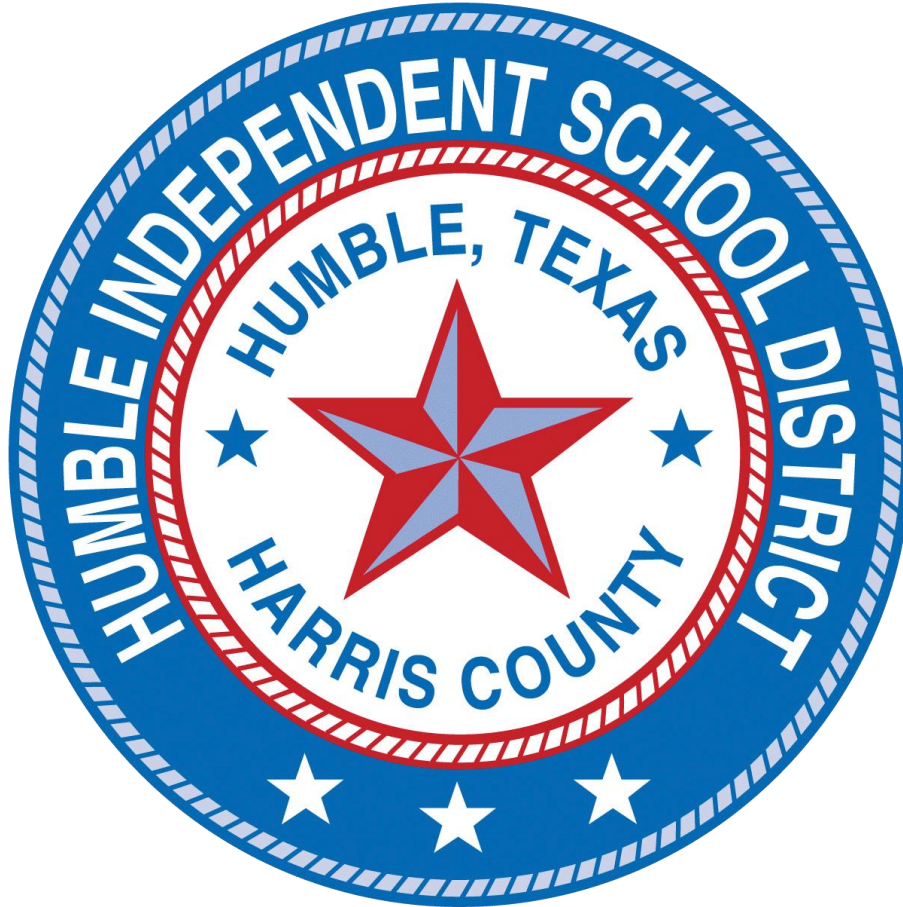


Humble ISD Parent/Student Handbook



2022-2023

(www.humbleisd.net)

If you have difficulty accessing the information contained in this document because of a disability, please contact the campus principal or the Legal Department at 281-641-8208.

2022–2023 SCHOOL HOURS

Elementary Full Day PreK (7:55 – 3:20 PM)

Autumn Creek Elementary / Atascocita Springs Elementary / Deerwood Elementary /
Elm Grove Elementary / Eagle Springs Elementary / Fall Creek Elementary /
Foster Elementary / Hidden Hollow Elementary / Humble Elementary /
Jack Fields Elementary / Lakeland Elementary / Lakeshore Elementary /
Maplebrook Elementary / North Belt Elementary / Oak Forest Elementary /
Oaks Elementary / Park Lakes Elementary / Pine Forest Elementary /
Ridge Creek Elementary / River Pines Elementary / Summerwood Elementary /
Timbers Elementary / Whispering Pines Elementary

Secondary Middle School (refer to campus website) High School (refer to campus website)

GRADING PERIODS

Nine Week Grading Periods		
BEGINNING	END	DAYS
FIRST SEMESTER		
Tuesday, August 9, 2022	Friday, September 30, 2022	38
Monday, October 10, 2022	Friday, December 16, 2022	44
TOTAL		82
SECOND SEMESTER		
Tuesday, January 4, 2023	Friday, March 10, 2023	42
Monday, March 20, 2023	Friday, May 26, 2023	49
TOTAL		91

PROGRESS REPORT DATES

Elementary

Progress reports for grades 3-5 will be available in Home Access Center (HAC) the middle of each nine-week grading period as indicated below.

Week of September 6, 2022
Week of November 7, 2022

Week of February 13, 2023
Week of April 24, 2023

Secondary

Progress Reports will be available in Home Access Center (HAC) twice during each nine-week grading period as indicated below.

August 30, 2022
September 21, 2022

November 2, 2022
November 30, 2022

January 27, 2023
February 22, 2023

April 12, 2023
May 3, 2023

REPORT CARD DATES

Report Cards for students in grades 3-12 will be available in HAC during the week following the end of the nine-week period and no later than the following dates. KG-2 report cards will be emailed or printed.

October 14, 2022
January 6, 2023

March 24, 2023
Elementary – May 26, 2023 Secondary – June 2, 2023



DR. ELIZABETH FAGEN, SUPERINTENDENT OF SCHOOLS

Dear Parents,

Humble ISD exists to partner with you to support student success. Your child's teachers, counselors and principals are dedicated to inspiring curiosity and facilitating learning of important knowledge and skills. We are excited to provide your child with academic and co-curricular instruction, college and career readiness opportunities, service learning experiences, and much more.

Our mission, in partnership with families and communities, is to develop each child intellectually, artistically, emotionally, physically and socially so that all students are lifelong learners, complex thinkers, responsible global citizens and effective communicators. Ultimately, my goal is for every Humble ISD student to be the happiest and best prepared in the world – for anything that they choose to do.

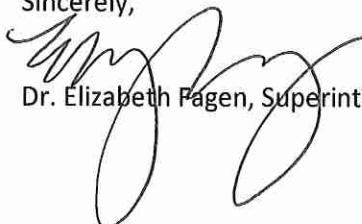
This handbook has been prepared to provide you with important information. However, please do not hesitate to contact your child's principal, teacher or counselor should you have any questions or desire additional information.

We know, and research shows, that parental involvement in a student's education plays a key role in their success. Here are a few ideas for supporting your child's success at school:

- Discuss your child's day at school each afternoon or evening.
- Help students break down projects into smaller, more manageable steps when necessary.
- Check on your student's progress, including logging into Home Access Center (HAC).
- Attend school events when you can.
- Give positive feedback and show appreciation to teachers and staff.
- Help students proactively learn school rules at home to prevent difficult situations at school.
- Ask your child's teacher or principal questions to clarify any misunderstandings you might have.
- Visit your school's website. You can also download the Humble ISD mobile app at www.humbleisd.net/mobileapp.
- Read email and newsletters sent by the district, school and teachers.
- Keep your cell phone and email updated on Home Access Center so that the schools and the district can contact you.
- Follow Humble ISD and/or your child's school on social media.
- Join PTA or a booster club.
- Volunteer in the classroom or school office, chaperone a field trip, or help out with an event.
- Support the Humble ISD Education Foundation, www.humbleisdfoundation.org.

At any age, student learning is enhanced when parents are involved. We encourage and welcome parent and community involvement. On behalf of the Board of Trustees and staff, thank you for being a part of Humble ISD as together we help students become well-rounded, productive citizens of the future.

Sincerely,



Dr. Elizabeth Fagen, Superintendent

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Humble ISD Campus/Facility Directory

Humble ISD Elementary Campuses

Atascocita Springs (281) 641-3600 13515 Valley Lodge Parkway, Humble, 77346	Lakeshore(281) 641-3501 1333 Breakwater Path, Houston, 77044
Autumn Creek (281) 641-5701 14910 Woodland Dawn, Humble, 77396	Maplebrook(281) 641-2900 7935 Farmingham Rd, Humble, 77346
Bear Branch (281) 641-1600 3500 Garden Lake Dr., Kingwood, 77339	North Belt(281) 641-1300 8105 North Belt Dr., Humble, 77396
Centennial Elementary(281)-641-8811 15130 Timber Forest Drive, Houston, 77044	Oak Forest(281) 641-2800 6400 Kingwood Glen, Humble, 77346
Deerwood(281) 641-2200 2920 Forest Garden Dr., Kingwood, 77345	Oaks(281) 641-1890 5858 Upper Lake Dr., Humble, 77346
Eagle Springs (281) 641-3100 12500 Will Clayton Pkwy., Humble, 77346	Park Lakes(281) 641-3200 4400 Wilson Rd., Humble, 77396
Elm Grove (281) 641-1700 2815 Clear Ridge Dr., Kingwood, 77339	Pine Forest(281) 641-2100 19702 W. Lake Houston Pkwy., Humble, 77346
Fall Creek (281) 641-3400 14435 Mesa Rd., Humble, 77396	Ridge Creek(281) 641-3700 15201 Woodland Hills Drive, Humble 77396
Foster(281) 641-1400 1800 Trailwood Village Dr., Kingwood, 77339	River Pines(281) 641-3300 2400 Cold River Dr., Humble 77396
Greentree(281) 641-1900 3502 Brookshadow Dr., Kingwood, 77345	Shadow Forest(281) 641-2600 2300 Mills Branch Dr., Kingwood, 77345
Groves(281) 641-5000 11902 Madera Run Pkwy., Humble, 77346	Summerwood(281) 641-3000 14000 Summerwood Lakes Dr., Houston, 77044
Hidden Hollow(281) 641-2400 4104 Appalachian Tr., Kingwood, 77345	Timbers(281) 641-2000 6910 Lonesome Woods Tr., Humble, 77346
Humble(281) 641-1100 20252 Fieldtree, Humble, 77338	Whispering Pines(281) 641-2500 17321 Woodland Hills Dr., Humble, 77346
Jack M. Fields Sr. (281) 641-2700 2505 So. Houston Ave., Humble, 77396	Willow Creek(281) 641-2300 2002 Willow Terrace, Kingwood, 77345
Lakeland(281) 641-1200 1134 Rustic Timbers Dr., Humble, 77338	Woodland Hills(281) 641-1500 2222 Tree Ln., Kingwood, 77339

Humble ISD's Student Handbook

Humble ISD Middle School Campuses

Atascocita(281) 641-4600 18810 W. Lake Houston Pkwy., Humble, 77346	Riverwood(281) 641-4800 2910 High Valley, Kingwood, 77345
Autumn Ridge.....(281) 641-8500 15337 Woodland Hills Dr., Humble, TX 77396	Ross Sterling(281) 641-6000 1131 Wilson Rd, Humble, 77338
Creekwood(281) 641-4400 3603 Lake Houston Pkwy., Kingwood, 77339	Timberwood(281) 641-3800 18450 Timber Forest, Humble, 77346
Humble(281) 641-4000 11207 Will Clayton Pkwy., Humble, 77346	West Lake(281) 641-5800 11810 Madera Run Parkway, Humble, 77346
Kingwood(281) 641-4200 2407 Pine Terrace, Kingwood, 77339	Woodcreek(281) 641-5200 14600 Woodson Park Dr., Houston, 77044

Humble ISD High School Campuses

Atascocita HS (281) 641-7500 13300 Will Clayton Pkwy, Humble, 77346	Kingwood Park HS (281) 641-6600 4015 Woodland Hills, Kingwood, 77339
Humble HS (281) 641-6300 1700 Wilson Rd., Humble, 77338	Guy M. Sconzo Early College HS(281) 641-7300 9155 Will Clayton Parkway, Humble, 77338
Kingwood HS (281) 641-6900 2701 Kingwood Dr., Kingwood, 77339	Summer Creek HS (281) 641-5400 14000 Weckford, Houston, 77044

Community Learning Center (DAEP).....(281) 641-7400
18901 Timber Forest, Humble, 77346

PACE Program.....(281) 641-7448

Cambridge School (BTC).....(281) 641-7445

Early Learning Center (& Adult ESL).....(281) 641-7413

MOSAIC.....(281) 641-7445

Humble ISD Support Campuses

Welcome Center & Administration Building (ADM).....(281) 641-1000

10203 Birchridge Dr., Humble, 77338

Dr. Elizabeth Fagen, Superintendent

Board, Business and Technology Center (BBTC).....(281) 641-1000

20200 Eastway Village Dr., Humble, 77338

Child Nutrition.....(281) 641-8460

1703 Wilson Rd., Humble, 77396

Custodial & Grounds.....(281) 641-8750

1703 Wilson Rd., Humble, 77396

Humble ISD Police Department Emergency Operations Center.....(281) 641-7900

1703 Wilson Rd., Humble, 77396

James D. Eggers Instructional Support Center (ISC).....(281) 641-1000

4810 Magnolia Cove Dr., Kingwood, 77345

Maintenance(281) 641-8700

1703 Wilson Rd., Humble, 77396

South Transportation Center.....(281) 641-8720

1703 Wilson Rd., Humble, 77396

North Transportation Center.....(281) 641-8720

24755 Ford Rd., Porter, 77365

Notice of Nondiscrimination and Prohibition of Harassment

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no student shall be discriminated against, or harassed, on the basis of race, color, religion, national origin, sex, gender, disability, age or any other basis prohibited by law in its educational and vocations (CTE) programs, or activities as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The District encourages students, parents, and employees to work together to prevent discrimination or harassment on the basis of race, color, religion, national origin, sex, gender, disability or age.

