grade Levels).....	99
Mental Health Support (All Grade Levels).....	99
SUMMER SCHOOL (All Grade Levels).....	100
TARDIES (All Grade Levels).....	100
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels).....	100

TRANSFERS (All Grade Levels).....	100
TRANSPORTATION (All Grade Levels).....	101
School-Sponsored Trips.....	101
Buses and Other School Vehicles.....	101
VANDALISM (All Grade Levels).....	102
VIDEO CAMERAS (All Grade Levels).....	102
VISITOR POLICIES AND PROCEDURES (DISTRICTWIDE) OVERVIEW.....	102
General Visitors.....	103
PROCEDURES.....	103
Front Door Access Controls.....	103
Procedures Before School Begins.....	103
Procedures During the School Day.....	104
Procedures at the End of the School Day.....	104
Visitor Management Systems.....	104
General Procedures.....	104
Match with Database.....	105
Parents/Legal Guardians Registered as Sex Offenders.....	105
Maintenance Emergency Inside or Outside the Building.....	106
Routine Maintenance Outside the Building.....	106
Non-Instructional Technology Staff.....	106
Warehouse Deliveries.....	106
Vendors and Contractors.....	107
Substitutes and Part-time Temporary Employees.....	107
Full-time Campus Staff and Student Teachers.....	107
Large Events or Assemblies during the School Day.....	107
Unauthorized Persons.....	108
Visitors Participating in Special Programs for Students Business, Civic, and Youth Groups.....	108
Career Day.....	108
VOLUNTEERS (All Grade Levels).....	108
VOTER REGISTRATION (Secondary Grade Levels Only).....	108
WITHDRAWING FROM SCHOOL (All Grade Levels).....	108
Glossary.....	110
APPENDIX I:.....	114

PREFACE:

Welcome to the 2023 - 2024 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Chapel Hill ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I - PARENTAL RIGHTS:

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, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Chapel Hill ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.chapelhillisd.org and is available in hard copy upon request.

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.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

Although the Student Handbook may refer to rights established through law or district 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 district. If you or your child has questions about any of the material in this handbook, or wish to receive a hard copy, please contact the teacher or the principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

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

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

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office and an electronic copy is available at <http://pol.tasb.org/Home/Index/1083/>.

ACCESSIBILITY

If you have difficulty accessing the information in this document because of disability, please email Belen Casillas, District Communications Director @ casillasb@chapelhillisd.org or by phone at 903-566-2441 ext. 2029.

SECTION I - PARENTAL RIGHTS:

This section of the Chapel Hill ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

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

Consent to Provide a Mental-Health Service

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

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

District procedures for recognition of student mental health concerns, as well as the possible need for intervention and parent notification can be found in the CHISD Comprehensive School Counseling Program.

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

The mental health liaison, Director of Student Services, can be reached at 903-566-2441 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on-and off-campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support**.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If Student Is Under Age 14

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>) ; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the

district's health education classes.

Consent to Video or Audio Record A Student When Not Otherwise Permitted by Law

State law 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;
- When it relates to media coverage of the school; or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.
- The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official. (See Video Cameras for more information, including a parent's right to request video and audio equipment be placed in certain special education settings)

Prohibiting Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please indicate your preference on the CHISD registration portal. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

You may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

NOTE: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

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

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

The employee is required to send a copy of the text message to the employee's district email address. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to The Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

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

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and -managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. 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. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

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

The district has identified the following as directory information. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

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

Note: Also see **Authorized Inspection and Use of Student Records**.

Objecting to The Release of Student Information to Military Recruiters And Institutions Of Higher Education (Secondary Grade Levels Only)

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

- Name
- Address
- Telephone listing

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

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

Participation in Third-Party Surveys

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

- A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:
 - Political affiliations or beliefs of the student or the student's parent.
 - 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, doctors, 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. [For further information, see **policy EF(LEGAL)**.]

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

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

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered 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 spinal screenings, or any physical exam or screening permitted or required under state law. [See **policies EF and FFAA.**]

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

A parent may inspect:

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

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent’s right to remove a student from such instruction.

Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma

- associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Summary of Curriculum

Abstinence-based curriculum includes instruction about reproduction, pregnancy, human development, building responsible relationships, risks of adolescent sexual activity, and communicable diseases. As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district’s SHAC. Please see the campus principal for additional information.

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

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

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

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

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

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

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 Pledges of Allegiance and a Minute of Silence and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent’s religious or moral beliefs. The removal may not be used to avoid a test and may not extend for an entire semester. The student must also

satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

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

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

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered. If a district offers tutorial services to students state law requires a student with a grade below 70 for a reporting period to attend. [For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction, after a student fails to perform satisfactorily on certain state-mandated tests.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

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

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level. The district is not required to conduct an instructional material review for a specific subject

area or grade level at a specific campus more than once per school year. For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records.

For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** are:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

The name and address of the office that administers FERPA are:

Family Policy Compliance Office

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Inspection and release of student records is primarily restricted to an eligible student or a student's parents unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

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

- reaches the age of 18;
- is emancipated by a court; or
- or enrolls in a postsecondary institution, control of the records goes to the student.

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

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

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health

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

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

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

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

The PEIMS Coordinator is custodian of all records for currently enrolled students at the assigned school. The PEIMS Coordinator is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. 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 district will either

provide a copy of the records requested or make other arrangements for the parent or student to review these records. You may contact the custodian of records for currently enrolled students and for students who have withdrawn or graduated at:

Chapel Hill ISD, ATTN: PEIMS Coordinator, 11134 CR 2249, Tyler, TX. 75707

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See **FINALITY OF GRADES** at FNG(LEGAL), **Report Cards/Progress Reports and Conferences, and Complaints and Concerns** for an overview of the process.]