Title IX Coordinator (Sex and Gender)

Terry Perkins, Deputy Superintendent
Humble ISD
10203 Birchridge Drive
Humble, TX 77338
283-641-8005
tperkin@humbleisd.net

Title VI Coordinator (Race, Color, National Origin)

Terry Perkins, Deputy Superintendent
Humble ISD
10203 Birchridge Drive
Humble, TX 77338
281-641-8005
tperkin@humbleisd.net

Section 504 and ADA: Programs & Services (Disability)

Rick Meyer, 504 Coordinator
Humble ISD
10203 Birchridge Drive
Humble, TX 77338
281-641-8316
rmeyer@humbleisd.net

ADA: Facilities Accessibility

Jason Seybert
Associate Superintendent of Support Services
Humble ISD
1703 Wilson Road
Humble, TX 77347
281-641-8700
jseyber@humbleisd.net

Complaints regarding unlawful discrimination or prohibited harassment, including retaliation, on the basis of race, color, religion, national origin, sex, gender, disability or age, including sexual harassment, shall be made according to Humble ISD Board Policy FFH (LOCAL). The District encourages any student, parent, or employee who believes a student has been subjected to, or who has witnessed a student subjected to, an incident of discrimination or harassment on the basis of race, color, religion, national origin, sex, gender, disability or age, or subjected to retaliation, to report as set forth in Policy FFH (LOCAL) so that the District can do a prompt investigation. Students and/or employees found to have engaged in acts of discrimination or harassment against a student based on the student's race, color, religion, national origin, sex, gender, disability, or age, or to have engaged in retaliation in response to a report or complaint, will be disciplined. Students may be disciplined up to and including expulsion if warranted by the investigation. Employees may be disciplined up to and including termination if warranted by the investigation. If a parent or student is dissatisfied with the outcome of the District's investigation conducted pursuant to Humble ISD Board Policy FFH (LOCAL), he or she may file a complaint under [Humble ISD Board Policy FNG](#).

Policy FFH (LOCAL) and Policy FNG (LOCAL) can be found in the District's Board Policy Manual, which is maintained by the General Counsel's Office at the Administration Building. Parents, students and the general public may access the policy manual on the District's website at www.humbleisd.net.

Enrollment and Required Forms

Humble ISD requires online enrollment for all new and returning students. District campuses have computers available to parents who do not have technology resources. Within that enrollment process, parents will be asked to either provide or deny consent or acknowledge and electronically sign for several forms that are referenced throughout this 2022-2023 Student Handbook/Student Code of Conduct.

The following forms are included in that enrollment process:

1. *Contact Information*
2. *Additional Information*
 - *Student Health Inventory*
 - *Food Allergy Questionnaire*
 - *Health Information*
 - *Military Dependent Questionnaire*
 - *Foster Care Questionnaire*
 - *Family Survey*
 - *Student Residency Questionnaire*
 - *Permissions and Consent*
 - *Compulsory Attendance Notice Acknowledgment*
 - *Computer Access Permission*
 - *Parent's Directory Information Consent/Opt-Out Form (School Use/Non-School Use)*
 - *Parent's Directory Information Consent/Opt-Out Form (Yearbook Use)*
 - *Parent's Objection to Release of Student Information to Military Recruiters and Institutions of Higher Education (applicable to secondary levels only)*
 - *Student Residency Verification*
 - *Immunization Acknowledgment*
 - *Medical Consent for Emergency Medical Treatment*
 - *Responsible Use Guidelines for Students*
 - *Child Nutrition*
 - *Annual Fund*

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. **If you do not want Humble ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of your child's first day of instruction for this school year.** This means that the district must give certain personal information (called "directory information") about your child to any person who requests it for the uses designated below unless you have told the district in writing not to do so. Understand that once information on your child is included in student publications, district publications, yearbooks or on the district's webpage or social media, it may be subject to public release.

[See **Objecting to the Release of Directory Information.**]

Humble ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph and Video of student and/or student work
- Date and place of birth
- Major field of study; degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports, and weight and height of members of athletic teams.

School Use

The directory information listed in items bulleted above may be released on your child for school use (for example: student publications, district publications, yearbooks, district websites, district social media, and district-sponsored publicity). You understand that once this information of your child is included in student publications, district publications, yearbooks, district websites, district social media, and district-sponsored publicity, which includes video and schoolwork, it may be subject to public release.

Non-School Use

Certain directory information, specifically your child's name, address, and phone number, may be released for non-school use (for example vendors, sales persons and in response to request for records under the Texas Public Information Act.)

Preface

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Humble ISD Student Handbook is a general reference guide that is divided into two sections:

- Section I: Parental Rights describes certain parental rights as specified in state and federal law.
- Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Humble ISD Student Code of Conduct. To review the Code of Conduct, refer to the second section of this document/booklet or at www.humbleisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other 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. Notice of any revision will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at any district facility.

For questions about the material in this handbook, please contact the principal.

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 board policy codes are included for ease of reference. The district's official policy manual is available for review in the General Counsel's Office in the Administration Building, and an unofficial electronic copy is available at www.humbleisd.net.

Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact Public Communications at Public.Communications@humbleisd.net or 281-641-8200.

COVID-19

The district reserves the right to revise or waive expectations and procedures under this Handbook to respond to the fluid and changing nature of the COVID-19 pandemic during the 2022-2023 school year. The district will post these additional restrictions and protocols on the Humble ISD website at www.humbleisd.net.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining 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 Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction. The unit is taught to students enrolled in Middle School Health. Further details can be found at www.humbleisd.net on the SHAC website.

In accordance with state law, a parent may:

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

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

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.humbleisd.net on the SHAC website.

In accordance with state law, a parent may:

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

[See **Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children.**]

Consent to Provide a Mental-Health Care Service

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

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

The campus counselor shall serve as the mental health liaison for each campus and can be reached by contacting the campus front office. The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

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

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent.

These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A student under the age of 14 must have parental permission to participate in the district's parenting and paternity awareness program. 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 Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- Is to be used for school safety;
- Relates to classroom instruction or a cocurricular or extracurricular activity;
- Relates to media coverage of the school; or
- 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.

Prohibiting the Use of Corporal Punishment

Corporal punishment as a method of student discipline is prohibited in the district. [See policy FO(LOCAL).]

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to join such a page.

Employees who sponsor district extracurricular activities must include at least one additional student or employee (i.e. coach, supervisor) on all text messages to students regarding extracurricular activities. For all other instances, the employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

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

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

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

However, a parent or eligible student may object to the release of a student's directory information. Any 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.

[See the **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information.**]

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph and video of student and/or student work; date and place of birth; major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. Please note that the district has designated specific directory information as "School Use" and other directory information as "Non-School Use", as noted on the **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**. If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs..

Also review the information at **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 by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- 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 a document in the forms packet online for this purpose.

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:

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

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [For more 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 examination or screening permitted or required under state law. [See policies EF and FFAA.]

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 part of the educational curriculum.

The U.S. Department of Education provides extensive information about the [PPRA](#), including a [PPRA Complaint Form](#).

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

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

State law designates the week that includes September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- 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:

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

[See policy EHBK (LEGAL).]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

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

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, or
- 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, the district 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.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher. 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

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 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.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that they 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

A parent may review his or her 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 the child, as the term "intervention strategy" is defined by law.
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child's classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the rights to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students 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 receives 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
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); and
 - District law enforcement [See Policy FL].
- A person or company with whom the district has contracted or allowed to provide a particular 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 parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.
- “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorize 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 other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which the student is already 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, in order 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. [To prohibit this disclosure, see **Objecting to the Release of Directory Information.**]

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

The principal is the custodian of all records for currently enrolled students at the assigned school. The superintendent, or designee, 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 wish to inspect.

Records may be reviewed in person during regular school hours by appointment. The records custodian or designee will be available to explain the records and to answer questions.

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.

The address of the Superintendent's office is 10203 Birchridge Drive, Humble, TX 77338.

The address(es) of the principals' offices are included in the front of this Student Handbook and are available at www.humbleisd.net.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports** and **Conferences**, and **Complaints and Concerns**.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the General Counsel's Office or on the district's website at www.humbleisd.net.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records - such as a teacher's personal notes about a student shared only with a substitute teacher - do not have to be made available 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 of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to their child.

Students with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families 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); and
- 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, or
- 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](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832. The district will honor the parent's transfer request and discuss with the family available classroom and campus options.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus. Contact the assistant superintendent of schools at 281-641-8000 for information.

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

- Request the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE.]

- Request the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Service/Assistance Animal Use by Students

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.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

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

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange 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); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See also **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Students in Foster Care** for more information.]

A Student Who is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subject 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 homeless student 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 homeless student 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 to receive 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.

[See also **Credit by Examination for Advancement/Acceleration, Course Credit, and Students Who Are Homeless (All Grade Levels)** for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts 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. A parent may request an evaluation for special education or Section 504 services at any time

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be 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 request does not require the district to respond within the 15 school-day timeline.

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

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

Additional information regarding special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Chief of Educational Support Services at 281-641-8400.

For questions regarding post-secondary transitions, including transition from education to employment for students receiving special education services, contact the Chief of Educational Support Services at 281-641-8400.

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 the 504 Coordinator at 281-641-8316.

[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](#)
- [Partners Resource Network](#)
- [SPEDTEX: Special Education Information Center](#)
- [Texas Project FIRST](#)

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 if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL).]

A Student Who Speaks a Primary Language Other than English

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

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

A Student with Physical or Mental Impairments Protected Under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law - and who does not otherwise qualify for special education services - may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine 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 policy FB.] [See also **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** 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 for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

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 a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 18

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

A student will be required to attend any assigned accelerated instruction program 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;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- 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 (custody) 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.

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

Note: 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 will be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

Secondary Grade Levels

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

[See **Driver License Attendance Verification**.]

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.

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 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 re-evaluation, 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 Director of Evaluations and who can be reached at (281) 641-8128. 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 12–18 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 policy FEA(LEGAL) and FED(LEGAL).]

Attendance for Credit or Final Grade (Kindergarten–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 the student 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.]

With the exception of absences due to serious or life-threatening illness or related treatment, 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:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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.

Each school determines its own attendance time that will be announced at the beginning of the school year. This information will also be published on the school website. Students not in attendance during the official attendance time will be marked absent.

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. **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)

Upon return to school, a student absent for more than 3 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.

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 is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

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

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)

Humble 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; and
- 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.humbleisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

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.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; 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 or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action of threat creates an intimidating, threatening, or abusive educational environment for the student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism. 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. A student may report an alleged incident of bullying by contacting any staff member, completing the Student Complaint Form located at www.humbleisd.net, or making an anonymous report through Humble ISD's mobile iHelp application.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [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, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio Video Technology, & Communication; Business, Marketing, & Finance; Education & Training; Energy; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law & Public Service; Manufacturing; Science, Technology, Engineering, Mathematics (STEM); and Transportation, Distribution, & Logistics.

The district offers other work-based programs in the areas listed for CTE, as well as additional opportunities for eligible students receiving special education services through the MOSAIC program.

Admissions to these programs is based on student interest and a limited seating selection process, if applicable to a particular program

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

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 as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

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. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies**.]

Elementary

Students in pre-kindergarten through second grade are allowed to have up to 3 class parties each year. Students in grades three through five are allowed to have 2 class parties each year – Winter Holiday and Valentine's Day. All parties and campus celebrations must have the authorization of the building principal.

- Parties for teachers or individual pupils will not be permitted during school hours.
- End-of-year activities for fifth graders may be conducted under the following guidelines:
- The activity must be held on school property or adjacent greenbelt or parkland during school hours.
- The activity must have the full approval of the campus principal.

Invitations to parties held outside of school, or events hosted or sponsored by parents cannot be distributed at school.

Child Sexual Abuse, 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.humbleisd.net Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and 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, or sexually suggestive behavior; or
- 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** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**.]

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, although traffickers frequently make contact with 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 romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning 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.

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

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

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

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

- Senior class rank shall be determined by adding all grade points earned from the first day of the school year of the freshman year through the last day of the third nine-week grading period of the senior year. High school courses taken in summer school after completing grade 8 shall be included when determining senior class rank as shall high school courses taken at Humble ISD high schools prior to the 9th grade year. All courses except aide positions shall be included in the calculations;
- For students who meet all graduation requirements prior to graduation, GPA shall be determined during the eighth semester or the semester of graduation, whichever comes first.
- The total number of grade points shall be divided by the total number of all semester grades earned, including all failing marks, correspondence courses, and summer school;
- In computing grade points, only traditional marks shall be used. Marks such as pass/fail or S and U shall be excluded;
- Students who are denied credit because of excessive absences shall have both the course and the grade counted in computing the grade point average (GPA);
- Weighted grade points shall be used to compute class rank. Numerical grades shall be awarded for all courses. The number of grade points earned for a particular numeric grade in on-level courses or in advanced courses shall be different. The grade point scale by level of course shall be published annually in the Humble ISD High School Course Guide;
- All grades from other schools shall be converted to the district's grade equivalent. If a student took advanced courses in another district that are not offered in the district, these courses shall be treated as on-level courses when determining class rank but shall be noted as advanced courses on the transcript; and;

- The average of the third nine-week grades shall be counted as the semester grade for senior class rank and final GPA.
- Due to enrollment, academic, disciplinary and course requirements, the highest ranking students may not necessarily be valedictorian or salutatorian. Specific requirements for determining the honor of valedictorian and salutatorian can be found in policy.

[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 (All Grade Levels)

For two school years following his or her graduation, a district student who graduates 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 [See **Foundation Graduation Program**]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

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. From the summer 2022 term through the spring 2024 term, the University will admit 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.

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, the benefits of completing the requirements for automatic admission and financial aid, and the Texas First Early High School Completion Program and the Texas First Scholarship Program.

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 Lone Star College and UT OnRamps which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

Enrollment in these programs is based on student interest and/or college readiness assessments depending on the program.

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.

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.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the campus registrar.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency 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.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district. Prompt notification of any change in contact information as listed in Home Access Center will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you do not wish to receive such communications, there is an unsubscribe link at the bottom of each district email that you can select. If you no longer want to receive text messages from the district, you can opt-out at any time by replying to a message with STOP. Note that when you unsubscribe from email and/or text messages, you are unsubscribing from both district and campus messages.

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

Complaints and Concerns (All Grade Levels)

Informal Problem Solving

District policy encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concern. Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. The counselor's office will assist parents in arranging for a teacher to call or to set up a conference. Concerns should be expressed as soon as possible to allow for early resolution of the lowest possible administrative level. Informal resolution shall

be encouraged even after a more formal complaint has been filed, but shall not extend any deadlines except by mutual written consent.

Formal Problem Solving Process

For those complaints and concerns that cannot be resolved through the informal process, the parent or student should file a district complaint form within the timelines established in policy [Policy FNG](#). A copy of this policy, and the complaint forms, may be obtained from the General Counsel's office or at www.humbleisd.net. The policy and form both provide submission instructions.

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 - both on and off campus, during remote and in-person instruction, and on district vehicles - and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, 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. Humble ISD designates the principal of the campus, and each associate principal and assistant principal to serve as the campus behavior coordinators. The district maintains a current list of the persons serving as the campus behavior coordinator on the district's website at www.humbleisd.net.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instruction 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. Campuses will not accept food deliveries for students from third-party vendors.

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.

Educational & Career Counseling

Elementary and Middle School Grade Levels

The school counselor will provide information to students and parents to talk about college and university admissions and the importance of planning for postsecondary education, including appropriate courses to consider 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 will also provide information each year a student is enrolled in high school regarding:

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

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

[See **Scholarships and Grants** for more information.]

Personal & Social 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 contact the school counselor or another trusted staff member. 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 **Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support**, and **Child Sexual Abuse 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 Examination—If a Student Has Taken the Course/Subject (All Grade Levels)

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, counselor or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. 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 nonaccredited 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 the 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 Examination 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 2022-2023 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 experiencing homelessness 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.]

Students in Elementary Grades

A student enrolling 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 enrolling in all grade levels shall be subject to district enrollment requirements.

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 examination, 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, 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 www.humbleisd.net. [See policy FFH.]

Dating Violence

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

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. 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 flier recognizing and responding to dating violence.](#)
- [CDC's Preventing Teen Dating Violence.](#)

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects 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.

Disability Harassment

Disability harassment is defined as conduct based on a student's disability. Examples of disability harassment may include derogatory language, offensive jokes, name calling, slurs, or rumors directed at a student that is sufficiently severe, pervasive or persistent that it affects, interferes with or limits the ability of the student to participate in or benefit from the school's educational program. [See policy FFH.]

Racial Harassment

Racial harassment is defined as conduct based on a student's race, color or national origin. Such harassment may be perpetrated by a member of the staff, a student, or a third party. Examples of racial harassment may include derogatory language, offensive jokes, name calling, slurs or rumors directed at a student's race, color, or national origin that is sufficiently severe, pervasive or persistent that it affects, interferes with or limits the ability of the student to participate in or benefit from the school's educational program. [See policy FFH.]

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

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

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 the Texas Virtual School Network and correspondence courses through Texas Tech University.

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 campus 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 the campus 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.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The campus principal will designate the location for approved nonschool 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 nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See 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 and related district procedures. To be considered for distribution, any nonschool material must be in compliance with district policy and procedures, include the name of the sponsoring person or organization, and be submitted to the Community Development Department for prior review. The Community Development Department will approve or reject the materials within one week 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 principal may designate the location for approved nonschool 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 noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, to the extent permitted by law.

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, minimize safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following during instructional time:

- District-issued student identification badges shall be worn by all middle and high school students.
- Hair
 - Hair must be neat, clean and well groomed. Hair style/color must not create disruptions or distraction.
 - Head sweatbands, hair rollers, or long handled combs may not be worn in the hair.

Humble ISD's Student Handbook

- Facial hair, while allowed, must be neatly groomed and a natural color.
- No type of head covering, cap or hat is to be worn or brought to school except as otherwise permitted by district policy (i.e. religious purposes).
- Dress
 - Any form of dress or grooming that attracts undue attention, disrupts school, is considered gang related, or detracts from the learning process is unacceptable.
 - No sleepwear is to be worn at school.
 - Dresses, skirts, fashion slits, and holes higher than mid-thigh are not permitted.
 - Spaghetti straps, tube tops, leotards and halter-tops are not to be worn as outer garments.
 - Excessively loose or tight garments are not acceptable; all clothing should be appropriately fit.
 - Shirts must be worn so as not to expose the bare chest. Male students may not wear shirts without sleeves, and tank tops or undershirts are not to be worn as outer garments. The midriff must not be exposed when a student goes through the normal activities of a school day (bending, stretching, reaching, etc.)
 - Garments with inappropriate decorations or advertisements are not acceptable. The American flag is not to be worn as an article of clothing. A depiction of the American flag on clothing, in a respectful manner, is acceptable.
 - Sunglasses are not allowed to be worn in the school building.
 - Appropriate foundation garments must be worn at all times.
 - Revealing garments are not permitted.
 - Shoes are to be worn. Steel-toes shoes, house slippers, cleats and roller/wheeled shoes are not permitted. Additionally, at elementary level campuses, heels over ½ inch and flip flops are not permitted.
 - Any garment or accessory that could be used in a threatening or menacing manner is prohibited.
- Make-up is not permitted at the elementary level.
- Tattoos must be covered.
- Piercings:
 - Students may wear earrings.
 - No other piercings are allowed.

Exceptions to the Humble ISD dress code due to medical reasons must be approved by the grade level principal.

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 instruction time, which may include in school suspension. Repeated 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

The district believes technology is a powerful tool that enhances learning and enables students to access vast amounts of academic resources. The district's goal is to increase student access to digital tools and facilitate immediate access to technology-based information, in the same way that students utilize pen and paper. To this end, the district will open a filtered, wireless network through which students in specific age groups will be able to connect technology devices. Students using district owned or personal technology devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Humble ISD network. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. All devices must be turned off during the instructional period except for approved educational purposes.

- High School – Students are allowed to use district or personal technology devices that can access the Internet for educational purposes as determined by the classroom teacher. Students will be allowed to use the device between classes and in the cafeteria setting in a digitally responsible manner.
- Middle School – Students are allowed to use district or personal technology devices that can access the Internet for educational purposes as determined by the campus and/or classroom teacher.
- Elementary – Students are allowed to use district or personal technology devices that can access the Internet for educational purposes as determined by the campus and/or classroom teacher.

When utilizing the district Wi-Fi, students are expected to adhere to the following:

- The district is not responsible for any content accessed by users who bypass the district Internet filter by connecting to the Internet via their personal cellular network (e.g., 3G, 4G service) instead of through the district Wi-Fi.
- Users are responsible for backing up their personal data and other important files regularly.
- Those who use district-owned and maintained technologies to access the Internet at home are responsible for the set-up and cost of home Internet service.

Student personal electronic devices may be confiscated by appropriate district personnel when disruptive to the educational environment, or to investigate alleged violations of the Student Code of Conduct or Parent/Student Handbook. 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** on 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 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, district personnel may 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.]

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

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether 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**.]

English Learners (All Grade Levels)

A student who is an English learner 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 English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 English learner 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 English learners who qualify for services.

If a student is considered an English learner 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.

Enrollment, Age Requirements & Students in Special Circumstances

Pre-Kindergarten for Four Year Olds

Must be 4 years old on or before September 1, meet residency requirements and meet at least one of the following criteria:

- Be unable to speak or comprehend the English language, OR
- Be eligible to participate in the National School Lunch Program, OR
- Be homeless, OR
- Have ever been in conservatorship (foster care) of the Department of Family and Protective Services following an adversary hearing, OR
- Be the child of an active duty member of the armed forces of the United States, including state military forces of a reserved component of the armed forces, who is ordered to active duty by proper authority; or who is injured or killed while serving on duty.

Kindergarten

Meet residency requirements AND

- Must be 5 years old on or before September 1. (See **Proof of Age**).

First Grade

Meet residency requirements AND

- Must be 6 years old on or before September 1. (See **Proof of Age**), OR
- Must be 5 years old on or before September 1 and must have completed kindergarten in a **public** school (provide documentation of completion of kindergarten from previous school), OR
- Must be 5 years old on or before September 1 and must have completed kindergarten in a private school accredited through the Texas Private School Accreditation Commission (TEPSAC). In order for a campus to enroll a 5 year old student from an accredited private kindergarten into first grade, the campus registrar must obtain directly from that private school a report card or a statement on letterhead stating the student attended and successfully completed the accredited kindergarten program and will confirm the school's accreditation with TEPSAC, OR
- Must be 5 years old on or before September 1 and must have enrolled in first grade in a public school or another state before transferring to a Texas public school prior to enrollment. (Must provide documentation of 1st grade enrollment from previous school in another state.)

Attainment of Adult Status

Upon reaching the age of eighteen (18), students living alone may claim legal responsibility for themselves, enabling them to write their own notes and attend school in a district other than the one in which their parents reside. Before this status is granted and accepted, a letter of responsibility must be filed with the district and a meeting with the campus principal must be scheduled to review school responsibilities as required by Texas Statutes.

Continuous Enrollment

In the event any of the enrollment information (home address, home telephone, work address, guardianship, legal custody, etc.) changes, it is imperative that the school be notified immediately. The school must be able to contact a child's parents or guardian when the need arises. Proof of new residency must be presented for an address change.

Custody, Enrollment & Rights

For enrollment purposes, students under eighteen (18) years of age must be living with their parents, legal guardians, managing conservators, any other persons acting under a valid court order, or other persons to whom placement has been made by a parent placement agency currently licenses by the State of Texas.

It is the parent's responsibility to provide the school with current legal documents when custody rights have been determined by a court of law. Legal documents are those with a judge's signature and a stamp of the court.

Early Graduates

A three-year (May) graduate may participate in all spring senior activities provided that an approved early graduate plan is on file by the end of their 10th grade year. Applications may be obtained in the counseling office. [Additional information may be found in the high school planning guide.]

Falsification of Information

As stated in Sec. 37.10 of the Penal Code (Tampering with Governmental Records) and TEC 25.001(h), a person who knowingly falsifies information on a form required for enrollment of a student in a school district is liable to the district if the student is not eligible for enrollment in the district but is enrolled on the basis of false information. In addition to the penalty under Penal Code 37.10, the person is liable for the period during which the ineligible student is enrolled, for the greater of: (1) the maximum tuition fee the district may charge under Section 25.038; or (2) the amount the district has budgeted for each student as maintenance and operating expenses.

Food Allergy Information

[See **Food Allergies (All Grade Levels)**.]

Foreign Exchange Students

The intent of a foreign exchange program is to provide visiting students the opportunity to learn about the history of the United States, as well as the working of our government. Students should be encouraged to take an active part in the academic process and experience the social activities of the youth in the Humble ISD. The following guidelines will apply to foreign exchange students:

- The local representative from the various programs should contact the principal of the high school to secure approval to place the student within the school and must submit all required documentation concerning each exchange student no later than May 31, prior

to the academic year of attendance. A final decision for the following year will be granted by July 15.

- Sponsoring agencies shall meet the requirements of the Council on Standards for International Educational Travel.
- The host family must enroll the exchange student. The area representative may not handle this procedure.
- The exchange student is responsible for providing the month/day/year of all immunizations. Immunization records must be in English.
- Every foreign exchange student will be classified as a junior (11th grade).
- All foreign exchange students will enroll in U.S. Government.
- Foreign exchange students will not be placed in the class ranking.
- Every foreign exchange student is encouraged to be fluent in writing and speaking English, but will not be denied if they have limited skills.
- Any cost for student records required by the foreign exchange program, or country, is the responsibility of the student.
- The district shall administer to a foreign exchange student the state assessments for enrolled courses for which there is a state assessment.
- Foreign exchange students will receive no free or reduced lunch as part of the exchange program.
- Coaches and sponsors of extracurricular activities will be responsible for obtaining and checking proper credentials for participation in each activity.
- If a foreign exchange student is returned to his/her country or is moved to another district, no new foreign exchange student can be sent to replace the student sent home or being moved.
- Humble ISD high schools are limited to no more than five (5) foreign exchange students per campus.

Homeless Students

[See **Students Who Are Homeless (All Grade Levels)**.]

Immunization Records

[See **Immunization (All Grade Levels)**.]

Married Students

Students who are married may also claim legal responsibility for themselves. They must follow the same procedure listed above for eighteen-year-old students. Married students must have a conference with the principal, the assistant principal, or grade level counselor to discuss the new responsibilities of the students and their change of status.

Pregnant Students

The state school compulsory attendance law does apply to pregnant students. It is imperative for pregnant students to stay in school in order to: a) satisfy legal attendance requirements; and b) receive credit for school course work. Pregnant students are encouraged to see their counselor to discuss all educational services and the nurse for all health services that are available to them.