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

NOTE: 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.

Teacher and Staff Professional Qualifications

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

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Has an emergency permit or other provisional status for which state requirements have been waived; and
 - Is currently teaching in the field or discipline of his or her certification.
- The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to flexibility regarding certain district and state requirements, including:

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

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying, policy FDB, and policy FFI**.]

Request the transfer of your child to attend a safe public school in the district if your child

attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See **policy FDE.**] Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Student Use of a Service/Assistance Animal

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

Students in the Conservatorship of the State (Foster Care)

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

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student does only passes one semester of a two-semester course.

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

The district will award partial course credit when the student only passes one half of a two-half course. A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

- Assist the student with the completion of applications for admission or financial aid.

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

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

Robin White
 Director of Student Services
 11134 CR 2249
 Tyler, TX. 75707
 903-566-2441

[See also **Credit by Examination For Advancement/Acceleration. Course Credit**]

Students Who Are Homeless

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

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

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

Robin White
Director of Student Services
11134 CR 2249
Tyler, TX. 75707
903-566-2441

[See Credit by **Examination for Advancement/Acceleration** and **Course Credit.**]

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

All school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications)

If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent. There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled **Parent's Guide to the Admission, Review, and Dismissal Process**.

Contact Person for Special Education Referrals

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

Director of Special Education
Chalease Denson
11134 CR 2249
Tyler, TX. 75707
densonc@chapelhillisd.org

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

Director of Special Education
Chalease Denson
11134 CR 2249
Tyler, TX. 75707

903-566-2441

densonc@chapelhillisd.org

Section 504 Referrals

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

Contact Person for Section 504 Referrals

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

Director of Special Education

Chalease Denson

11134 CR 2249

Tyler, TX. 75707

903-566-2441 Ext. 2052

densonc@chapelhillisd.org.

[See also **Students with Physical or Mental Impairments Protected under Section 504**]

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

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

In accordance with state law, the district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Students who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the

school regarding transportation needs prior to requesting a transfer for any other children in the home. [**See policy FDB(LOCAL).**]

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

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

If a student is experiencing learning difficulties, his or her parent may contact their designated campus Principal to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

A Student Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students** and **Special Programs**.]

Students with Physical or Mental Impairments Protected Under Section 504

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

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** and policy FB for more information.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student 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. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the campus Principal.

ABSENCES/ATTENDANCE

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

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

Compulsory Attendance

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See **policy FEA.**]

Between Ages 6 and 18

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

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

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

Prekindergarten and Kindergarten

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

Compulsory Attendance - Exemptions

All Grade Levels

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;
- Appearing at a governmental office to obtain United States citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism services.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

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

Secondary Grade Levels

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

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year to visit a college or university if the following conditions are met, provided:

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

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

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.
- An absence of a student in grades 6 - 12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Compulsory Attendance – Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student who is 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.

Students with Disabilities

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

Age 19 and Older

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

Between Ages 6 and 18

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor the student's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the Truancy Coordinator. You can contact them at 903-566-2441. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See **policies FEA(LEGAL) and FED(Legal).**]

Attendance for Credit or Final Grade (Kindergarten through Grade 12)

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

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has

enrolled in the district.

- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. Official attendance is taken every day at the time set by each campus. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation After an Absence (All Grade Levels)

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

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

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

Within 3 days of returning to a school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the 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. [See **policy FEC(LOCAL)**.]

Certification of Absence Due to Severe Illness or Treatment

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

Driver License Attendance Verification (Secondary Grade Levels Only)

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

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

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Chapel Hill ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district's website at www.chapelhillisd.org

Hard copies of any reports are available upon request to the district's administration office.

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

(<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Armed Services Vocational Aptitude Battery Test

A student in grades 10 - 12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the principal for information about this opportunity.

AWARDS AND HONORS (All Grade Levels)

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

BULLYING (All Grade Levels)

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

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

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

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

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

Bullying is prohibited by the district and could include:

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

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

Kissam, Jackson and Wise

Students in elementary grades will participate in:

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

High School and Junior High

Students in secondary grades will participate in:

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

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns. Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of

another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. A student may anonymously report an alleged incident of bullying by entering a report on the districts website @ www.chapelhillisd.org

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

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

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities. Any retaliation against a student who reports an incident of bullying is prohibited. Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

[See **Safety Transfers/Assignments**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation** policy FFI,] the district's

Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture, Architecture/Drafting, Audio/Video Arts, Auto mechanics, Business Education, Commercial Photography/ Journalism, Construction Technology, Cosmetology, Criminal Justice, Culinary Arts, Engineering, Printing & Imaging Technology, Health Science, Information Technology,

Sports Medicine, Teacher Education. Admission to these programs is based on state/federal criteria and the successful completion of prerequisite courses.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its vocational programs, services, or activities and provides equal access to the Boy Scouts and other designated youth groups as required by the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Chapel Hill ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. For more information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/504 coordinator.]

CELEBRATIONS (All Grade Levels)

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

CHILD SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

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

Warning Signs of Sexual Abuse (All Grade Levels)

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

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** (All Grade Levels).]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries'
- Isolation from family, friends, and community; and older boyfriends or girlfriends.

Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- Child Welfare Information Gateway

- (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- KidsHealth, For Parents, Child Abuse (<https://kidshealth.org/en/parents/child-abuse.html>)
- Office of the Texas Governor’s Child Sex Trafficking Team (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- Human Trafficking of School-aged Children (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

CLASS RANK/HIGHEST-RANKING STUDENT (Secondary Grade Levels Only)

GRADE POINT AVERAGE

Grade point averages (GPAs) shall be used to determine class rankings. Weighted rankings shall be given for advanced courses as listed below.

GRADE POINT AVERAGE SCALE

100	4.0	92	3.2	84	2.4	76	1.6
99	3.9	91	3.1	83	2.3	75	1.5
98	3.8	90	3.0	82	2.2	74	1.4
97	3.7	89	2.9	81	2.1	73	1.3
96	3.6	88	2.8	80	2.0	72	1.2
95	3.5	87	2.7	79	1.9	71	1.1
94	3.4	86	2.6	78	1.8	70	1.0
93	3.3	85	2.5	77	1.7	69	0.0

Grade points shall not be given for grades below 70. [For further information, see policy EIC.]

WEIGHTED SCALE

A single 4.0 GPA scale will be weighted as follows:

- 1.0 Regular courses
- 1.1 Articulated courses
- 1.2 Pre-Advanced Placement (AP)/ECHS Spanish II/Technical dual credit

1.4 Concurrent credit/Dual credit (Grades 10–12)

1.4 AP

GPA and CLASS RANKING

A student's actual grade shall be recorded on the report card and the transcript. No grade adjustments shall be given on the actual numerical grade.

The student's actual grade shall be weighted during the semester for GPA and class ranking. The District shall calculate GPA and class rank at the end of the fifth six-week grading period for final ranking status. Class ranking shall be calculated using weighted GPAs.

In order to receive the higher weighted GPA, the student must complete the semester while enrolled in the weighted course.

GPA calculations shall include summer school courses taken in the District. If a student repeats a course for remediation in summer school at the District high school, the existing grade as well as the new grade shall be averaged into the GPA.

A grade of NG (no grade) and/or NCA (no credit awarded) shall be calculated as zero grade points. A grade of WF (withdrawn failing) shall also be calculated as zero grade points.

Transfer credits from other high schools shall be included when the GPA is calculated.

GPA calculations shall not include courses taken at other schools (i.e., night schools and/or summer schools); local credits; correspondence courses other than Texas Virtual School Network (TxVSN); A+ STEPS; WINGS (Mastery, Self-Paced); credit by examination (remediation or acceleration); or semester grades of WP (withdrawn passing) or WF (withdrawn failing).

GPA FOR GRADE 8 AND BELOW

Students in grade 8 and below receiving high school credits in Pre-AP or honors-level courses shall be given the weighted GPA.

GPA WAIVERS

Students may request, in writing, to waive up to three semesters of electives for GPA calculations. The request shall be submitted to the campus-level principal within the first three weeks of the semester.

VALEDICTORIAN AND SALUTATORIAN

The two senior students with the highest ranking shall be designated the valedictorian and salutatorian.

The valedictorian and salutatorian shall be required to attend the District high school for at least the last three consecutive years of their high school experience. Transfer students and three-year

graduates shall be ranked within the senior class at the end of each semester.

Ties

In the event of a tie for valedictorian, co-valedictorians shall be declared. Should a tie occur for salutatorian, co-salutatorians shall be declared.

In breaking a tie to award state scholarships, the District shall give the award to the student with the highest GPA in weighted classes. In the event there is still a tie, the student who has taken a combination of the most AP/International Baccalaureate (IB) courses shall be given the award.

Early graduation

Students who graduate in fewer than four years shall not be eligible for valedictorian or salutatorian honors. A student who completes graduation requirements in fewer than four years shall be ranked in the class with which he or she actually graduates.

To be eligible to graduate early, a student shall complete all coursework and exit-level testing required of the grade 9 class in which he or she begins high school. A student wishing to graduate in fewer than four years shall complete a written application in the school counselor's office at the beginning of his or her sophomore year. Written parent approval shall be submitted with the application. The student shall receive counseling regarding requirements and schedules.

Transfer students

Students transferring into the District shall receive the numerical grade that was earned at the other school. The District's weighted scale shall be used for Pre-AP, Pre-IB, AP, and IB courses if the same courses are offered in the District. If the transferring school did not provide a scale, letter grades shall be assigned a numerical value according to the following scale:

Transferred Grade	Value
A+	98
A	95
A-	93
B+	88
B	85
B-	83
C+	78
C	75
C-	73
D	70
F	69

[For further information, **see policy EIC.**]

CLASS SCHEDULES (Secondary Grade Levels Only)

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

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

COLLEGE AND UNIVERSITY ADMISSIONS and Financial Aid (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates as valedictorian in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen.

For students who are eligible to enroll in the University during the summer or fall 2023 terms, or spring 2025 term, the university will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program and the Texas First Scholarship Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program.

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

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

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

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

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

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

Students in grades 9 - 12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TxVSN);
- Enrollment in courses taught in conjunction and in partnership with Tyler Junior College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.
- All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all

dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

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

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

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

Communications - Automated

Emergency

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

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

Non Emergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.chapelhillisd.org. A copy of the complaint forms may be obtained in the principal's or superintendent's office or on the district's website at www.chapelhillisd.org. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT (All Grade Levels)

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 during remote and in-person, and on district vehicles - and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During 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.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is listed below:

Wise Elementary – Jody Strange

Jackson Elementary – Vicky Tave

Kissam Intermediate – Tambelyn Mauldin

Junior High School – Timeyer Hyter

High School – Linda Godwin

Deliveries

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

Disruptions of School Operations

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

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

Social Events

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

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements. In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

High School Grade Levels

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

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

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

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

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to

participate.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse.