Proof of Age

The original document, certified copy, or photocopy made and certified by the county clerk or other official, or any of the following documents is acceptable for proof of age:

- Birth Certificate
- Adoption records
- Hospital birth records
- Passport
- Any other acceptable legal document that establishes age

The principal or designee shall verify the age of students who are enrolling in the district for the first time.

Proof of Identity

The original documents, certified copy, or photocopy made and certified by the county clerk or other official, of any of the following documents is acceptable for proof of identity:

- Birth Certificate
- Adoption records
- Church baptismal records
- Hospital birth records
- Passport
- School ID card, records, or report card
- Any other legal document that establishes identity

Provisional Enrollment

Provisional enrollment is only allowed for students who are:

- Transferring from one Texas public or Texas private school to another, or
- Define homeless according to the McKinney-Vento Act, or
- Children of Military Families, or
- Who have received all immunizations that are medically feasible at the time of enrollment.

School Records

A copy of the child's records from the school the child most recently attended is required if he or she was previously enrolled in a school that is not a Humble ISD school.

Students Not Citizens of the United States

Students who are not citizens of the United States will be allowed to enroll in the Humble ISD when they meet all state and local entrance requirements.

Students with a GED or Previously Graduated

Students who have earned a General Educational Development (GED) certification will be permitted to enroll in Humble ISD to complete the requirements for a Texas diploma, provided they have met all district enrollment criteria. Students who have graduated and/or completed the minimum requirements for graduation from a public secondary school in Texas or any other state in the United States, or the equivalent in a foreign country, will not be permitted to enroll in Humble ISD.

Verification of Residence

For students residing in a house, the lease, deed, utility bill, etc., will suffice. For apartment dwellers, either the lease with parent and student name listed or a letter from the apartment manager is required. If both parent and student live with a relative or friend in Humble ISD, whose residence is not an apartment, the parent and the person with whom they reside must submit a notarized statement verifying the residence. The required Address Affidavit form is available from any Humble ISD campus.

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 interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](#); 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.

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 (AP) or International Baccalaureate (IB) 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.
- The Humble ISD shall not schedule, nor permit, students to participate in any school-related or sanctioned activities, on or off campus, that would require, permit or allow a student to be absent from class in any course more than 10 days during the school year. Of those 10 days, the maximum number of days allowed for absences due to school-related or sanctioned activities is 9 days in any given semester.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- The behavior of Humble ISD students participating in extra-curricular/co-curricular activities will exemplify a positive model for all students whether in the classroom, on the campus, at an extra-curricular/co-curricular function, or off campus at non-school related activities. Participants will not be allowed to engage in serious or inappropriate behaviors and continue to participate in extra-curricular/co-curricular activities, nor will they be allowed to violate the Humble ISD alcohol or drug policy.

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. These documents are maintained by the campus and available upon request to the campus. Where any document is in conflict with the Handbook or Student Code of Conduct, the Handbook/Student Code of Conduct shall prevail.

Participation in Various Sports

All students are encouraged to participate in as many sports as their interests, abilities and time will allow. If an athlete wants to drop a sport, he/she **MUST** do the following:

- Notify the head coach of the desire to drop the sport. This must be done before a new sport can be started.
- After notifying the proper coach, he/she can start the other sport only after the season is over for the sport he/she is quitting.
- An athlete may not change athletic periods without approval from his/her campus athletic coordinator.

Alcohol &/or Drug Abuse

Students who violate the Humble ISD alcohol and/or drug policy for the first time will be placed in the Discipline Program. During this time, students may not participate in extracurricular/co-curricular activities until the discipline assignment has been completed.

Alcohol Abuse

Students completing their discipline assignment and a minimum of 30 school days removal from the extracurricular/co-curricular activity may return to their activity group. Students holding leadership positions may be removed from that position. Removal from leadership positions will be determined by a principal and sponsor/coach. Disciplinary actions identified in extracurricular/co-curricular handbooks, charters and constitutions may be applied beyond the actions prescribed by the Student Code of Conduct.

Members of activity groups who commit a second alcohol offense will be ineligible to participate in extracurricular/co-curricular activities for a period of one calendar year. Students being removed will be denied any and all privileges of the activity, as well as any honors that may have been earned.

Members of activity groups involved in an alleged non-school related alcohol incident/behavior, which can be validated, will be suspended from extracurricular/co-curricular participation for a minimum of thirty (30) calendar days and not to exceed sixty (60) calendar days for the first offense.

On the first offense, the suspension time may be reduced by 50 percent upon completion of an approved alcohol awareness course and 10 community service hours per 30 days of original suspension.

A second offense will result in a one year suspension.

A third offense will result in permanent suspension.

Drug Abuse

Students who violate the Humble ISD drug policy for the first time will be placed in the Discipline Program. During this time, students may not participate in extracurricular/co-curricular activities until the discipline assignment has been completed.

Students who are being removed due to a drug violation will also be denied any privilege or honors they may have earned while a member of an activity group. Disciplinary actions identified in extracurricular handbooks, charters and constitutions may be applied beyond the actions prescribed by the Student Code of Conduct.

Members of activity group who commit a second drug offense will be ineligible to participate in extracurricular/co-curricular activities for a period of one calendar year. Students being removed will be denied any and all privileges of the activity, as well as any honors they may have earned.

Members of activity groups involved in an alleged non-school related drug incident/behavior, which can be validated, will be removed from extracurricular/co-curricular participation for a period of 90 to 180 calendar days.

On the first offense, the suspension time may be reduced by 50 percent upon completion of approved drug awareness course and 20 community service hours per 30 days of original suspension.

A second offense will result in a one year suspension.

A third offense will result in permanent suspension.

Disclaimer: Students will not be punished academically for disciplinary behavior.

Disruptions/Distractions/Inappropriate Behavior

Behaviors which occur on campus or at a school-related function will be disciplined in accordance with the Student Code of Conduct. Students holding leadership positions may be removed from that position. Removal from leadership positions will be determined by a principal and sponsor/coach. Disciplinary actions identified in extracurricular/co-curricular handbooks, charters and constitutions may be applied beyond the actions prescribed by the Student Code of Conduct.

If the discipline results in a suspension, in-school suspension or off-campus assignment to a DAEP, the student may not participate in the extracurricular/co-curricular activity until the discipline assignment has been completed.

Non-school Related Incidents/Behaviors, Validation of

Only the following types of validated non-school related information will be considered by the Review Committee:

- Student coming forward and admitting his/her use of alcohol or drugs.
- Student receiving a ticket/citation (such as a MIP or DWI/DUI) that is properly presented by a law enforcement agency.
- Photographic evidence of a student in possession of a drug or alcoholic beverage/container.

Non-school Related Incidents/Behaviors, Limitations Regarding Determination of

Information submitted anonymously will not be considered by the Review Committee.

Any and all student information presented to and/or considered by the Review Committee is protected by FERPA.

Only incidents/behaviors occurring in or associated with the current school year will be considered by the Review Committee.

The student code of conduct for extracurricular and co-curricular activities applies to all clubs, organizations, and athletic groups. The policy also applies to all persons holding the position of a class officer. For further information concerning the Humble ISD Alcohol and Drug Policy, see the Student Code of Conduct, Conduct Violations. The Student Code of Conduct supersedes all extracurricular and co-curricular activities' written policies, charters, and constitutions

Review Committee

All alleged non-school alcohol and drug-related incidents/behaviors that can be validated will be considered by the Review Committee. The Review Committee will consist of the building principal, sponsor/coach, campus coordinator and district-level director/administrator. The student and/or parent will be provided an opportunity to address the Review Committee regarding the alleged incident/behavior. The length of any student suspension or removal from extracurricular activities will be determined by the Review Committee. A decision by the review committee may be appealed to the Deputy Superintendent.

Secret Societies

Students will not become members of any organization composed of students of public schools which seeks to perpetuate itself by taking in additional members on the basis of the decision of its membership, rather than upon the free choice of any student in the school who qualified under the rules of the school to fill the special aims of the organization.

Sunday Activities

There will be no Sunday activities that include students. Examples are practices, banquets, parties, meetings or contests. When traveling, arrival and departure are not considered Sunday activities.

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 health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- 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 fee not to exceed \$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 requirement. 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
6 – 11.5	Grade 10 (Sophomore)
12 – 17.5	Grade 11 (Junior)
18+	Grade 12 (Senior)

Grading Guidelines

All 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.]

Elementary Guidelines

The Humble ISD affirms its stand on academic emphasis in the grading practices. The actual grade reflecting the student's relative mastery of an assignment will be recorded and averaged to determine the nine weeks grade.

Students in pre-kindergarten, kindergarten, first and second grades will be evaluated using a developmental continuum. The following grading scale is used in grades 3-5 to assess reading/language arts, mathematics, science and social studies:

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 0 – 69 Failing

The comprehensive performance of students in grades 3-5 will be assessed for physical education, music, penmanship, art, PE conduct, music conduct, and classroom conduct using the following scale:

- E (excellent)
- S (satisfactory)
- N (needs improvement)
- U (unsatisfactory)

Work habits influence academic performance, and thereby influence mastery of the essential elements of the curriculum. The assessment of these learner characteristics is based on teacher observation of established expectations. Social behavior is related to the conduct grade recorded. Conduct grades are based on the student's compliance with the Humble ISD Discipline Plan and the rules of the campus and classrooms. Participation plays an important part in computing E, S, N, and U grades.

- Late Work

Assignments and tests must be completed and turned in on the assigned date in order to receive full credit. In an effort for the student's work to reflect mastery of the content presented in the assignment, no more than 10 total points will be deducted for late work.

- Re-teaching/Reassessment

The intent of Humble ISD's re-teaching/reassessment policy is to ensure that students have an opportunity to master the district's curricular objectives. Re-teaching in the district may be integrated into lessons during guided practice and may be a part of the explanation phase when checking for understanding is done. Within a campus-wide process each teacher will determine when re-teaching should be scheduled. For critical skills, it will be done immediately; for recurring skills, it may be deferred.

- **Reassessing Individuals**

After re-teaching, the teacher may use a variety of reassessment techniques to determine mastery. These techniques may include oral questioning, observation, retesting, demonstration, an additional assignment, or an alternative for the assignment. This applies to all forms of assessment. If a teacher chooses to retest an individual to determine mastery, an average of the two grades or the higher of the two grades shall be used in calculating the grade-cycle average.

- **Reassessing Groups**

An entire class or group will be retaught and reassessed when the teacher determines that half (50%) or more of the class have failed to perform at mastery level (70%). The higher of the two grades shall be recorded for each class member.

- **Tutorials**

The purpose of tutorials is to provide additional direct instruction and other assistance for students who are experiencing difficulty in the regular classroom.

Secondary Guidelines

- **Grading Scale:**

- 90 – 100 A
- 80 – 89 B
- 70 – 79 C
- 0 – 69 Failing

- **Determining Grades**

Grades are based on combinations of the following:

- Tests administered during the grading period
- Notebooks, reports and other class projects
- Classroom participation, daily work, and homework
- Quality of work
- Promptness in fulfilling assignments

No test or assignment will count more than one-fourth (25%) of the nine-week average.

- **Academic Dishonesty**

Cheating on an assignment or test may result in a zero being recorded for that assignment or test. In addition, cheating is considered a conduct violation and is subject to additional disciplinary measures as discussed in the Student Code of Conduct.

- Final Exams

In high school, final exams will count for 20% of the semester average in all courses except 2nd semester of End-of-Course (EOC) assessed courses. Students in middle school taking high school credit courses that are not EOC-assessed courses will have their finals count as 20% of the semester grade. In courses where no final exams are required or where the student has the opportunity to exempt the final exam, the grades for the nine-week grading periods will be averaged equally. The actual score on the comprehensive final will be recorded to help determine the semester average.

Final exams will not be given early.

- Exemption Plan for Final Exams – High School

- A student must have a grade average of 80 or above in the course for which he/she is seeking a final exam exemption.
- An exemption from a final exam is not granted if during the semester the student is sent to Saturday class more than once, serves any time at the alternative school, or receives any suspension or expulsion.
- Any student meeting these criteria may earn exemptions from no more than two final exams in a semester. Students may not be exempt from a final in the same course for consecutive semesters in the same school year.
- Students who register after the fifth day of a semester are not eligible for final exam exemptions. Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.
- Second semester graduating seniors are eligible for exemption from all final exams if all eligibility criteria are satisfied.
- Any student who qualifies for an exemption has the option to take the final exam. The grade received on the exam, however, will be computed in the final semester average. The final exam is weighted at 20% of the semester grade. The numerical average for the 2 nine-week periods will be the semester grade if the student is exempt and does not take a final.
- A student enrolled in dual-credit courses with Lone Star College may not exempt those classes based on the above-mentioned guidelines.
- Note exception to EOC-assessed courses.
- For courses with an End of Course exam, students will take the semester exam for semester A, but will not take a semester exam for semester B. The five courses with End of Course Exams are Algebra I, English I, English 2, Biology, and US History.
- Students enrolled in AP courses who take the AP exam and meet all other exemption requirements may be exempt for the final exam for that AP course in addition to standard exemptions.

- Late Work

Assignments and tests must be completed and turned in on the assigned date in order to receive full credit unless the student has been absent (See **Makeup Work** for more information). In an effort for the student's work to reflect mastery of the content presented in the assignment, no more than 20 points per day will be deducted for late work.

- Re-teaching/Reassessment

The intent of Humble ISD's re-teaching/reassessment policy is to ensure that students have an opportunity to master the district's curricular objectives. Re-teaching in the district may be integrated into lessons during guided practice and may be a part of the explanation phase when checking for understanding is done. The teacher will determine when re-teaching should be scheduled. For critical skills, it will be done immediately; for recurring skills, it may be deferred.

After re-teaching, the teacher may use a variety of re-assessment techniques to determine mastery. These techniques may include oral questioning, observation, retesting, demonstration, an additional assignment. This applies to all forms of assessment.

- Reassessing Individuals

Individual campuses have developed re-assessment practices that are supportive of academic achievement. Please visit your student's campus website for additional information regarding individual re-assessment practices.

- Reassessing Groups

An entire class or group will be re-taught and reassessed when the teacher determines that half (50%) or more of the class have failed to perform at mastery level (70%). The higher of the two grades shall be recorded for each class member.

This does not apply to final exams.

- Suspension

Students will be permitted to make up assignments missed due to suspension and will receive the grade earned on the makeup work if the work is completed within a reasonable time period as determined by the campus administrator. A zero will be recorded if the student fails to satisfactorily complete the work missed.

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:

- Complete the required number of credits established by the state and any additional credits required by 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 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 (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. 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.

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

Foundation Graduation Program

Every Texas public school student 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, as described .

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent may request that the student graduate without an endorsement. The district will advise the student and the student’s parent of the specific benefits of graduating with an endorsement. The student and the student’s parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student 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, 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	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language 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 two required credits by successfully completing a dual language immersion program in elementary school in accordance with Texas Administrative Code Chapter 89. 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. Questions please contact the Multi-Lingual Department 281-641-8325.

Available Endorsements

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

- Science, technology, engineering, and mathematics;
- Business and industry;
- Public services;
- Arts and humanities; or
- Multidisciplinary studies.

FAFSA or TASFA

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). Students will be assisted by the campus counselor.

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 FAFSA or TASFA, the student must submit:

- 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); or
- 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 entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

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

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 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 individualized education program (IEP) and in accordance with state rules.

To earn an endorsement under the foundation program, a student must perform satisfactorily on the end of course (EOC) assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

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

[See policy FMH(LEGAL).]

Graduation Activities

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

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**.]

The district creates a limited public forum consisting of an opportunity for a student to speak at graduation ceremonies. The district sets a maximum time limit and the forum shall be limited in the manner provided by Board Policy FNA(LOCAL). Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council president, class president, and the top two academically ranked graduates. The opportunity to speak at graduation is contingent upon the speaker not being suspended, nor currently assigned to a long term disciplinary facility, nor currently involved in a

short-term or long term disciplinary placement during the last ten instructional days of the school year.

The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech, speech that promotes illegal drug use, or speech that is meant to advocate imminent lawless action and is likely to incite or produce such action. The district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states, "The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school district or the Board, or the district's administration, or employees of the district, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the district refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

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 and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

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

Harassment

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

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** and policies FFI and FNCC.]

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. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

A parent should contact the school nurse if a student has been diagnosed with COVID-19.

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

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

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

Bacterial Meningitis (All Grade Levels)

See the district's website at www.humbleisd.net for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

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

Communicable Disease

Exclusion From School

Humble ISD shall exclude from attendance any child having or suspected of having a communicable condition. Exclusion shall continue until the readmission criteria for the conditions are met. Humble ISD shall follow the Texas Department of State Health Services Recommendations for Prevention and Control of Communicable Diseases in a Group Care Setting, as listed below:

- Amebiasis – exclude until treatment is initiated;
- Campylobacteriosis – exclude until after diarrhea and fever subside;
- Chicken Pox/Shingles – exclude until the lesions become dry or if lesions are not vesicular and 24 hours have passed with no new lesions occurring.
- Common Cold – exclude until fever subsides;
- Conjunctivitis (bacterial) – exclude until written permission and/or permit is issued by a physician or local health authority;
- Conjunctivitis (viral) – check with nurse;
- Coronavirus/ COVID-19
- Cryptosporidiosis – exclude until diarrhea subsides;
- Coxsackie Virus Disease (Hand, Foot & Mouth) – not excluded unless fever.
- Cytomegalovirus (CMV) – not excluded;

- Diarrheal Illnesses – excluded from school until they are diarrhea free for 24 hours without the use of diarrhea suppressing medication. Diarrhea is defined as watery stools which occur in frequency that is abnormal for that person.
- A temperature of 100 °Fahrenheit, (37.8 ° Celsius) or higher – measured when no fever suppressing medication has been administered within the past 24 hours.
- Fifth disease – exclude until fever subsides;
- Gastroenteritis (viral) – exclude until diarrhea subsides;
- Giardiasis – exclude until diarrhea subsides;
- Hepatitis (viral,) type A – exclude until 1 week after onset of illness;
- Hepatitis B – not excluded;
- Herpes Simplex (cold sores) – not excluded;
- Impetigo – exclude until treatment has begun;
- Influenza – exclude until fever subsides;
- Measles, mumps, and rubella – exclude until 4 days after rash onset or, in the case of an outbreak, unimmunized children should also be excluded for at least 2 weeks after last rash onset occurs;
- Meningitis (bacterial) – exclude until written permission and/or permit is issued by a physician or local health authority;
- Meningitis (viral) – exclude until fever subsides and/or permit is issued by a physician or local health authority;
- Mononucleosis – exclude until physician decides or fever subsides;
- Mumps – exclude until 5 days after the onset of swelling;
- Pertussis (whooping cough) – exclude until completion of 5 days of antibiotic therapy;
- Pinworms – not excluded;
- Ringworm – not excluded, must be covered;
- Ringworm of the scalp – excluded until treatment has begun, then area must be covered;
- Rubella (German measles) – exclude until 7 days after rash onset, or in the case of an outbreak, unimmunized children should be excluded for at least 3 weeks after last rash onset occurs;
- Salmonellosis – exclude until diarrhea and fever subsides;
- Scabies – exclude until treatment has begun;
- Shigellosis – exclude until diarrhea and fever subside;
- Streptococcal sore throat and scarlet fever – exclude until 24 hours after antibiotic is started and fever has subsided;

- Tuberculosis (pulmonary) – exclude until antibiotic treatment has begun and a physician's certificate or health permit is obtained.

Students excluded for communicable diseases not listed (with the exception of lice) may be readmitted by submitting a certificate from the attending physician attesting that: the child does not currently have signs or symptoms of a communicable disease; or the disease is non-communicable in a school setting; or the child has a permit for readmission issued by a local health authority.

Parents will be notified and students will be sent home if the student has a temperature of 100° or above. Student must be free of fever, without the aid of fever reducing medication, before returning to school. Parents of students with a contagious disease or infection are asked to telephone the school nurse or principal. Students are not allowed to attend school while contagious.

Parental Notification of Communicable Disease

The school nurse will notify the entire campus population, faculty and parents, if there is an occurrence of a reportable communicable disease and has been advised to do so by the Texas Department of State Health Services and/or the Humble ISD administration.

Food Allergies (All Grade Levels)

Parents are required to report if their child has a food allergy by completing the food allergy form during enrollment.

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 breathing, eating, or touching 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" found on the DSHS website at [Allergies and Anaphylaxis](#).

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

[See policy FFAF and **Celebrations**.]

Life Threatening Food Allergies

Campuses cannot be designated as "peanut free". A cooperative effort between students and their parents, as well as school staff, will be necessary to minimize risks.

Staff and students will be provided information regarding allergies, to include:

- Recognizing signs and symptoms of allergy
- Steps to be taken to mitigate the reaction
- Training in the management of emergency treatment

No foods may be banned for other students. When it is determined that there is a child with a life threatening food allergy in the classroom, a letter requesting parents to be considerate of a child with food allergies will be provided to parents and will appear on the campus website.

Lice (All Grade Levels)

Head lice, is very common among children. Although not an illness or a disease, it spreads very easily through head-to-head contact during play, sports, or 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, with the exception of live bugs. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent lice from returning.

Notice will also be provided to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#). For information related to Bed Bugs, contact the campus nurse and refer to the Humble ISD Health Services Guidelines.

[See policy FFAA.]

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:

- The district or campus, full-time or part-time, nurse.
- The district or campus, full-time or part-time, school counselor.
- The local public health authority, Harris County Public Health, which may be contacted at <https://publichealth.harriscountytexas.gov>.
- The local mental health authority, The Harris Center for Mental Health and IDD, which may be contacted at www.theharriscenter.org.

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 topics below can be found in the district's policy manual, available at www.humbleisd.net.

- 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: FFBB
- Trauma-informed Care – FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the district Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

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

Please contact Director of Health Services at 281-641-8422 for further information regarding these procedures and access to the District Improvement Plan.

Illness & Injury

Students who are ill, injured, or suspected of being under the influence at school must be seen by the nurse. Teachers may choose to handle minor injuries in the classroom. The nurse or principal will notify the parent. Students are not permitted to call their parents for release. Child Protective Services will be notified and an ambulance called if the parent does not respond in a reasonable time.

It will be the nurse's decision to return the student to class or to exclude the student from school. School exclusions include, but are not limited to:

- A temperature of 100° or higher and any of those exclusions previously listed in the **Communicable Disease Exclusion from School** section of this handbook.

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–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.

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding 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 4 meetings. Additional information regarding the district's SHAC is available from the www.humbleisd.net.

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

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 to the student. For more information, contact the school nurse.

For more information, see **A Student with Physical or Mental Impairments Protected under Section 504.**

Student Wellness Policy/Wellness Plan (All Grade Levels)

Humble 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. You are encouraged to contact the campus principal 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 campus principal 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 www.humbleisd.net. [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.]

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 the district's Environmental Compliance Manager, at (281) 641-8700.

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, 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 U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator at (281) 641-8700.

Home Access Center

The Home Access Center provides family access to student grades and attendance information. Refer to your campus website for more information.

Illness

[See **Illness** under **Health-Physical and Mental**.]

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. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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; Polio; Measles, mumps, and rubella; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by 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.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

[For further information, see policy FFAB(LEGAL) and the DSHS website at [Texas School & Child-Care Facility Immunization Requirements](#).]

Early College High School and Students Taking Classes on College Campuses

All students attending classes at Quest Early College, or any other college campus, including community colleges, must have a Meningococcal immunization within the past 5 years. The immunization must be administered more than 10 days prior to attendance.

Immunization Clinics

All immunizations may be obtained from a private physician or from a county or city health clinic.

Harris County Department of Health, Humble, 1730 Humble Place, Humble, TX 77338
(281) 446-4222

Immunizations Received Outside the United States

Records of vaccinations received outside the U.S. must be adequately documented and comparable to the schedule and dosage recommended by the State of Texas. Foreign immunization records must be legible and officially certified. The district reserves the right to question all documents and request verification of any or all records by the private physician.

Improvement Planning

The district and campus improvement plans guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards. Each campus formulates a Campus Improvement Plan (CIP) annually. Goals, objectives, and strategies for improvement are formulated with input from teachers, parents, principals, and others who have responsibility for their implementation. These goals, objectives and strategies will be shared with parents at orientations at the beginning of each school year and can be accessed online through the district's home page, or your child's campus website, www.humbleisd.net.

[BQB(LOCAL); BQ(LOCAL); BQA(LEGAL); AIB(LEGAL); FFB(LEGAL); TAC 97.1061; TEC 11.251; TEC 11.252; TEC 11.253; TEC 39.053; TEC39.105.]

Interrogation by School Officials

Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students may not refuse to answer questions based on a right not to incriminate themselves.

Administrators, teachers and other professional personnel may also question a student about their knowledge of a situation in any type of campus investigation that is not specifically about student conduct.

[For further information, see policy FNF(LOCAL)]

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 (TDFS), 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 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)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a 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.

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

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

All Humble ISD campuses are closed and 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 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

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. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade.**]

A student involved in an extracurricular activity must notify 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.

Students should expect to do more paperwork than those who were in attendance because it is necessary to make up for the classroom experiences missed. The following is offered as a minimum guideline for completing make-up work:

1 day absence – makeup work is due 1 day following return to school

2 day absence – makeup work is due 2 days after return to school

3 day absence – makeup work is due 3 days after return to school

4 day absence – makeup work is due 4 days after return to school

5 day absence – makeup work is due 5 days after return to school

After a student has been absent for three (3) days, the parent/guardian may request make-up work through the appropriate office designated by the campus.

Students absent more than five (5) days must make arrangements with their teachers for making up the work missed within one week (5 school days) after their return to school.

Late work guidelines also apply to makeup work.

If students are absent on a predetermined due date, the material is due the day the student returns to school.

When in-school suspension or discipline program assignments have been given a predetermined date, no extra days are given for makeup work.

DAEP Makeup Work

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 their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. In accordance with policy FFAC, authorized employees may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.

- 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.

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

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

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

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

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

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

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).]

Medicine Guidelines

- All medication must be delivered to, and picked up from, the clinic by a parent or authorized adult.
- A parent signature is required for any and all medications to be given at school.

- A physician's signature is required:
 - for all prescription medications given for more than ten (10) consecutive school days, and
 - for all PRN (as needed) medications, given more than four (4) times per month, and
 - for all PRN (as needed) prescription medications.
- All medications must be unexpired and age appropriate.
- Labels must include patient name, medication name, directions for use and date.
- Parental permission to give "missed doses at home" must be in writing but fax and email will be accepted.
- Changes to prescription medication administration, such as dosage and/or time to administer, require a physician's written order.
- Changes to non-prescription medication administration, such as dosage and/or time to administer, must be provided by the parent and in writing.
- Discontinuance of medication must be writing from the parent and/or physician.
- Medication orders are valid for the current school year/summer school session only.
- First dose of a medication will not be administered at school.