A student who wishes to meet with the school counselor should make a request with their teacher or the office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

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

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9 - 12, or in a lower grade when a student is enrolled in a high school credit-bearing course, 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 awarded credit only for the half (semester) with the passing grade.

CREDIT BY EXAM - If a Student Has Taken the Course/Subject (Grades 6 - 12)

A student who has previously taken a course or subject - but did not receive credit or a final grade for it - may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. 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 opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery." The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION - If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the

district's board of trustees. The dates on which examinations are scheduled during the 2023 – 2024 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

If a student plans to take an examination, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see **policy EHDC.**]

Kindergarten Acceleration Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

(All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, sex, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website. [See **policy FFH.**]

Dating Violence

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

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

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

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

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

Discrimination

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

Harassment

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

may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; 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 district 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

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

DISCRIMINATION

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

DISTANCE LEARNING (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are SuperNET Consortium, Grad Point, UT Austin, Texas Tech University, Texas Virtual School Network and Tyler Junior College.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations.**] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course. A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact your school counselor.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school newspaper and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials from Students

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

The campus has designated an area as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See **policy FNAA**.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed. [See **FNG(Local)** for student complaint procedures.]

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any 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 district complaint policy. [See **policies at DGBA or GF**.]

The campus has designated an area as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- 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 district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the individual campus dress code.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time. Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices on campus such as netbooks, laptops, tablets, or other portable computers. 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. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the 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 **Searches and policy FNF.**]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

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 MP3 players, 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, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

[See **Searches and policy FNF.**]

The district is not responsible for any damaged, lost, or stolen electronic device. Sending, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation and Standardized Testing**]

Emergent Bilingual Students (All Grade Levels)

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

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional

special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment.

The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services. If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All

Grade Levels)

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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) - a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been

reconditioned.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks. However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

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

- A student who receives at the end of a grading period a grade below 70 in any academic class - other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English - may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior - including consequences for misbehavior - that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: (See individual campus handbook)

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own

pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]

A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN). Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see **policy FP.**]

FUNDRAISING (All Grade Levels)

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

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus

playground.

GENDER-BASED HARASSMENT

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

GRADE-LEVEL CLASSIFICATION (Grades 9–12 Only)

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

Credits Earned	Classification
7	Grade 10 (Sophomore)
14	Grade 11 (Junior)
21	Grade 12 (Senior)

GRADING GUIDELINES (All Grade Levels)

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 by each applicable curriculum department and have been 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. Procedures for a student to follow after an absence will also be addressed.

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

Artificial Intelligence for Academic Use

Artificial intelligence (AI) in the school setting is complex and evolving technology. The following guidelines are intended to provide a framework for students.

Students are expected to demonstrate their understanding, knowledge, and skills independently, to the best of their abilities, without relying on unauthorized external aids. When not permitted by the teacher, the use of AI or automated tools to generate or complete assignments, projects, essays, or any other academic work undermines the learning process, devalues the educational experience, and compromises the integrity of the students' achievements.

Should teachers wish to incorporate AI or similar technologies into assignments, they will communicate this clearly and provide appropriate guidelines for its usage. In such cases, students must strictly adhere to the teacher's instructions and the specific parameters set forth

for the assignment.

Students who use an AI application to complete an assignment that does not align with the teacher's written guidelines are subject to disciplinary action described in the Student Code of Conduct.

GRADUATION (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

[See **Standardized Testing** for more information.]

Testing Requirements for Graduation

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

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

A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

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

[Also see **Standardized Testing** for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014 - 15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include:

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

Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript.

Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an

endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

- Course Area

Number of Credits: Foundation Graduation Program

Number of Credits: Foundation Graduation Program *With an Endorsement

English/Language Arts

4 *4

Mathematics

3 *4

Science

3 *4

Social Studies, including Economics

3 *3

Physical Education

1 *1

Language other than English

2 *2

Fine Arts

1 *1

Locally required courses

1 CTE Course 1 CTE Course

Electives

4 *8

TOTAL

22 credits *28 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section

- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

Science, technology, engineering, and mathematics (STEM),

- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). Admission staff from our local colleges (TJC and UT Tyler) to host FAFSA nights to assist students and their families complete the FAFSA or TASFA.

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

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

Please contact the school counselor for more information.

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

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions

- that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

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

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

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent. Please review TEA's Graduation Toolkit (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

Available Course Options for all Graduation Programs

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

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

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for the students with disabilities who receive special education services in accordance with state law. Upon the recommendation of the (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules.

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

A student who received 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 received a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony. [See **policy FMH(LEGAL)** for more information.

Graduation Activities

Graduation activities will include:

- Graduation Rehearsal
- Graduation Ceremony

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

- National Honor Society
- Top 10%
- National Vocational Technical Honor Society
- International Thespian Society
- Honor Graduates – 90 + Average
- Red Cord Recipients

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

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer. [See **FNA(LOCAL)** and the

Student Code of Conduct. For student speakers at other school events, see **Student Speakers.**]

Graduation Expenses

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

Scholarships and Grants

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

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

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

HARASSMENT

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

HAZING (All Grade Levels)

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

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

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal

offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement.

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

HEALTH-PHYSICAL AND MENTAL

Illness (All Grade Levels)

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

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

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions. The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

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

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

[See **Immunization for more information.**]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student

with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See **policy FFAF(LEGAL)** for more information.]

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.chapelhillisd.org. The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis. (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

[Also see **policy FFAF and Celebrations.**]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#)

(<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention's website Head Lice Information for Parents (<https://www.cdc.gov/parasites/lice/head/parents.html>). [See **policy FFAA** for more information.]