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 professions 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 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.

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the 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: Terry Perkins, Deputy Superintendent & Title IX Coordinator, 10203 Birchridge Drive, Humble, TX 77338, 281-641-8000, tperkin@humbleisd.net. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or

an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Rick Meyer, 504 Coordinator, 10203 Birchridge Drive, Humble, TX 77338, 281-641-8316.
- For all other concerns regarding discrimination, see the General Counsel's Office: 10203 Birchridge Drive, Humble, TX 77338, 281-641-8000, legaldepartment@humbleisd.net.

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

[See **Notice of Nondiscrimination and Prohibition of Harassment**.]

[See policies FB, FFH, and GKD.]

Parent and Family Engagement (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 and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all 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 **Educational & Career 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.
- 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 the campus principal.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Tuesday of each month at 7pm at The Board, Business and Technology Center (BBTC), 20200 Eastway Village Drive, Humble, TX 77338. [See policies at BE and BED for more information.]

Physical Health Screenings/ Examinations

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 UIL's explanation of [sudden cardiac arrest](#).

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 school nurse.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings (All Grade Levels)

Texas Health Services requires the following health screenings for students:

- Vision & Hearing – Grades P-K, K, 1, 3, 5, 7, and new students entering the district.
- Scoliosis –
 - Female students will screen in Grades 5 and 7 only.
 - Male students will screen in Grade 8 only.
- Diabetes Risk Assessment: Grades 1, 3, 5, & 7.

The following health screenings are recommended by Texas Department of State Health Services (TDSHS):

- Tympanograms: All students in grades Pre-K – 5th grade who fail their initial Puretone test.
- Height, Weight & BMI – Grades Pre-K through 8th grade.

Parents, students and staff may request a screening at any time. Students who fail the screening will receive a referral notice for further evaluation.

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

[See policy FFAA.]

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [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 pray individually, voluntarily, and silently or to 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.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7 – 12. The instruction can be provided as part of any course and is not required to result in CPR 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](#) and [Stop the Bleed Texas](#).

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.

Elementary Grade Levels

Kindergarten – Second Grade

A student in kindergarten through second grade whose literacy level and/or math level is sufficient for success in that grade is promoted to the next grade. A student whose literacy and/or math level is not sufficient for success in the next grade should have his or her progress reviewed by the campus Grade Placement Committee (GPC) with the decision for placement or retention based on developmental readiness and academic skills.

Third, Fourth, & Fifth Grade

A student is promoted when:

- The final grade for reading/language arts is 70 or above. (Formula – 60% reading, plus 40% language arts = Average Reading/Language Arts Grade), AND
- The final grade for mathematics is 70 or above, AND
- Final grade average for reading/language arts, mathematics, science and social studies is 70 or above.

A student who does not meet the above promotion criteria will be referred to the GPC.

Middle School Grade Levels

In sixth, seventh, and eighth grades, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100, based on course level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science and social studies.

A student who does not meet the above promotion criteria will be referred to the GPC.

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. [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.]

Limited English Proficiency Students

The decision to promote, retain, or place LEP students will be the responsibility of the GPC after consulting with a member of the LPAC Committee.

Special Education Students

The decision to promote, retain or place students receiving special education services will be the responsibility of the ARD Committee.

Appeals to Grade Placement

The parents of retained placed students can request information from the school counselor regarding the appeals process.

Release of Students from School

[See **Leaving Campus**.]

Remote Instruction

The district may offer remote instruction. 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)

Teachers follow grading guidelines that have been approved by the District Committee of Administrators 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 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

[See **Working Together** for how to schedule a conference.]

Elementary Levels

To receive grades, an elementary student must be enrolled one-half of a reporting period, plus one day, so the teacher will have time to fairly evaluate the student.

Progress reports will be sent to parents of students whose grade average is at or near failing or if a grade has declined the equivalent of two letter grades. These reports are sent the middle of each nine-week grading period, or as needed.

Secondary Levels (Middle & High)

Secondary report cards, with each student's grades or performance and absences in each class or subject, are issued to parents for each nine-week period.

Progress reports will be distributed following the end of the third week and sixth week of each grading period that coincides with the UIL eligibility calendar for all students in each subject.

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.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns through the district's mobile iHelp application.
- 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

Although every attempt is made to ensure a safe learning environment for our students, accidents do occur. Parents and guardians should be aware that in the event your child is injured at school, the district does not carry insurance and will not cover the medical expenses for a possible accident, whether at school or at home. At the time your child enrolls, 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. This will be especially important to you if your child is not adequately covered by full health insurance. Even if insurance exists, you may wish to purchase accident insurance to cover deductibles for your current coverage. As you review the brochure, you will note that both at-school and 24 hour protection are offered; benefits under the plan are on a scheduled basis and will not necessarily cover 100% of expenses. Claim forms for the optional student insurance are available at the campus. Questions regarding student insurance can be answered by the Insurance and Benefits Department, (281) 641-8050.

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

Occasionally, 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.

Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications

or drugs. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). The district may consent to medical treatment, which includes 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 to avoid a life-threatening situation.

Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways:

- Posting on the campus website
- Email and/or text messages to parents of students attending the campus

[See **Communications-Automated, Emergency** for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle and High School Grade Levels)

Students will explore career pathways and will plan their 4 years of high school using the Naviance website, www.naviance.com, or a similarly applicable program. These plans will be reviewed by the student and counselor at least annually to ensure that the student is on track for graduation and to make any needed adjustments. Verification sheets containing the next year's course selections are distributed to students and their families for review prior to the end

of the current school year. Course selection must be carefully considered, as only course level changes will be made after the school year begins. [Refer to Humble ISD's Course Guide for further information.]

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 of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (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.

See www.humbleisd.net to apply for free or reduced price meal services.

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 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.

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.

Building/Facility Use

In order for any school group to use the school building or its facilities, permission must be obtained from the campus principal. No group will be permitted to use any part of the building without a teacher or custodian assigned to the building. Use of school facilities is governed by board policy.

Any group or organization outside of the school that desires to use any school facility will need to make arrangements through the Central Maintenance Office at (281) 641-8700. Fees may be assigned for this use.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

Parking and Parking Permits (Secondary Grade Levels Only)

All high school students who wish to park on campus must register their vehicle with the school and follow all parking regulations. Parking on individual campuses may be limited and all parking requires a permit. A student must present a valid driver's license and proof of insurance to be eligible for a parking permit. Please consult your individual campus prior to enrollment if you have any questions concerning parking.

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 violations of these rules.

Humble ISD is not responsible for damages incurred while cars are parked on district property. Damage to vehicles should be reported to the campus police officer as promptly as possible. Additional information regarding student parking may be found on your student's high school campus website.

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 that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy 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 occasionally 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.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is a 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.

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 search for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, 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 has been committed.

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

Drug Testing (Secondary Grade Levels Only)

The district may provide students with learning opportunities in facilities not owned or operated by the district (i.e., hospitals, hotels, and the like). As required by the operating procedures of the outside facility, a student who participates in these voluntary learning activities may be required to submit to drug testing as a condition of participation.

The district shall test students who seek to participate in the programs described above only if the student and parent (if the student is under the age of 18, agree, in writing, to submit to the test.

[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 learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

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

Standardized Testing

Secondary Grade Levels

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: 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 first-year 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.

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

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.

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 STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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.

Standardized Testing for a Student in Special Programs

Certain students - some with disabilities and some classified as English learners - may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Middle High School Students

For a middle 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 middle 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, and
- Outline an intensive instruction program for the student.

[See the campus 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 Courses—End-of-Course (EOC) Assessments

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

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

Satisfactory performance on the applicable assessments 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 ARD committee.

An admission, review, and dismissal (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 (PGP).

[See **Graduation** for additional information.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

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.

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist 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) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the district's foster care liaison, at (281) 641-8408 with any questions.

[See **Students in the Conservatorship of the State** for more information.]

Students Who Are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison at (281)641-8408.

Student Speakers (All Grade Levels)

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

Summer School (All Grade Levels)

Humble ISD offers summer school programming. Information regarding program enrollment and course offerings may be found in the counselor's office on each campus.

Tardies (All Grade Levels)

Each school has its own tardy practice that will be explained at the beginning of the school year. For additional information, please visit your student's campus website. Repeated instances of tardiness may result in disciplinary action in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resource used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each class. Students must treat instructional materials with care, as directed by 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.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or 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.

Instructional materials issued by the district, including textbooks, electronic textbooks and technology equipment, are the property of Humble ISD. Instructional materials are the responsibility of the student to whom they are checked out.

A student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school.

A student who loses any issued instructional materials, regardless of its condition, will be expected to pay the full replacement price.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another. The superintendent or designee is authorized to investigate and approve transfers between schools. [See **Safety Transfers/Assignments, Bullying, and Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Transfer Students within District, Intra-District Transfers and Schools of Choice Program Application

Parents who want their children to attend a school in Humble ISD other than their home campus may request permission by completing the applicable Transfer Application. Regulations and deadlines for filing an application will be identified each spring on the district's website www.humbleisd.net.

The transfer student must follow all rules and regulations of the district, including those for student conduct and attendance. Violations of the district's rules and regulations may result in revocation of the transfer agreement. It is the responsibility of the parent or guardian to notify the campus of any address change. Any falsification of information is a Class A Misdemeanor and can lead to legal action.

Transfer Related to Victims of Sexual Assaults or Violent Crimes

The parents or guardian with the authority to act on behalf of the victim of a sexual assault, or other violent crime, may request transfer within the district. Campus administration will notify the parent or guardian of the victim of their right to transfer no more than 14 days after the occurrence of the crime. The guidelines related to requesting such a transfer may be found in Board Policy FDE(LOCAL). This policy applies to victims of the following crimes:

- Attempted murder under Texas Penal Code Sections 19.02, 19.03, and 15.01 (reported under PEIMS 425 Action Reason Code 17).
- Indecency with a child under Texas Penal Code Section 21.11 (reported under PEIMS 425 Action Reason Code 18).
- Aggravated kidnapping under Texas Penal Code Section 20.04 (reported under PEIMS 425 Action Reason Code 19).
- Assault of student under Texas Penal Code Section 22.01 (a) (1) (reported under PEIMS 425 Action Reason Code 28).

Transportation (All Grade Levels)

District supervision is not provided to students after they exit the bus at any grade level.

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. [See **School-sponsored Field Trips** for more information.]

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.

Students may be picked up and dropped off only at designated bus stops at specific times. If students miss the bus, transportation must be provided by the parents.

A parent may also designate a state-licenses 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 (281) 641-8721.

In an emergency situation, changes in a student's bus riding schedule for a day, such as riding another bus or getting off at a different stop, must be approved by calling the Transportation Department at (281) 641-8721. The driver will be notified by the Transportation Department of the change in the student's schedule. Permanent changes must be submitted to the Director of Transportation in writing (P.O. Box 2000, Humble, TX 77347) or e-mail at transportation@humbleisd.net for approval. A note to the bus driver or campus is not sufficient and will not be accepted.

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 or e-cigarettes in 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.

Discipline Program Transportation

Transportation is provided for students placed in the Discipline Program. Note: Parents will need to provide transportation to the Discipline Program for students who have lost bus privileges or did not arrive at the school in time to meet the bus. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Early Release Days

On early release days, Pre-Kindergarten students will ride to and from school on the regular assigned bus. Pre-Kindergarten students will be picked up and dropped at their regular bus stop, and an adult whose name appears on the approved pick up list must meet them at the bus stop. Bus information can be obtained from the District's Transportation Department webpage at www.humbleisd.net.

Pre-Kindergarten Bus Regulations

Pre-Kindergarten students who are dismissed at 1:50 pm must have an adult whose name appears on the approved pick up list meet them at the bus stop or the child will be returned to the home campus. Campus personnel will notify parents to pick them up. The third time a child is returned to the campus will result in discontinuation of bus-riding privileges for one week. If that child regains bus-riding privileges and is returned to the campus a fourth time, his/her bus-riding privileges may be revoked for the remainder of the school year. Parents will be notified by campus if bus-riding privileges are suspended or revoked.

Vandalism (All Grade Levels)

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.

Recordings will be treated as protected student records under the Family Educational Rights and Privacy Act (FERPA).

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 to you 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, contact the principal, who the district has designated to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

Visitors to the School (All Grade Levels)

General Visitors

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

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior 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.**]

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

District high schools may invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

[See **Appendix II** for more information.]

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.

Volunteers (All Grade Levels)

We appreciate the efforts of 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. Volunteers who will have regular contact with students may be required to undergo a criminal background check. Volunteers will also be required to comply with applicable policies, procedures, guidelines while volunteering with the district.

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

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions exams. The test may be a requirement 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.

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 stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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 U.S. 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 districtwide 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.

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. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests if necessary for 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 language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

Appendix I: Freedom from Bullying Policy

The district's annual Parent/Student Handbook and the Student Code of Conduct, including this page, are documents available to parents upon enrollment and to the general public on the district website at www.humbleisd.net.

This information is provided for the convenience of parents, students and visitors to our campuses and facilities but it should be noted that school board policies may be revised at any time. For legal context and the most current version of any policy, please visit www.humbleisd.net.

POLICY FFI

For provisions regarding discrimination and harassment involving district students, see [Policy FFH](#). [Note that policy FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see policy FFG.]

DEFINITIONS

Bullying:

1. Means 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 satisfies the applicability requirements below and that:
 - a. 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;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying:

Means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

APPLICABILITY

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property.
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a) Interferes with a student's educational opportunities; or
 - b) Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

BULLYING PROHIBITED

The district prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Examples: Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

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, school counselor, principal, or other district employee. The Superintendent shall develop procedures allowing a student to anonymously

report an alleged incident of bullying, including the district's anonymous reporting application (iHelp) available for download by all students and families.

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.

NOTICE OF REPORT

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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, sex, gender, national origin, or disability. If so, the district shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

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. The district may notify law enforcement in certain circumstances.
- **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: Visitors to the Schools

The district's annual Parent/Student Handbook and the Student Code of Conduct, including this page, are documents available to parents upon enrollment and to the general public on the district website at www.humbleisd.net.

This information is provided for the convenience of parents, students and visitors to our campuses and facilities but it should be noted that school board policies may be revised at any time. For legal context and the most current version of any policy, please visit www.humbleisd.net.

POLICY GKC

Prominent notices shall be posted at each campus requiring all visitors to first report to the campus main office. This shall apply to parents, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the district, vendors, representatives of the news media, former students, and any other visitors. Visits to individual classrooms during instructional time shall be permitted only with the principal's and teacher's ap-proval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal classroom environment.

[See BBE(LOCAL) for visits to district facilities by Board members.]

Anyone needing to go beyond the waiting area must register at the office and receive a pass.

Passes must be worn by visitors at all times and returned to the office when the visitor signs out.

All school employees will assist in enforcing the requirement that visitors wear passes.

A person wishing to visit a classroom, whether during instructional time or for a parent/teacher conference, must make arrangements in advance with the principal and the teacher.

When office personnel deem it necessary for a visitor to meet immediately with a classroom teacher without being issued a pass, a member of the office staff will escort the visitor to and from the classroom.

When a visitor must meet with a student in an emergency, the principal or designee will call for the student or bring the student to the office.

ASSEMBLY PROGRAMS

Any visitor attending an assembly program must go directly to the assembly area, unless issued a pass to visit another area of the campus.

ACADEMIC OBSERVERS

University students or instructors, or other persons wishing to observe instruction for academic purposes, must make arrangements in advance with the principal and the teachers whose classrooms will be observed.

ELECTIONS

No visitor passes will be required for voters proceeding only to and from the polling stations; however, school personnel will monitor and assist the flow of voters.

EXTERNAL SPEAKERS

External speakers who are not currently employed by the district and who are addressing students are permitted only with a staff-member sponsor and prior written approval of the campus principal or administrative designee.

REGISTERED SEX OFFENDERS ON DISTRICT PREMISES

The Superintendent, working with campus administrators, shall develop and implement procedures regarding campus visitors who are identified as sex offenders. These procedures shall address:

1. Parental rights;
2. Escort by district personnel;
3. Access to common areas of the campus;
4. Access to classrooms;
5. Drop off and release of students;
6. Eligibility to serve as volunteers; and
7. Any other relevant issues.

REQUEST TO VISIT DISTRICT PROPERTY BY REGISTERED SEX OFFENDERS

The Texas Department of Public Safety maintains a Sex Offender Registry Search on its website at <http://www.dps.texas.gov>. School and district use of information regarding registered sex offenders will be limited to administrative purposes to implement this regulation.

Unless present for the purpose of voting or attending Board meetings, a registered sex offender, including a parent, wishing to visit school property must submit a written request to the Superintendent, or designee, for permission to visit district property and must not visit district property until and unless written permission is returned by the Superintendent, or designee. A request form is provided for your convenience at www.humbleisd.net under Humble ISD Board Policy GKC(EXHIBIT).

If permission is granted, the Superintendent or designee will provide to the appropriate campus administrator written notification that includes the reason and expected duration of the visit.

IDENTIFICATION AT REGISTRATION

When any visitor, including a parent, is identified as a registered sex offender during visitor registration, the office staff will:

1. Ask the visitor to remain in the office;
2. Notify a building administrator immediately; and
3. Ensure the visitor does not leave the office without being escorted by school personnel.

CONFIRMATION

When a building administrator is notified that an identified sex offender is on campus, he or she will:

4. Contact law enforcement, if necessary, to confirm that the visitor is a registered sex offender;
5. Determine whether the visitor has received written permission from the Superintendent to be on school property;
6. Determine whether the visitor is the parent of a child enrolled at the school; and
7. Determine, if possible, whether parental rights have been terminated.

PARENT AS REGISTERED SEX OFFENDER

Unless present for the purpose of voting or attending Board meetings, a registered sex offender who is a parent will only be given access to a school campus for the purpose of:

8. Transporting his or her child to or from school;
9. Picking up his or her child's assignments from the campus administrative office;
10. Attending scheduled meetings or conferences with school personnel to discuss matters related to his or her child; and
11. Attending ceremonies, competitions, or performances in which his or her child is participating.

A parent who is a registered sex offender will not be permitted on school property if:

12. The person's parental rights have been terminated; or
13. The person is prohibited by court order or conditions of probation from being present at school.

REGISTERED SEX OFFENDERS PERMITTED ON DISTRICT PROPERTY

When a registered sex offender has written permission to visit district property, he or she must:

14. Go directly to the campus administrative office for visitor registration;
15. Complete a form at registration indicating that he or she is aware of the rules and agrees to abide by them;
16. Be escorted and directly supervised by school personnel for the duration of the visit; and
17. Sign out at the campus administrative office upon departure.

School personnel will ensure that the registered sex offender leaves school property immediately after signing out.

Registered sex offenders not permitted on district property

If the campus administrator determines that a registered sex offender is on district property without written permission, he or she may:

18. Escort the person off school property; and/or
19. Notify law enforcement of the incident.

SCHOOL BOARD MEETINGS

A registered sex offender is permitted to attend any Board meeting if he or she goes directly to the meeting site posted on the Board agenda, remains at the meeting site, and leaves district property immediately after the meeting.

ELECTIONS

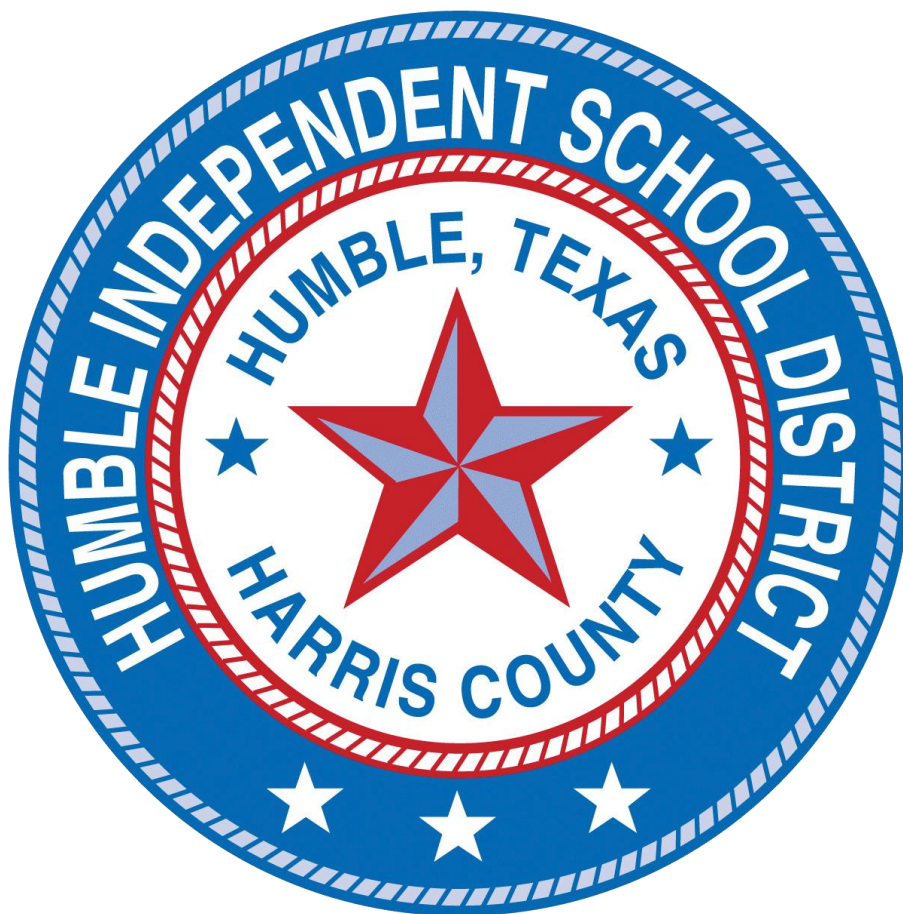
A qualified voter who is a registered sex offender is permitted to vote during voting hours at an official polling place on district property if he or she goes directly to the polling place and then leaves school property immediately after voting.

APPEAL

Any person seeking review of these procedures may pursue a grievance through FNG(LOCAL) or GF(LOCAL),

Humble ISD

Student Code of Conduct



2022-2023

If you have difficulty accessing the information contained in this document because of a disability, please contact the campus principal or the Legal Department at 281-641-8208.

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Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the campus principal.

Purpose

The Student Code of Conduct (“Code”) is the district’s response to the requirements of Chapter 37 of the Texas Education Code.

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

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

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

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

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

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

Objective and Philosophy

The objective of the Humble Independent School District is to provide students with a quality educational program which encourages the acquisition, exchange, and application of ideas that reflect the values of the community. This objective can be achieved in an environment which promotes cooperation and is free from disruptions which interfere with the educational process. The district recognizes the rights of students as protected under state and federal law, but it also expects students to behave in a responsible manner and to contribute in a positive way to the school community. Many workshops, programs and proactive plans exist throughout the district to assist students, parents and staffs in establishing safe schools that are conducive to learning. This preventive approach is one that is a shared responsibility of everyone.

Parents and schools share a common objective to guide students to the realization of their highest capabilities. To accomplish that goal, full cooperation between the home and the classroom is essential. Attitudes and habits formed in school usually carry over into the student’s adult life. The emphasis given to school and learning by parents and family is a major factor in determining what those attitudes and habits will be.

Students and their parents have a right to expect teachers and administrators to provide each student with the opportunity to achieve his or her educational goals. Students in turn have a responsibility to help maintain an atmosphere in the school that is conducive to learning.

The Humble Independent School District, working cooperatively with its parents and community, will endeavor to provide a safe, student-centered environment, an environment that will be responsive to the individual needs of each student and will promote a climate of openness and respect. We believe that it is in an environment where parents, community and school work together that the greatest learning will be fostered.

It is hoped that this section of the handbook will help both students and parents to better understand the school program, maximize student learning, and benefit from school experiences. To this end, each campus will provide, at the start of each school year, a review of the District's Student Code of Conduct.

The District is therefore committed to provide an essential balance between rights and responsibilities that will allow students to develop to their fullest potential.

Making school a priority helps develop a positive concept about learning. Parents and students should familiarize themselves with the policies and recommendations in this Student Code of Conduct. Please call your campus principal if clarifications are needed.

The Student Code of Conduct is revised annually. Individuals are encouraged to share their thoughts and recommendations by contacting district administration at 281-641-8005.

District Tenets

Expected behaviors are taught directly. Behavior is taught using the same instructional principles that guide academic instruction. Displays of problem behavior are considered opportunities to teach appropriate behavior.

Learning should be personalized for the student. The basis of personalization is embedded in creating a culture of strong, healthy, and positive relationships among students, teachers, and staff that invites and values student participation, preferences, and interests.

Administrators are key in providing visible leadership. School administrators are active participants in leading these efforts by demonstrating support and providing active guidance to their staffs.

Discipline is a tool. Discipline is an instrument to enhance a student's academic and social success. Staff members look beyond consequences and reactive strategies. This philosophy challenges educators to embrace discipline as a set of practices that is supportive for students and staff.

Effective discipline is proactive. Staff members actively create environments that support appropriate behavior in each setting. The actions and modeling of adults are critically important components.

Rights & Responsibilities of Parents. Parents, which for the purposes of this plan shall include single parents, legal guardians or persons having lawful control of the student, have the right/responsibility to:

- provide for the physical needs of their child;
- be knowledgeable of school policies and academic requirements of school programs;
- be afforded due process in all proceedings;
- cooperate with school administrators and teachers;
- encourage their child to pay attention and obey the rules;
- have their child attend school regularly and promptly report and explain absences and tardies to the school;
- notify school authorities of any learning problems or condition that may relate to their child's education;
- participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare;
- review educational records;
- return signed cards and school assignments with their child;
- maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school;
- ensure that their child is appropriately dressed at school and school-related activities;
- encourage and lend their child to develop proper study habits at home;
- ensure that their child attends a school tutorial program when required or as the need arises;
- attend parent training workshops when available;
- participate in school-related organizations;
- control their child (under Family Code 33.01, a student's parent is legally liable for property damage approximately caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or (b) the willful or malicious conduct of a student who is at least 12 but under 18 years of age.);
- pick up their child from school when requested by school authorities for disciplinary or other reasons;
- provide adequate supervision for their children during periods of suspension or expulsion;
- submit a signed statement that they understand and consent to the responsibilities outlined in this plan; and
- receive a copy of all discipline reports that are given to an administrator.

Rights & Responsibilities of Students.

- Contribute to a positive learning environment at school or at school related activities;
- Attend all classes, daily, and on time;
- Be prepared for each class with appropriate materials and assignments;
- Be properly attired;
- Exhibit respect toward others;
- Conduct themselves in a responsible manner;
- Pay required fees and fines, unless they are waived;
- Refrain from violations of the Student Code of Conduct;
- Obey all school rules, including safety rules;
- Seek changes in school policies and regulations in an orderly and responsible manner through appropriate channels;
- Cooperate with staff in the investigation of disciplinary cases;
- Deliver all school correspondence, including discipline reports, to parents; and
- Be afforded due process in all proceedings.

Rights & Responsibilities of Teachers.

- Use discipline management techniques developed in the district's discipline management plan;
- Ensure good student discipline by being in regular attendance and on time;
- Be prepared to perform their teaching duties with appropriate preparation, assignments and resource materials;
- Comply with district and school policies, rules, regulations and directives;
- Maintain an orderly classroom atmosphere conducive to learning;
- Teach to the standards of performance required by the district;
- Establish rapport and an effective working relationship with parents, students and other staff members;
- Teach student to strive toward self-discipline
- Encourage good work habits that will lead to the accomplishment of personal goals;
- Serve as appropriate role models for their students, in accordance with the standards of the teaching profession; and
- Remove a student from class who is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

Maintaining an Environment Conducive to Learning

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers and district staff. Students shall exercise their rights responsibly, in compliance with rules established for the orderly conduct of the district's educational mission. The district's rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate district or school rules shall be subject to disciplinary measures designed to correct the misconduct.

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. Humble ISD designates the principal of the campus to serve as the campus behavior coordinator. The campus behavior coordinator is primarily responsible for maintaining student discipline. Humble ISD further designates each associate principal and assistant principal as campus behavior coordinators. For the purposes of the Student Code of Conduct, the designation of principal shall include any campus principal, associate principal and assistant principal. The district maintains a current list of the persons serving as a campus behavior coordinator for each campus, the email address, and telephone number for each on the district's website at www.humbleisd.net.

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

FNF(LOCAL) provides that administrators, teachers, and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

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

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs police officers, school resource officers (SROs) and/or security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers and other security personnel are listed in policy CKE(LOCAL).

“Parent” Defined

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

Participating in Graduation Activities

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

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have 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 policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the

district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 28, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 22, **DAEP Placement**, on page 24, **Placement and/or Expulsion for Certain Offenses** on page 31, and **Expulsion** on page 34, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section.

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP – Placement and/or Expulsion for Certain Offenses** on page 31.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See [glossary](#) for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See [glossary](#).)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See [glossary](#).)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).

- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP - Placement and/or Expulsion for Certain Offenses** on page 31.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP Placement and/or Expulsion for Certain Offenses** on page 31.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor
- *A location-restricted knife;
- *A firearm;
- *A club;
- A stun gun;
- Knuckles
- A pocketknife or any other small knife;
- Mace or pepper spray;

- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device (including vape and all vape products and paraphernalia);
- Hemp and hemp-related products with the exception of valid prescriptions administered through District and campus procedures.
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP - Placement** and/or **Expulsion for Certain Offenses** on page 31. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 24 and **Expulsion** on page 34 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See [glossary](#) for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See [glossary](#) for “abuse.”)
- Abuse over-the-counter drugs. (See [glossary](#) for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See [glossary](#) for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate the Responsible Use Guidelines, policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the Internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal or written exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct. (This would include “No ID”)
- Skip Class/Out of Designated Area.
- Accumulate Excessive Tardies.

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

Humble ISD Vehicle Code

- Students are required to abide by State Law and Campus Driving and Parking Regulations. Any failure to do so will be considered a violation of the Vehicle Code.
- Reckless driving is not permitted.
- Students may park in the student parking lot only. Parking in a fire lane shall be considered the same as parking in a “No-Parking” zone.
- Cars illegally parked or without stickers are subject to tow and drivers may be given a Saturday class assignment.
- A student must have a valid driver’s license before they are issued a parking sticker.
- Students riding or driving in private cars will not be permitted to sit in the cars or to use them after arriving on campus.
- Students must enter the building immediately after the car is parked, and they may not return to the car during the school day without a valid pass from the grade level principal.
- Students may not ride in the back of trucks on district school property.
- Vehicles parked on school property are under the jurisdiction of the school district.
- Any car parked on school property is subject to search by district administrators or district law enforcement without the presence of the vehicle’s owner or driver with appropriate level of suspicion (if by administrators) or cause (if by law enforcement).
- Students who receive parking passes consent to have their vehicles searched by school district administrators for violations of the Student Code of Conduct.
- Students will be held responsible under the Student Code of Conduct for any prohibited objects or substances contained in their cars such as alcohol, drugs, and/or weapons and may also be subject to criminal sanctions.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

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

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

Techniques

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

- Verbal or written correction.
- Cooling-off time or a brief "time-out period, in accordance with law."
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.

- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 22.
- Placement in a DAEP, as specified in **DAEP** on page 24.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 31.
- Expulsion, as specified in **Expulsion** on page 34.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are defined by state law. Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain.

Notification

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

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office or at www.humbleisd.net.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal's office to maintain effective discipline on the bus. The principal must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

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

School buses in the Humble ISD are equipped with video observation systems (VOS). Students should be aware that their actions and communications could be recorded at any time by the utilization of the VOS and upon review of a student's action on the recording, a discipline notice may be issued.

In addition to any disciplinary action resulting from violations to the Student Code of Conduct, students may lose bus riding privileges which include suspension for 3 days, suspension for 10 days, and termination of bus riding privileges for the remainder of the year, depending upon the severity and frequency of misconduct.

Any offense resulting in suspension of bus privileges requires parent notification.

[See **TRANSPORTATION (All Grade Levels)**, on page 127 of the 2022-23 Humble ISD Parent/Student Handbook for bus transportation behavioral standards to which students shall be held accountable when taking advantage of bus transportation.

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

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

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

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, who removed the student from class; and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

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

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

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

Returning a Student to the Classroom

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

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

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

Before being suspended, a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension not to exceed three school days. The decision of the campus behavior coordinator shall be final and may not be appealed with regards to out-of-school suspension or in-school suspension.

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

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that does not require the use of the internet.

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 district learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

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

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

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See [glossary](#).)
- Involvement in criminal street gang activity. (See [glossary](#).)

- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See [glossary](#).)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see [glossary](#)) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See [glossary](#) for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 34.) (See [glossary](#) for "under the influence.")
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See [glossary](#).)
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.

- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 34.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see [glossary](#)) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see [glossary](#)),
 2. A court or jury finds that the student has engaged in delinquent conduct (see [glossary](#)), or
 3. The superintendent or designee has a reasonable belief (see [glossary](#)) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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

Process

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

Conference

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

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

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

Consideration of Mitigating Factors

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

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

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

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

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

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

Coursework Notice

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

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

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

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

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

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

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

Exceeds School Year

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

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see [glossary](#)) that violates the district's Code.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policies FO and FNG(LOCAL). The campus discipline notification letter will provide instructions regarding the appeal process.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the decision of the board's designee's hearing officer.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP. Parents will need to provide transportation to the Discipline Program for students who have lost bus privileges or did not arrive at the school in time to meet the bus.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

During the period of a DAEP or expulsion placement order, the student is prohibited from being on school premises other than his or her assigned DAEP/JAEP campus during regular program hours and from attending or participating in any school-sponsored or school-related activities, as outlined in the Texas Education Code, Chapter 37.006(g). Violation of this restriction may subject the student to refusal of entry onto school grounds, a request that the child leave school grounds, assistance from law enforcement officials in an emergency, and/or prosecution of the student for violations of law as permitted by statute. **Violation of this notice may result in arrest, additional discipline, and/or court action.**

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see [glossary](#)), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district may place the student in the district's DAEP or a regular classroom setting.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. No later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program including a DAEP, Juvenile Justice Alternative Program, Juvenile Detention Center, or incarceration. Transition services may be through the Community Learning Center. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator

makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see [glossary](#)) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward

graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled (See DAEP Placement)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student
 - Aggravated assault.
 - Sexual assault.

- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security. (See [glossary](#))
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any 1 point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See [glossary](#) for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See [glossary](#).)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See [glossary](#).)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony drug- or alcohol-related offense.

- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See [glossary](#).)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See [glossary](#).)
- Possession of a firearm, as defined by federal law. (See [glossary](#).)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08;
 - c. Criminal mischief under Penal Code 28.03
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1), of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See [glossary](#).)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See [glossary](#).) Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
 - A location-restricted knife, as defined by state law. (See [glossary](#).)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See [glossary](#).)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

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

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The hearing shall be conducted by the board of trustee's designee and the decision to expel shall be made by the board.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent's designee within seven (7) days after receipt of the written decision. The superintendent's designee must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see [glossary](#)),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the district shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP, JJAEP, a juvenile detention facility, or incarceration. Students returning from such placements may be required to transition through the Community Learning Center. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Board of Trustee's Designee and Superintendent's Designee, for purposes of the Student Code of Conduct, is the Humble ISD General Counsel's Office. 281-641-8208.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code 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:

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

Bullying includes cyberbullying (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V of Penalty Group 1, 1-A, 1-B, 2, 2-A, 3 or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other

substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of

inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;

- c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
- d. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
- e. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.

Hazing is defined by Section 37.151 of the Education Code 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:

1. Any type of physical brutality;
2. 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;
3. An activity that induces causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. 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.

Hit list is defined in Section 37.001(b) (3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice.
 - An explosive weapon;
 - A machine gun;
 - A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07, ;
 - b. Indecent exposure under Penal Code 21.08; ;
 - c. Criminal mischief under Penal Code 28.03, ;
 - d. Hazing under Education Code 37.152;; or
 - e. Harassment under Penal Code 42.07(a)(1), of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm defined by Penal Code 46.01 as is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;

4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that involve injury to a person and may include:

- Murder; manslaughter, or homicide under Sections 19.02, - .05;
- Kidnapping, under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 - .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12, ;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

[See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



Humble ISD 2022-23 Calendar

Regular School Day Hours:

Pre-Kindergarten: 7:55 a.m. - 3:20 p.m.

Elementary School: 7:55 a.m. - 3:20 p.m.

Middle School: 8:30 a.m. - 4 p.m.

High School: 7:25 a.m. - 2:55 p.m.

Sconzo ECHS: Mon.-Thurs. 8:45 a.m. - 4:30 p.m.

(SECHS) Fri. 8:45 a.m. to 1:15 p.m.

July 2022						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4..... July 4th Holiday
4-7..... Summer Hours
11-14..... Summer Hours
18-21..... Summer Hours

August 2022						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5..... Staff Workdays
8..... Staff Workday
9..... First Day of School
18, 25..... MS and HS Late Arrival*
12, 19, 26..... SECHS Early Release

September 2022						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1, 15, 22, 29..... MS and HS Late Arrival*
2, 9, 16, 23, 30..... SECHS Early Release
5..... Labor Day Holiday
19..... Elementary Holiday/Staff Workday
30..... End 1st 9 weeks

October 2022						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-7..... Student/Teacher Break
10..... Begin 2nd 9 Weeks
13, 20, 27..... MS and HS Late Arrival*
14, 21, 28..... SECHS Early Release

November 2022						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1..... Elementary Holiday/Staff Workday
3, 17..... MS and HS Late Arrival*
4, 11, 18..... SECHS Early Release
8..... Staff Workday
21-25..... Thanksgiving Holiday

December 2022						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2, 9..... SECHS Early Release
15..... Early Release for MS Only
16..... Early Release for All Schools
16..... End 2nd 9 Weeks
19-30..... Winter Break Holiday

January 2023						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2..... New Year's Day Holiday (Observed)
3..... Staff Workday
4..... Spring Semester/3rd 9 Weeks
6, 13, 20, 27..... SECHS Early Release
12, 26..... MS and HS Late Arrival*
16..... MLK Day Holiday

February 2023						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

3, 17, 24..... SECHS Early Release
2, 16, 23..... MS and HS Late Arrival*
6-7 .. All Students Holiday/Staff Workday/
District Comp Days
8-10..... Student/Teacher Break
20..... Elementary Holiday/Staff Workday

March 2023						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2, 9, 23, 30..... MS and HS Late Arrival*
3, 10, 24, 31..... SECHS Early Release
10..... End 3rd 9 Weeks
13-17..... Spring Break Holiday
20..... Elementary Holiday/Staff Workday
20..... Begin 4th 9 Weeks

April 2023						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7..... Good Friday Holiday
13..... MS and HS Late Arrival*
14, 21, 28..... SECHS Early Release

May 2023						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5, 12, 19..... SECHS Early Release
25..... Early Release for MS Only
26..... Early Release for All Students
26..... Last Day of School
29..... Memorial Day Holiday
30-31..... Staff Workday

June 2023						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1, 2..... Staff Workdays
5-8..... Summer Hours
12-15..... Summer Hours
19-22..... Summer Hours
26-29..... Summer Hours

Inclement Weather Days: February 9 and 10

May become school days if time is lost to bad weather.

Otherwise, will be Student/Teacher Break.

*Late Arrival and Early Release Days are subject to change.

Late Arrival Thursdays for Middle School: First Bell at 10:05 a.m.

Late Arrival Thursdays for High School: First Bell at 9:25 a.m.

SECHS has Early Release on Fridays at 1:15 p.m.

All grade levels (K-12) will have 9-week grading periods.

Legend

Holiday

Student/Teacher Break

Grading Period Begins/Ends

All Students Holiday/Staff Workday

All Students Holiday/Staff Workdays/District Comp Days

Elementary Holiday/Staff Workday

Summer Closing Days

STAAR Testing Days