Physical Activity Requirements

Elementary School

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

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that 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.

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

Temporary Restriction from Participation in Physical Education

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

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 5 meetings. Additional information regarding the district's SHAC is available from the Special Programs Director.

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

Seizures (All Grade Levels)

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

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

Chapel Hill ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. Contact the Special Programs Director, Robin White at 903-566-2441 or via email at whiter@chapelhillisd.org with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters (All Grade Levels)

Physical Fitness Assessment (Grades 3 - 12)

Annually, the district will conduct a physical fitness assessment of students in grades 3 - 12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the Special Programs Director, Deidra Sutton at 11134 CR 2249, Tyler, TX. 75707 or via email at suttond@chapelhillisd.org to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal. [See **policies at CO and FFA.**]

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

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

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

Health-Related Resources, Policies, and Procedures & Physical and Mental Health Resources (All Grade Levels)

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

- Your campus nurse
- Your campus school counselor
- The local public health authority, NET Health, which may be contacted at 903-535-0030
- The local mental health authority, Texas Health and Human Services, which may be contacted at 888-963-7111
- District Whole Child Specialist, Chemecca Reeves @ 903-566-2441

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1083>

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. Goal 2: Performance Objective 1: Provide opportunities to strengthen the social, emotional and physical development of the whole student. The district has developed administrative procedures as necessary to implement the above policies and plans. Please contact the Director of Student Services at 903-566-2441 or via email at whiter@chapelhillisd.org for further information regarding these procedures and access to the District Improvement Plan.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor

pesticide use is sometimes necessary to 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 of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Steve McFarland, the district's IPM coordinator, at 903- 566-2441 or via email at mcfarlands@chapelhillisd.org.

ILLNESS

[See **Student Illness under Health-Related Matters**]

IMMUNIZATION (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the DSHS exemption form (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions>) online or by writing to this address:

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

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

The immunizations required are:

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

The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the **DSHS's Texas School & Child Care Facility Immunization Requirements** (<https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization>) and **policy FFAB(LEGAL)** for more information.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

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

student's physical health or safety.

To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the same student has engaged in certain conduct. All appropriate district personnel in regards to a student who is required to register as a sex offender. [For further information, see **policy GRAA (LEGAL).**]

LEAVING CAMPUS (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student 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. Parental consent is required before any student is allowed to leave campus for any part of the school day.

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Chapel Hill ISD has closed campuses; no students are allowed to leave during lunch without a parent.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LOST AND FOUND (All Grade Levels)

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

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work 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.

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.” [See also **Attendance for Credit or Final Grade.**]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences. A student will be permitted to make up tests and 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.

Grades 9 - 12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See **policy FOCA(LEGAL).**]

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels Grades 9 - 12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal.

The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See **policy FOCA(LEGAL).**]

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

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

MEDICINE AT SCHOOL (All Grade Levels)

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

Only authorized employees, in accordance with policy FFAC, authorized employees may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.

Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and

asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

Unassigned Epinephrine Auto-Injectors

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

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

Epinephrine auto-injectors include brand-name devices such as EpiPens®. Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus. The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

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

For additional information, see **FFAC(LOCAL)**.

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for

respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, **see FFAC(LOCAL)**.

Unassigned Opioid Antagonists (All Grades)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [school personnel and/or school volunteers] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose. One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Director of Student Services, Robin White, 11134 CR 2249, Tyler, TX. You can contact her by phone at 903-566- 2441 or via email at whiter@chapelhillisd.org

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

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Director of Student Services, Robin White located at 11134 CR 2249, Tyler, TX. 75707, 903-566-2441 or via email at whiter@chapelhillisd.org

For all other concerns regarding discrimination: See the Superintendent, Lamond Dean, 11134 CR 2249, Tyler, TX. 75707, 903-566-2441. [See **policies FB(LOCAL) and FFH(LOCAL).**]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

Wings...Willing Individuals Navigating Growth and Success

Chapel Hill ISD provides a non-traditional, self-paced program which is located at the alternative school campus. The program is designed to meet the needs of students who have dropped out of school or who are at risk of dropping out of school. The program, "Wings, A Flight to Success," accommodates a limited number of students.

The general entrance requirements for Wings include:

- The student must be at least fourteen (14) years of age.
- The student must attend a conference with a campus counselor if still enrolled, or with the alternative school administrator or designee if not attending school. The student must complete a Wings application.
- Following receipt of the application and fulfillment of the conference requirement, the Wings staff completes a risk evaluation form, which allows applications to be prioritized for selection into the program.

PARENTAL INVOLVEMENT (All Grade Levels)

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 every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic

- programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
 - Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]

Becoming a school volunteer. [For further information, see **policy GKG and Volunteers.**]
Participating in campus parent organizations. Parent organizations include: PTA, PTO, PAC. Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see **policies at BQA and BQB**] and contact Steve Lenz, Executive Director of Operations & Administrative Services @ 903-566-2441 or via email at lenzs@chapelhillisd.org

Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See **policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council.**]

Being aware of the school's ongoing bullying and harassment prevention efforts. Contact school officials if you are concerned with your child's emotional or mental well-being. Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 7 p. m. at The Administration Building at 11134 CR 2249, Tyler, TX. 75707. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 11134 CR 2249, Tyler, TX. 75707 and online. [See **policies at BE and BED** for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. Students must request a parking permit and pay a fee of \$20.00 to park in a school parking lot. Senior permits are \$25.00. So long as space is available, parking permits may be issued throughout the year. Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line

- Park in a fire lane
- Sit in parked cars during school hours

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

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I program, is the Director of Student Services and may be contacted at 903-566-2441.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS Athletics' Participation (Secondary Grade Levels Only)

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

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

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

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see **policy FFAA(LEGAL)** or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally

accepted and peer-reviewed standards for spinal screening.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

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. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See **policy EC** for more information.]

PRAYER (All Grade Levels)

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.

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.

Elementary and Middle/Junior High Grade Levels

In grades 1-5, promotion to the next grade level is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and science [See **EIE (LOCAL)**].

In grades 6 - 8, promotion to the next grade level is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts (English/Reading), mathematics, and either science or social studies [See **EIE (LOCAL)**]. In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the

mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

A student in grades 3 – 8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school. [See **Standardized Testing**.] A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous 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 **policy EIE**.]

Standardized Testing for a Student in Special Programs

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

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP). [See **Graduation**.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

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

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer. When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan — Junior High School Students

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

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

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

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

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

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

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9 - 12 will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification.**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation and Standardized Testing for more information about EOC assessments.**]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus.**]

REMOTE INSTRUCTION

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote virtual learning environment.

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 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 in any course/subject area 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. [See **Working Together** for how to schedule a conference.]

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

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. Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 2 days.

RETALIATION

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

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, campus behavior coordinator, teachers, or bus drivers.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom

doors.

- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by submitting an online report [here](#)
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs.

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Preparedness Training: CPR and Stop the Bleed

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

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

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

Emergency Medical Treatment and Information

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

- The district may consent to medical treatment, including dental treatment, if necessary, for a student if:
- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and

- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order. Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat. If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

KDOK
KNUE

CBS19
KLTV

KETK
KTBB

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

SAT, ACT, AND OTHER STANDARDIZED TESTS

[See **Standardized Testing.**]

SCHOOL FACILITIES

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

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

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Steve McFarland, the district’s designated asbestos coordinator, at 903-566-2441 or via email at mcfarlands@chapelhillisd.org

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school

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

Use of Hallways During Class Time (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. To apply for free or reduced-price meal services contact the Child Nutrition Director, Laurie Stamper at 903-566-2441 or via email at stamperl@chapelhillisd.org [See **policy CO** for more information.]

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board. No students will be allowed to charge breakfast and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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

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

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible

state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

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

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture. (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY). The local agency that administers the program is the district. See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use with a teacher permit.

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

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

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to

provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

SEARCHES

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for a student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property. Students are responsible for any item-found in district property provided to the student-that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors. In accordance with the Student Code of Conduct,

students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district's property. If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Vehicles on Campus (Secondary Grade Levels Only)

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

Metal Detectors (All Grade Levels)

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

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and

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

Telecommunications and other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See **policy CQ** for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime had been committed.

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

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

Drug Testing (Secondary Grade Levels Only)

[See **Steroids**]

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learner/emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact: Director of Student Services, Robin White at 903-566-2441 or via email at whiter@chapelhillisd.org

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test

(SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) Grades 3 - 8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individual education plan (IEP). [See **Promotion and Retention** for additional information.] STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

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

STAAR and EOC assessments are administered electronically.

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

they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year. Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

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

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

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

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

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment. STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's admission, review, and the dismissal (ARD) committee. An ARD committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP). [See Graduation for additional information.]

STEROIDS (Secondary Grade Levels Only)

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. Bodybuilding, 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.

STUDENT SPEAKERS (All Grade Levels)

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

[See **policy FNA(LOCAL)** regarding other speaking opportunities and **Graduation for information related to student speakers at graduation ceremonies.**]

Mental Health Support (All Grade Levels)

- The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:
- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;

- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See **policy FFEB** for more information.]

For related information, see:

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

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

SUMMER SCHOOL (All Grade Levels)

Summer School varies yearly according to students' needs and available funding.

TARDIES (All Grade Levels)

A student who is not in the classroom when the tardy bell rings may be assigned to detention hall or given another appropriate consequence.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by

the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator. 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 the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another. The superintendent is authorized to investigate and approve transfers between schools.

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

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous conditions exist for students who live within two miles of the campus:

- Hwy 64, FM 2767, and Hwy 31

Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the district will provide transportation to these students. Please contact the Director of Transportation, Mark Ferrer at 903-566-2441 or via email at ferrerm@chapelhillisd.org for additional information.

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 Tony Wilson at

903-566-2441.[See the **Student Code of Conduct** for provisions regarding transportation to the DAEP.]

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- 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 vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

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

VANDALISM (All Grade Levels)

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 (All Grade Levels)

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct. In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Special Education Director, the district

has designated to coordinate the implementation of and compliance with this law. [See **EHBAF(LOCAL).**] [For video and other recordings by parents or visitors to virtual or in-person classrooms, See **Consent to Video or Audio Record a Student when Not Already Permitted by Law.**]

VISITOR POLICIES AND PROCEDURES (DISTRICTWIDE) OVERVIEW

All district campuses and facilities

Chapel Hill ISD encourages and welcomes parents and other visitors to work as educational partners in our schools. As part of our commitment to the safety and security of all students, staff, and visitors in our schools and other district facilities, all visitors are required to enter through the main/front door of the building and report to the front office to sign in and receive a visitor badge to wear in a visible place above the waist while on campus. Visitors may not interfere with instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted. [For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law.**]

Visitors will be asked to submit their driver's license or other valid form of government-issued identification containing a photograph to obtain a visitor pass. CHISD district employees, approved volunteers, and approved contractors and vendors are not required to submit a driver's license or other valid identification to receive a visitor badge, as long as they are wearing their district-issued CHISD ID badge.

Upon leaving the campus, all visitors must stop by the front office to sign out and return their visitor badge. This process helps school administrators know who may still be on campus in case the school has to be evacuated for any reason.

Visitors without a valid form of identification will only be allowed access to the office area. Valid forms of ID include a current driver's license or state-issued identification card from any of the 50 states, U.S. passport card, Active Military ID, or other government-issued identification containing a photograph.

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

Request entry to the school at the primary entrance unless otherwise directed by a district employee.

- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

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

PROCEDURES

Front Door Access Controls

Front door access controls have been installed at all campuses. This system includes the use of a camera, intercom, and buzzer to gain access to the building. All exterior doors will remain locked, and visitor access will only be available through the front door.

Procedures Before School Begins

The front doors will open 30 minutes prior to the first bell. Students should arrive and proceed to the cafeteria for breakfast or to the designated location to wait until they are dismissed to class. Parents and other visitors must report to the front office to sign in and receive a visitor pass to wear before entering the building. Upon leaving campus, they must stop by the front office to sign out and turn in their visitor pass. Campus principals may make special circumstances for first week of school or special events

Procedures During the School Day

The front doors will be locked at the time of the tardy bell.

Visitors and students who are tardy must request entry into the building by pressing the intercom button. After a visitor pushes the intercom button, office personnel will verify the person's identity and their reason for requesting entry. Upon verification, office personnel will unlock the "entry door" to allow access. Visitors must go directly to the office to sign in and receive a visitor pass to wear while on campus. Students who arrive after the tardy bell must report directly to the front office to sign in and receive a tardy pass.

Procedures at the End of the School Day

Parents should wait outside the building to pick up their child. Parents will not be able to sign out students 30 minutes prior to end of school day. Special circumstances must be approved by campus administrator. For parents or other visitors needing to enter the building at the end of the day, they will be required to report to the front office, sign in and receive a visitor pass to wear while on campus.

Visitor Management Systems

CHISD has implemented the visitor management system on all campuses. The visitor management system will replace paper-based sign-in sheets, and will enhance school security by reading visitor driver's licenses, comparing information to a sex offender database, alerting campus administrators if a match is found, and then, assuming no match was made, printing a visitor badge that includes a photo. Other features, such as recording tardies, early dismissals and volunteer hours, can be locally programmed into the system. Customized alerts may also

be set up to help school personnel identify and avoid dangerous situations, such as restricted persons based on a court order, restraining order, legal document, or communication from law enforcement. The visitor management system will provide a consistent system to track visitors and volunteers while protecting our students and staff members from people who present a danger.

General Procedures

All visitors to campus, including district personnel, must report to the front office to sign in using the visitor management system, and receive a visitor badge to wear while on campus. District personnel, who have a visible CHISD ID badge, will not have a printed visitor badge.

All visitors, except district employees, approved volunteers, and approved contractors and vendors wearing their district-issued CHISD ID badge, will be required to submit their driver's license or other valid form of government-issued identification containing a photograph. This identification will be returned at the end of the visit. Visitors identification will be scanned in the visitor management system, which will be electronically checked through the public sex offender database. Visitors without a valid form of identification will only be allowed access to the office area. Once the visitor has scanned their identification, information about the scan, including a photo of the visitor, will appear on a designated campus employee's computer screen. If there is no alert indicated in the database, the campus employee will confirm the identity of the visitor by comparing the photograph on the screen to the visitor, and approve the scan. Once approved, a visitor badge containing a photo, name, date, time, and badge number will be printed. The visitor badge must be worn in a visible place above the waist while on campus.

Upon leaving the campus, all visitors, including district employees, approved volunteers, and approved contractors and vendors, must stop by the front office to sign out and turn in their visitor badge. This process helps school administrators know who may still be on campus in case the school has to be evacuated for any reason. Visitor badges will be destroyed as soon as they are returned.

Match with Database

If the scan of the databases comes back with an active alert, campus administrators will receive an instant text and email, and should go immediately to the front office to assess the situation. The database may show an alert if the visitor has the same name and birth year as that of a registered sex offender.

In some cases, this will register a false positive. To determine if this match is a FALSE POSITIVE, the following process should be followed:

- Compare the picture from the identification card to the picture from the database alert.
- If the picture is unclear, check the date of birth and other identifying information, such as height and eye color.
- If the pictures or identifying characteristics are clearly not the same person, press NO on the screen, and click the printer icon to issue a visitor badge.
- If the alert appears to be a MATCH, the following process should be followed:

- Compare the information from the identification card with the database alert. If they appear to be the same person, press YES, and do not print a visitor badge.
- Remain calm and ask the person to take a seat, as a school administrator must approve the visit. Do not go into detail or give further explanations.
- The visitor may ask for his/her ID back and want to leave – comply with this request.
- If the individual becomes agitated or you fear for your safety, follow normal emergency procedures for summoning assistance.

Parents/Legal Guardians Registered as Sex Offenders

In the event an identified parent or legal guardian with a right to see a student is shown as an alert in the database, he/she can still be granted limited access to the campus, while being escorted by school district personnel. These visits should be scheduled in advance through the principal's office, and access beyond the front office is not allowed at any time without an escort. The campus administrator must ensure that the visitor is not in violation of any law or court order through the visitor's presence on the campus, and then will decide when and where this person can go and who will supervise his/her visit.

Campus administrators will privately notify the parent or guardian that they appear to be matched with a person in the Raptor database.

If the individual indicates that there is a mistake, please encourage them to contact the state listing their name and resolve the matter.

A parent who is a registered sex offender is limited in his or her campus access as provided in Board Policy GKC (LOCAL) Failure to follow these procedures as outlined in Board Policy GKC (LOCAL) may result in the parent or legal guardian being banned from the campus.

District Auxiliary Personnel (Maintenance, Warehouse, Child Nutrition, and Extended Day Staff; Non-Instructional Technology Staff)

Maintenance Emergency Inside or Outside the Building

Maintenance personnel will go directly to the site of the problem. Campus staff will notify the office staff that they are on site. After the issue is resolved, maintenance personnel will notify the office when they are leaving campus.

Routine Maintenance Outside the Building

Maintenance personnel will NOT be required to notify the administrators or office staff that they are on site, unless they are working on the roof, and need access through the inside of the building. If so, they should use the procedure for routine maintenance inside the building.

Routine Maintenance Inside the Building, other than the Kitchen, Extended Day Staff, and

Non-Instructional Technology Staff

Maintenance, Extended Day and Non-Instructional Technology personnel will report to the front

office and sign in using a paper-based sign-in system (i.e. a clipboard). They will NOT be required to receive and wear a visitor badge if they have their CHISD ID badge.

Upon leaving the campus, they must stop by the front office to sign out.

Warehouse Deliveries

Warehouse personnel delivering or picking up materials from the office area are not required to sign in. If they will be going to other parts of the building, they should sign in to receive and wear a visitor badge. Upon leaving campus, they must stop by the front office to sign out.

Child Nutrition Staff, Maintenance in the Kitchen, and Deliveries to the Kitchen

Personnel only needing access to the kitchen area of the building, and not needing access to any other part of the building, do not need to go to the front office and sign in, and should enter the kitchen through the exterior door that provides direct access to the kitchen area.

If these personnel need access to other parts of the building, they must report to the front office and sign in using the paper-based sign-in system (i.e. a clipboard). They will NOT be required to receive and wear a visitor badge. Upon leaving campus, they must stop by the front office to sign out.

Vendors and Contractors

Vendors and contractors who will only be working outside the building or who do not need to go past the office area will NOT be required to sign in or wear a visitor badge. If the vendor or contractor must access any other parts of the building, they must be escorted by district personnel at all times, or they must scan their valid ID in the Raptor system and receive a visitor badge. In case of an emergency inside or outside the building, vendors and contractors with administrator authorization may go directly to the site of the problem. District staff will notify the office staff when they are on site. After the issue is resolved, personnel will notify the office when they are leaving campus.

Substitutes and Part-time Temporary Employees

Substitutes and part-time temporary employees who have completed criminal background checks and are wearing their district-issued CHISD ID badge are not required to sign in using the visitor management system, but are required to sign in on campus visitor log to enter a campus. Visitor badges for substitutes and part-time temporary employees will not contain a photo, but these visitors must be wearing their district-issued CHISD ID badge, which does contain their photo. Upon leaving the campus, substitutes and part-time temporary employees must stop by the front office to sign out and turn in their ID badge/visitor badge (if applicable).

Full-time Campus Staff and Student Teachers

Full-time campus staff and student teachers are NOT required to sign in and out using the visitor management system each day they report to work. But, if they are leaving campus during the day, such as during their lunch or planning period, they must sign out when leaving campus, and sign back in when they return.

Campus staff and student teachers must also sign in and out using the appropriate log if they are reporting to campus late or leaving early, such as with an illness, appointment, or unexpected emergency.

Large Events or Assemblies during the School Day

If a large event or assembly, such as a school performance, ceremony, or field day, takes place during the school day, it will be up to the discretion of the campus administration to use the Raptor system or a paper-based sign-in system for visitor check-in. Whichever system is used, All visitors, except district employees, approved volunteers, and approved contractors and vendors wearing their CHISD district-issued ID badge, must provide a driver's license or valid government-issued identification card with photograph to sign in and receive a visitor badge to wear while on campus.

In order to facilitate a quicker check-in for all visitors, campuses may set up separate check-in lines for district employees, approved volunteers, and approved contractors and vendors wearing their CHISD district-issued ID badge. These visitors are not required to provide a valid ID, but still must sign in and receive a visitor badge to wear while on campus.

Upon leaving the campus, all visitors must sign out and return their visitor badge.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

[See also **Student Code of Conduct.**]

Visitors Participating in Special Programs for Students Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On High School Career Days the district invites representatives from colleges and universities

and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (All Grade Levels)

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

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

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

CPS stand for Child Protective Services

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education

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

EOC (end-of-course) assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the federal Every Student Succeeds Act.

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.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to 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.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle. 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.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a

traditional classroom setting.

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

APPENDIX I:

Freedom From Bullying Policy

Below is the text of Chapel Hill ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

Adopted on 3/12/2012

Note: This policy addresses bullying of District students. For provisions regarding

discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- 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:
- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- 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, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

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

Examples

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

False claim

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

TIMELY REPORTING

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

REPORTING PROCEDURES STUDENT REPORT

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

EMPLOYEE REPORT

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

Report format

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

Prohibited conduct

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

Investigation of report

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

CONCLUDING THE INVESTIGATION

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

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to parents

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

DISTRICT ACTION

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District'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 District's policy against bullying.

TRANSFERS

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

Counseling

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

Improper conduct

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

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

APPENDIX II:

Acknowledgment Form - Amendment

My child and I have received a copy of the Chapel Hill ISD Student Handbook Amendment #
dated .

Print name of student:

Signature of student:

Signature of parent:

Date: