

2019-2020 Center High School



Student Handbook

***If you have difficulty accessing the information in this document because of a disability, please contact the district at 936-598-1515.**

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.centerisd.org the Center High School Student Handbook and the Student Code of Conduct for 2019-2020.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the High School Office 936-598-6173, 658 Roughrider Drive.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

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

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

State law requires the district to give you the following information:

Certain information about 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 Center 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.

Center ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Parent: Please circle one of the choices below:

I, parent of _____ (student's name),

(do give)

(do not give)

the district permission to release the information in this list in response to a request.

Parent signature _____ Date _____

**Parent's Objection to the Release of Student Information to Military Recruiters
and Institutions of Higher Education**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 13 for more information.]

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

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

Parent signature _____ Date _____

Consent/Opt-Out Form

- *Any survey, analysis, or evaluation that concerns student-protected information as described in the Model Student Handbook at “**Opting Out**” of Surveys and Activities. For those surveys that will be funded in whole or in part by U.S. Department of Education (DOE) funds, the district **must receive a parent’s consent**. For those surveys not funded by the DOE, the district **must allow a parent to opt out**.*
- *School activities involving the collection, disclosure, or use of personal information collected from a student for the purpose of marketing or selling that information. Depending on what personal information is being collected, disclosed, or used, the district **must either receive consent or allow a parent to opt out** of these activities.*
- *Any planned nonemergency, invasive physical examinations or screenings 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, other than hearing, vision or scoliosis screenings or any of the physical exams or screenings permitted or required under state law. See policies EF and FFAA. The district **must allow a parent to opt out** of these examinations or screenings.*

Should any of the above surveys or activities arise during the school year as part of campus or classroom activities, these guidelines should again be used to determine appropriate notices and consent/opt-out forms to be sent to parents before the surveys or activities are conducted.

Dear Parent:

The district is required by federal law to notify you and obtain your consent for or denial of (opt-out) your child’s participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as “protected information survey” that concerns one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student’s parents;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and to certain physical exams and screenings.

Following are activities requiring parental notice and consent or opt-out for the school year. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law.

To opt out: Contact Gayla Miller at 936-598-6173, gayla.miller@centerisd.org no later than 9/9/2019 if you do not want your child to participate in this activity.

Parent’s signature _____

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to Gayla Miller, 658 Roughrider Dr. Gayla Miller will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.

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PREFACE

To Students and Parents:

Welcome to the 2019-2020 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Center ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook and posted on the district’s Web site at www.centerisd.org or available in the principal’s office.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact Gayla Miller, Associate Principal Center High School.

Also, please complete and return to your child's campus the following forms provided in the forms packet accompanying this handbook:

1. Acknowledgment of Electronic Distribution of Student Handbook form;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Obtaining Information and Protecting Student Rights** on page 4 and **Directory Information** on page 13 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the superintendent's office or online at www.centerisd.org.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Center High School Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the 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 once your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 24]
- 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 at 936-598-6173 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** on page 51.]
- Becoming a school volunteer. For further information, see policy GKG
- Participating in campus parent organizations. Parent organizations include: District-level or Campus-level planning committees.
- 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 Gayla Miller.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness

issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 43.]

- 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. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Angela Lawson and may be contacted at 936-598-5642.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.

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

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

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

[Also see **Removing a Student from Human Sexuality Instruction** on page 6 for additional information.]

Displaying a Student’s Artwork, Projects, Photos, and Other Original Work

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

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,

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

See **Student Records** on page 11.

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

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

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

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

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

The curriculum shall be made available for inspection by the parents. Parents shall have the option of removing their children from specific parts of the program that cover sensitive issues. Curriculum shall respect the rights and privacy of individuals and families as well as the cultural and religious diversity of the community. Course content and instruction shall include the following guidelines: Emphasis shall be placed on the teaching of self-responsibility and abstinence with the premise that self-responsibility should not be construed as a message to students that abortion and contraception are substitutes for responsibility and abstinence. Teaching of self-responsibility is not intended to minimize the role of parents as the primary educators of their children in human sexuality. Instruction at the elementary level shall emphasize concepts and skills common to many areas of responsibility and form a basis for specific instruction about responsible sexual behavior. Instructional materials shall be approved by the advisory council and reviewed by the campus principal. The Board reserves the authority to approve or disapprove materials and curriculum selected by the advisory council. Substitute teachers shall be prohibited from teaching sex education units.

The District shall emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity. The District shall direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS.

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See **Pledges of Allegiance and a Minute of Silence** on page 50 and policy EC (LEGAL).

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

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

Requesting Limited or No Contact with a Student through Electronic Media

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

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

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

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook or submit a written statement to the campus principal stating this decision. A signed statement must be provided each year.

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

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. See the superintendent for information.

See **Bullying** on page 18, policy FDB, and policy FFI.

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

Requesting Classroom Assignment for Multiple Birth Siblings

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

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

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

Request for the Use of a Service Animal

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

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education 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 an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

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

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Carey Agnew at 936-598-1600.

Students with Physical or Mental Impairments Protected under Section 504

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

The designated person to contact concerning a referral for evaluation applicable to Section 504 is Carey Agnew at 936-598-1600.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the 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 107 PR 605, Center, TX 75935

The address(es) of the principals' offices are: 658 Roughrider Dr., Center, TX. 75935.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 51, and **Student or Parent Complaints and Concerns** on page 22 for an overview of the process.

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office www.centerisd.org.

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

Please note:

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

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

Directory Information

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

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made 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” included in this handbook.

The district often needs to use student information for the following school-sponsored purposes: the District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of at-attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

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

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

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Gayla Miller at 936-598-6173.

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 age children in school, the other how a child’s attendance affects a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

State law requires that a student between the ages of six and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 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.

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

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

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

Exemptions to Compulsory Attendance

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

- Religious holy days;

- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.

As listed in Section I at **Accommodations for Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 10 for that section.

Failure to Comply with Compulsory Attendance

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

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

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

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

If a student age 12 through age 19 violates the compulsory attendance law, both the parent and student could be charged with an offense.

See policy FEA(LEGAL).

Attendance for Credit or Final Grade

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

If 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 or parent may request for 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.

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

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

The student or parent may appeal the committee’s decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

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

Official attendance is taken every day during third period.

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

Documentation after an Absence

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

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

Doctor’s Note after an Absence for Illness

Upon return to school, a student absent for more than 1 consecutive day because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

See policy FEC(LOCAL).

If the student does not follow procedure (i.e., the parent does not contact the school, or student fails to bring a doctor’s note) within three (3) days the absence will be considered unexcused.

Driver License Attendance Verification

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

SATURDAY SCHOOL

Saturday school can be recommended by the attendance committee and/or the principal as a means by which a student may regain credit lost due to excessive absences from school. Saturday School will begin in October and continued through May of the same school year and be provided as funds continue to be available. Saturday School will be from 8:00am to 12:00pm on Saturdays as designated by the principal. Participation in school activities including trips may be prohibited until credit is regained.

AWARDS AND HONORS

Awards at Center High School are as follows and are for 9, 10, 11, and 12 graders unless specified differently:

- Perfect Attendance-no days absent for the entire year.
- “A” Honor Roll – all “A’s” on the report card.
- “A-B” Honor Roll – all “A’s” and “B’s” on the report card.
- Achievement Awards by Subject – given by each teacher based on grades and overall attitude toward the subject.
- Principal’s Award given to a twelfth grade boy and girl – chosen by the administration based on general attitude toward school. May be outstanding students academically, but will always be the students that other students have looked to for leadership through their entire Center High School years.
- Additional Awards as determined by the principal throughout the year.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

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

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions,

name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “cyber bullying.”

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.

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student’s parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. Also see **School Safety Transfers** on page 9.

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s Web site, 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 Web site.

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

Also see **Dating Violence, Discrimination, Harassment, and Retaliation** on page 26, **School Safety Transfers** on page 9, **Hazing** on page 40, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Agriculture, Food, Business, Financial Management, Career Preparation, Education, Training, Health Science Technology, Hospitality and Tourism, and Information Technology.

Center ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. Also see **Nondiscrimination Statement** on page 50 for additional information regarding the district’s efforts regarding participation in these programs.

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s classroom for his/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. Also see Food Allergies on page 42.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.centerisd.org. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<http://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

<http://keepkidshealthy.com/welcome/commonproblems/childabuse>

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

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

For honor graduate purposes, class rank for graduating seniors shall be calculated by averaging semester grades earned in grades 9–12 and any high school course taken prior to grade 9 for which a student earned state graduation credit. Class rank for honor graduate purposes shall be calculated at the end of the third week of the 4th 9 weeks. Ranking for early admission to college shall be computed at the end of the junior year. Ranking for scholarship purposes shall be computed at the end of the first semester of the senior year.

HONORS RECOGNITION

All members of the graduating class with averages of 90 or higher, in accordance with district policy and who are graduating under the Recommended, Advanced/Distinguished Programs (Classes of 2015, 2016, and 2017) or the Foundation Program with one or more endorsements (beginning with the Class of 2018) shall be recognized as honor students. Students meeting this criteria, but with averages of less than 95, shall be designated as graduating with “honors.” Students with averages of 95 and higher shall be designated as graduating with “highest honors.”

VALEDICTORIAN AND SALUTATORIAN

To be eligible for recognition as valedictorian or salutatorian, a student must be graduating under the Recommended, Advanced/Distinguished Achievement Program (Classes of 2015, 2016, and 2017) or the Foundation Program with one or more endorsements and must have completed three consecutive years, including his or her senior year, at the District high school. The eligible senior student with the highest grade point average at the end of the fifth six-week grading period shall be recognized as the valedictorian; the eligible senior student with the second highest grade point average at that time shall be recognized as the salutatorian

VALEDICTORIAN AND SALUTATORIAN CONDUCT

To qualify to give the valedictorian or salutatorian speech, a student shall not have engaged in any serious misconduct violation of the Student Code of Conduct, including removal to a DAEP, a three-day suspension, or expulsion during his or her last two semesters.

For further information, see policy EIC.

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. 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** on page 53 for information related to student requests to revise their course schedule.

COLLEGE AND UNIVERSITY ADMISSIONS

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 Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Beginning with students entering the 9th grade in the 2014-2015 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2020 term, the University will be admitting the top seven percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Students and parents should contact Alease Copelin at 936-598-6173, alease.copelin@centerisd.org for further information about automatic admissions, the application process, and deadlines.

See also **Class Rank/Highest Ranking Student** on page 20 for information specifically related to how the district calculates a student's rank in class.

COLLEGE CREDIT COURSES

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;
- Enrollment in courses taught in conjunction and in partnership with a public institution of higher education approved by the commission of education, which may be offered on or off campus;

- Enrollment in courses taught at the following institutions in the district: Panola College and Stephen F. Austin State University; and
- Certain CTE courses.

Note that if a student wishes to enroll in a community college course at a college that does not include the high school within its service area, the student is limited by state law to enroll in no more than three courses at that particular college.

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, an end-of-course assessment may be required for graduation.

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

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's Web site at www.centerisd.org.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

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

IN-SCHOOL SUSPENSION (ISS)

Students may be placed in ISS for any behavior listed in the Code as a general conduct violation. Students assigned to ISS will eat lunch in the ISS room. Their lunch will be provided. They will also participate in a “campus beautification” project. This will include time in the morning and afternoon picking up and cleaning up the campus. Students will not be allowed to exit ISS until all class work and ISS work has been completed. Students will strictly abide by all ISS rules, or more severe disciplinary action will be taken. **Students assigned to ISS the week of school activity will not participate in school activities.**

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause 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.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a

contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

See **Student Illness** under **Health-Related Matters** on page 41.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 9–12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, 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 meet directly with Mrs. Copelin or Mrs. Wilkins. Student Needs Liaison will provide campus level intervention for students. 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.

Also see **Substance Abuse Prevention and Intervention** on page 59 and **Suicide Awareness** on page 59.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

For more information, refer to policies EHBAA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined

average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course

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

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

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

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

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees. State Law requires the use of certain exams such as AP or CLEP when applicable. The dates on which exams are scheduled during each school year will be published in appropriate district publications and on the district’s Web site

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam or a score designated by the state for an exam that has alternate scoring standards. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s course sequence, the student must complete the course.

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

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

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other

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

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

Dating Violence

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

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

DELIVERIES

No outside deliveries will be accepted, such as flowers, balloons, etc. Except in emergencies, delivery of messages or school related items to the student will not be allowed during instructional time. A parent may leave a message or school related item, such as forms, homework, supplies or projects, for the student to pick up from the front office during transition periods or lunch.

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether 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.

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.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

If a law enforcement agency 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.

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 Federal Educational Records 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** on page 26.

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established 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. Also see **Extracurricular Activities, Clubs, and Organizations** on page 33. 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.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN 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.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper, The Rough Rider Review, and the yearbook are available to students.

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

See **Directory Information for School-Sponsored Purposes** on page 13.

Non-school Materials...from students

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

The Principal has designated Cafetorium as the location for approved non-school materials to be placed for voluntary viewing or collection by students. See policy FNAA.

A student may appeal a decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Non-school Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Principal for prior review. The Principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. See policies at DGBA, FNG, or GF.

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

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

DRESS CODE

Center ISD has implemented the following dress code to ensure a safe, positive environment free for all students. Appropriate dress for the school day causes students to act in a manner which produces a higher standard for personal behavior and educational activities. Student dress must conform to the following rules.

- Shorts and skirts (including splits in skirts) may be worn as long as they are no shorter than two inches above the knee
- Sleep pants or pajamas/pajama pants, tennis shorts, athletic shorts, gym shorts, cycling shorts, and outer clothing made of lycra are not acceptable.
- House shoes are not permitted to be worn at school
- **Pants worn below hips and buttocks are not acceptable.** ("Sagging" will not be tolerated.)
- Shirts that extend past the thumb when student is standing with arms relaxed by the side must be tucked in.
- Shirts and blouses must be long enough to prevent exposure of the midsection when arms are raised parallel to the floor.
- Any apparel that advertises or implies sex, drugs, alcohol, profanity or violence is not permitted.
- Transparent clothing is not permitted.
- Sleeveless shirts and dresses are permitted as long as no undergarment or the sides of the body are visible. The top of the shoulder must be covered. Muscle shirts, tank tops, halter tops, and/or spaghetti straps are not allowed. Shirts with the sleeves cut off are not allowed.

- No “headwear” is permitted. “Headwear” includes but is not limited to nonprescription eyewear, sunglasses, caps, hats, hair picks, hair nets, stocking caps, toboggans, headbands, and bandannas.
- Excessively tight pants, shorts, or skirts are not allowed. **(Leggings must have a Shirt that reaches mid-thigh or lower.)**
- Any hair color other than a natural hair color or hair style that is deemed to be distracting or disruptive to the educational process is not allowed.
- Students may not bring or have on their clothing or in their possession any type of chain; these include chains such as wallet chains, dog collars, and belts.
- Any accessory or clothing that is deemed gang related as determined by school administration is prohibited.
- Clothing must not be excessively torn and must not expose any undergarments or skin. Pants with holes above the knee must have something worn under them to prevent skin from showing.
- No body piercing is allowed except in the ear. No jewelry may be worn in the nose, lip, eyelid, tongue, or any other area deemed by administration to be distracting or inappropriate.
- The administration is authorized to require students to change their dress if it causes a distraction or disruption of school.

Dress Code Referrals:

1st Referral Student will be asked to change, if they have clothes on hand or placed in school provided clothing for the remainder of the day.

2nd Referral Student will be placed in school provided clothing for two days.

3rd Referral Student will be placed in school provided clothing for three days.

4th Referral Student will be placed in school provided clothing for four days.

5th Referral Student will be placed in school provided clothing for **30 school days**.

6th Referral Student will be placed in school provided clothing **for the remainder of the school year**.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. For the first offense, the student may pick up the confiscated telecommunications device from the principal's office at the end of the school day. For the second offense, it must be retrieved by the parent/guardian. For the third offense, it must be retrieved from parent/guardian and 2 days of ISS.

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 page 55 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

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

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. See **Searches** on page 55 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.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. 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 according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the 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** on page 37 and **Standardized Testing** on page 56.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, 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. Also see **Transportation** on page 60.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. See <http://www.uil texas.org/athletics/manuals> for additional information.

The following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social

studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

See policy FM (LOCAL)

- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups** on page 55.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.

- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. See **Buses and Other School Vehicles** on page 60.
- A fee not to exceed \$50 for costs of providing an educational program (Summer School) outside of regular school hours for a student who has lost credit 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).

CLASS DUES INFORMATION

Center High School uses class dues to provide money for activities such as the Junior-Senior Prom, the Senior Trip, and the extras for the Graduation Ceremonies. The dues are collected each year and follow students up through their graduation. Dues will be collected each year. For the 2017-2018 school year, the scale will be:

\$10.00 - Freshman year
 \$20.00 - Sophomore year
 \$25.00 - Junior year**
 \$40.00 - Senior year***

**Center ISD will host a prom for the graduating class of 2018, sponsored by outside participants.

*** Seniors who choose not to participate in all Senior Activities are given another option:

- 1) Seniors may participate in Senior Activities if they pay a pro-rated, per person cost for each activity in which they choose to participate. The amount will differ from year to year. Using the preceding year, the cost breaks out as described below
 - a) Senior Trip - the cost of buses, motel rooms, and dinner tickets = \$100.00
 - b) Graduation - \$10.00 per Senior is used to pay for fireworks, Honor Graduate Reception, Scholarship Night and other extras.
- 2) Students that wish to participate in Commencement Exercises will be asked to pay the \$10.00 extra fee. The pro-rated costs will be set by the end of February.

ALL SENIOR OPTION FEES MUST BE PAID BY THE DEADLINE.

Students are encouraged to pay the dues each year, so there is ample money to provide for activities as they arise. The paying of dues also cuts down on the class fundraisers needed per year. We will have two separate weeklong “Dues Drives”. The first will be September 17th through 21st. The second will be February 4th through the 8th, unless changed by administration. This is a concentrated effort of parents, teachers, and community people urging students to pay their class dues. Other than the specified “Dues Drives”, dues may be paid to specific class sponsors before or after school during the school year. We do understand that situations arise where money is short. We ask students to contact the principal who is authorized to set up an alternative pay schedule. This must be done before the last day to pay dues.

THE ABSOLUTE LAST DAY TO PAY DUES OR FINISH ANY ALTERNATIVE ASSIGNMENT IS THE FIRST MONDAY IN MARCH. SHOULD THIS DATE FALL ON A WINTER OR SPRING BREAK, THE LAST DAY WILL BE THE FRIDAY BEFORE THE BREAK BEGINS. THE CAMPUS PRINCIPAL RESERVES THE RIGHT TO CHANGE THE DATE. WE WILL NOT ALLOW ANY STUDENT TO PAY DUES BEYOND THIS DATE. THERE WILL BE NO EXCEPTIONS.

****Seniors must have paid all required fees to be eligible to participate in the graduation ceremony. Any senior who owes any unpaid fee will not be allowed to participate in graduation ceremony.****

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

FUND-RAISING

Only school sponsored fund raising can take place on the Center High school campus. A fund raising permit must be approved prior to any fund raising activity. The number of fundraisers for each campus organization will be limited to two (2) per year unless prior approval from the Principal is given. An application for permission must be made to the principal at least 10 days before the event. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, 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** on page 26.

GRADE LEVEL CLASSIFICATION

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

Credits Earned	Classification
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0-6.5	Grade 9 (Freshman)
7-13.5	Grade 10 (Sophomore)
14-20.5	Grade 11 (Junior)
21 and higher	Grade 12 (Senior)

GRADING GUIDELINES – See Appendix IV

Also see **Report Cards/Progress Reports and Conferences** on page 51 for additional information on grading guidelines.

GRADUATION

Requirements for a Diploma

For a student enrolled in high school prior to the 2014-2015 school year (classes of 2015, 2016, and 2017) to receive a high school diploma from the district, a student must successfully:

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

Beginning with students who enter grade 9 in the 2014-2015 school year, as well as any currently enrolled high school student who decides to graduate under the Foundation Graduation Program, a student must meet the following requirements to receive a high school diploma from the district:

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

Also see **Standardized Testing** on page 56 for more information.

Students are required, with limited exceptions and regardless of the graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

State law and rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirements to meet satisfactory performance on an applicable EOC assessment should a student choose this option.

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.

Also see **Standardized Testing** on page 56 for more information.

Graduation Programs – See Course Description Guide

The district offers the graduation programs listed in the Course Description Guide. All students entering grade 9 prior to 2014-2015 school year may enroll in the Recommended Program, Advanced/Distinguished Achievement Program, or Foundation Graduation Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. See policy EIF(LEGAL).

Effective with ninth graders in the 2011–2012 school year and thereafter, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s graduation program. To graduate, a student must pass each of the required EOC assessments.

Beginning with students who enter grade 9 in the 2014-2015 school year, as well as any currently enrolled high school student who decides to graduate under the Foundation Graduation Program, a student must meet the following requirements to receive a high school diploma from the district:

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

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or

- c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year..

Certificates of Coursework Completion

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

Students with Disabilities

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

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

See policy FMH(LEGAL).

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

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

Graduation Activities

Graduation activities will include:

- Rehearsal
- Class Picture
- Graduation Ceremony

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.

For student speakers at other school events, see **Student Speakers** on page 59.

See FNA(LOCAL) and the Student Code of Conduct.

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 **Student Fees** on page 35.

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program or who complete the Foundation Plan Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions for as long as those programs are in place.
- Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 26.

HAZING

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

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

Also see **Bullying** on page 18 and policies FFI and FNCC.

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

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

- What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting,

discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

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

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

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

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see

the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations** on page 45 for more information.

Food Allergies

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

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

Also see policy FFAF.

Head Lice

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

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council is available from the Center ISD web page at www.centerisd.org. See also policies at BDF and EHAA.

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

Seizures (all grade levels):

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

For more information, see "**A Student with Physical or Mental Impairments Protected under Section 504**" on page 28.

See **Removing a Student from Human Sexuality Instruction** on page 6 for additional information.

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted state and federal policies and guidelines for food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the principal. See policies at CO and FFA.

Tobacco Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic cigarettes, 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, including electronic cigarettes or any other electronic vaporizing device, by students and others on school property and at school-sponsored and school-related activities. See the Student Code of Conduct and policies at FNCD and GKA.

Asbestos Management Plan

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 Amanda Kirby, the district’s designated asbestos coordinator, at (936) 598-8366.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application

inside their child's school assignment area may contact Amanda Kirby, the district's IPM coordinator, at (936)598-8366.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Linda Snell, at (936)598-5642.

HOMEWORK - See Grading Policy, Appendix IV

ILLNESS

See **Student Illness** under **Health-Related Matters** on page 41.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the 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. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

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

For further information, see policy FFAB(LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

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

For further information, see policies FL(LEGAL) and GRAA(LEGAL).

LEAVING CAMPUS

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

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The 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 will authorize the student to leave campus unaccompanied, a signed handwritten 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. 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. 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.

During Lunch

CLOSED CAMPUS

Students must be in the cafeteria unless given permission by an administrator or teacher to eat in another area of the building. In addition, students will not be allowed to eat in their vehicles. Students will not be permitted to leave campus during school hours without official permission from the Principal's Office. Once students arrive on campus they must stay on the property. Vocational Co-op students will be allowed to leave campus to go to work at designated times, Co-op students are not allowed to return with outside food. **We reserve the right not to allow a student to leave school if the parent cannot be reached for verification.** This provision is for the safety of the student. A student leaving campus during their lunch must be accompanied by a parent/guardian approved contact and listed on their contact information.

LUNCH DELIVERIES

Only a Parent/guardian or person listed on the student's contact list can delivery lunch to the student. Deliveries can only be made during the student's designated lunch time and the person making the delivery must wait at the front office until the student is called.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students are not authorized to access vehicles in the parking lot during the school day 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.

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing** on page 56, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required

state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

LOST AND FOUND

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check 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 – See Grading Policy, Appendix IV

MEDICINE AT SCHOOL

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

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

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.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment

while at school or at a school-related activity. See the school nurse or principal for information. See policy FFAF(LEGAL).

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: James Hockenberry, Superintendent, 107 PR 605, (936)598-5642.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Carey Agnew, Director of Special Programs, 107 PR 605, (936)598-1600.
- All other concerns regarding discrimination: See the superintendent, James Hockenberry, Superintendent, (936)598-5642.

[See policies FB(LOCAL) and FFH(LOCAL).]

NONTRADITIONAL ACADEMIC PROGRAMS

See **Requirements for a Diploma** on page 37.

PHYSICAL EXAMINATION/HEALTHSCREENINGS

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required in the first year of middle school competition and the first and third years of high school competition. During alternate years, the student must complete a medical appraisal form, and the results may prompt the district to require a physical examination and to be submitted annually to the district.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures. Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information, see the UIL's explanation of **sudden cardiac arrest**.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 7.

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

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. Also see **Grade Level Classification** on page 37.

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

RELEASE OF STUDENTS FROM SCHOOL

See **Leaving Campus** on page 47.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report of their child's performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. See **Working Together** on page 3 for how to schedule a conference.

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

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.

RETALIATION

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 26.

SAFETY

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student 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, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Fire Drill

The fire alarm is an independent system with an alarm in each room of the campus. The alarm is accompanied by a bright flashing light. Students, teachers and staff will remain in designated areas until an all-clear message is sounded.

Two students who sit near the door of each classroom will be made familiar with the exit plan from the room and will take the lead in all drills.

When the alarm is sounded, students should walk briskly in single file from each classroom. Every effort should be made to have a quiet, orderly exit; talking is prohibited. The last persons to leave the room will close the classroom door.

Tornado Drill

Civil emergency signal will sound to notify everyone to assemble in the designated areas. Student, teachers and staff will remain in the designated area until all clear announcement is made to return to classroom.

A weather alert system is in operation on the Center High School Campus. Students and staff will be advised of storm warning by a school official using the public address system. In the event of a tornado or the threat of a tornado, students and staff should follow the procedures outlined below:

- 1) Remain calm and do nothing to excite or create panic.
- 2) Students are to sit on the floor near the interior walls. Students should face away from the glass in the exterior walls.

Remain inside the building until the all-clear announcement is made.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

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

If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways: KDET radio station, www.shelbycountytoday.com, Black Board messaging system.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 56.

SCHEDULE CHANGES

All schedule changes must be approved by the Principal and unless an extenuating circumstance must be within the first 2 weeks of each semester.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:00 a.m.

- Cafeteria
- Band Hall – Band Students only

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

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

Use of Hallways During Class Time

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

*All Center High School students will be issued a hall pass each year. This pass is issued to students to use for access to restrooms or other personal trips from class. The number of trips is limited to 6 per nine weeks. Students must keep their HALL PASS with them at all times and be prepared to produce it when asked by a school official. Lost or damaged cards can be replaced at \$1.00 for the first card and \$3.00 for any subsequent cards. If HALL PASS is lost replacement cards will not be issued till the beginning of the next nine weeks. **Only one student is allowed out of class at any time.**

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See CHS Administration Office or Food Services to apply.

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

Library

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

- 7:30 – 4:30

Meetings of Noncurriculum-Related Groups

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

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

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

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

Telecommunications and Other Electronic Devices

Use of 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 in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

See policy FNF(LEGAL) for more information.

Vehicles on Campus

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

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

For Student Parking regulations please see **Appendix VII**

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Drug-Testing

For further information, see policy FNF (LOCAL). Also see **Steroids** on page 58.

SEXUAL HARASSMENT

See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 26.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact, Director of Special Programs, at (936)598-7291.

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

PSAT (PRELIMINARY SCHOLASTIC APTITUDE TEST)

The PSAT is offered to Grade 10 and 11 students and is administered on a date to be determined later. Notice will be provided through the counselor's office. Students that are interested in taking the PSAT must register in advance in the Counseling Office and pay the test fee. This test is a practice for the SAT and is the first step in the National Merit Scholarship competition, and identifies students who qualify for National Merit Semifinalist status, National Commended status, and Outstanding Black and Hispanic scholars.

PLAN

PLAN is offered to Grade 10 students. PLAN is open to students who are interested in preparing for the ACT. Students that are interested in taking PLAN must register in advance in the Counseling Office and pay the test fee.

The preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

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

COLLEGE ENTRANCE TESTS

Students at Center High School have the opportunity to take the American College Test (ACT) and the Scholastic Aptitude Test (SAT), which are offered five times each year. These are

principle entrance tests used by most college and universities for admission purposes and for awarding scholarships and grants. **CHS students that wish to apply for local scholarships must take the appropriate test so those test scores will be available during the interview process.** The test schedule is available in the guidance counselor's office. Advice regarding kinds of tests, scores required for admission and forms needed to register for tests are available in the Counseling Office. Students must submit their own applications and pay the required fees to the testing company.

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

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

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

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

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

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. ARD committee will determine whether successful performance on the assessments will be required for graduation.

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

Also see **Graduation** on page 37 for additional information.

TSI (Texas Success Initiative) Assessment

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

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

STUDENTS IN FOSTER CARE

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

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

Please contact Jennifer Gillary, who has been designated as the district's foster care liaison, at (936)598-5642 with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events:

1. Football games;
2. Opening announcements and greetings for the school day;
3. Secondary school pep rallies;
4. Secondary school banquets and assemblies; and
5. National Honor Society induction ceremonies.

The forum shall be limited in the manner provided by this section on nongraduation events.

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

See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 37 for information related to student speech at graduation ceremonies.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access **Texas Suicide Prevention** at <http://www.texassuicideprevention.org>, the **National Suicide Prevention Lifeline at 1-800-273-8255** or contact the school counselor for more information related to suicide prevention services available in your area.

SUMMER SCHOOL

Center High School's Summer School program is a credit recovery program in the core curriculum area for those students who did not meet mastery standards for credit or for failing to meet attendance requirements. Elective courses are not offered.

For more information please see High School Office.

TARDINESS – Appendix VI

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

See **School Safety Transfers**, on page 9, **Bullying**, on page 18, and **Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 9, for other transfer options.

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Web site. 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.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact (936)598-2880.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

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

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

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

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

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

Center ISD is committed to providing a safe and secure environment for student, staff and visitors. In order to accomplish this, the District is implementing a visitor management system. This system, called Raptor, will replace paper-based logs and is capable of scanning IDs, producing visitor badges and checking all visitors against registered sex offender databases. The overall goal is to better control access to all CISD campuses thus providing enhanced safety for our students and staff. Additional information about Raptor may be found at www.raptorware.com.

All visitors to any district campus must have a valid photo ID that can be scanned so that a visitor badge can be printed. Parents wishing to pick up their children during the school day must have an ID scanned for documentation.

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

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

Visitors Participating in Special Programs for Students

On High School Career Day the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

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

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

Glossary

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

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

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

Attendance review committee is 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.

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

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

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

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

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

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a

state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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

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

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

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

STAAR Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

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

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

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from 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.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test that is being transitioned to the STAAR program. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment, for which satisfactory performance is required for graduation.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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

***Note to handbook developer:** Because state law requires that the district's policy on bullying be distributed in its Student Handbook(s), the following has been formatted for you to more easily insert the district's FFI(LOCAL) policy here rather than in the body of the handbook itself.*

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.centerisd.org. Below is the text of Center ISD's policy FFI (LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI (LOCAL)

Adopted on 2/20/2012

Paste the text of your bullying policy FFI(LOCAL) here.

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

BULLYING PROHIBITED

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

DEFINITION

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

6. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
7. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

8. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
9. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

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

REPORT FORMAT

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

PROHIBITED CONDUCT

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

INVESTIGATION OF REPORT

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

CONCLUDING THE INVESTIGATION

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

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

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

DISTRICT ACTION

BULLYING

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

DISCIPLINE

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

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

CORRECTIVE ACTION

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

TRANSFERS

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

COUNSELING

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

IMPROPER CONDUCT

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY AND PROCEDURES

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

APPENDIX II: Parent Statement Prohibiting Corporal Punishment

Note to handbook developer: This form is included should you wish to include it with the other set of forms distributed to students and parents. Alternatively, you might choose to keep it as an appendix in your own Student Handbook(s) for parents to reference if they would like to submit a written request during the year.

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC). [See FO and the SCOC]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Center ISD, and I prohibit the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian:

Signature of parent or guardian:

Date:

Name of student:

Campus:

Grade:

**APPENDIX III:
2017-2018**

PERIOD	FLEX LUNCH BELL SCHEDULE	1ST BELL RINGS AT 7:43
1	7: 48-8:34	
2	8:38-9:29	
3	9:34-10:20	
4	10:25-11:11	
Lunch	A-11:13-11:43	B-11:45-12:15
5	12:20-1:06	
6	1:11-1:57	
7	2:02-2:48	
8	2:53-3:39	

PERIOD	EARLY RELEASE BELL SCHEDULE
1	7:50-8:20
2	8:24-9:00
3	9:04-9:34
4	9:38-10:08
5	10:12-10:42
6	10:46-11:16
7	11:20-11:50
8	11:54-12:32

APPENDIX IV:

2019-2020 GRADING GUIDELINES

Center High School

I. Introduction/Rationale

The campus will develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area and course and shall be coordinated with compensatory and accelerated services.

II. Standards for Mastery

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final assessments or may be administered separately. Master of at least 70 percent of the objectives shall be required.

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average grade of 70 or higher shall be considered as a passing grade.

III. Grade/Progress Reporting

Grade reports shall be issued every nine-weeks on student report cards. Progress reports shall be sent home with students after the third and sixth week of each nine-week grading period. **If a student's grade falls below 70 at any time, the teacher will make every effort to contact the parent/guardian in writing or by phone.**

IV. Grading Procedures

Student achievement shall be based on the degree of mastery of the District's curriculum which is based on the Texas Essential Knowledge and Skills (TEKS). Numerical grades will be recorded and reported with 70 representing mastery of 70% of the required objectives and the minimum passing grade. No grade over 100 shall be given unless the grade is for a course that is weighted according to policy.

Responsibilities of Teachers:

- a) follow the CHS and District guidelines
- b) accurately average grades
- c) accurately record grades for assignments
- d) verify accuracy of peer-graded work
- e) return graded work to students promptly

- f) provide opportunity for re-teach and retest on objectives not mastered
- g) not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity

Responsibilities of Students:

- a) complete each assignment within the time limits given by the teacher
- b) evaluate and review their work for accuracy prior to turning it in
- c) seek assistance from the teacher as needed
- d) ask for make-up work following absence(s)

V. Grade Determination

In determining the 9-week average, a minimum of 15 grades from different assignments or components of major projects must be recorded. When calculating a six weeks average, **NO ONE ASSIGNMENT GRADE MAY COUNT MORE THAN 20% OF THE TOTAL AVERAGE**, regardless of the grade category. Some major projects and writing samples may comprise more than one component and each component should be graded separately.

In determining the nine-weeks average, grades will be divided into 2 categories and each category will count a designated percentage to determine student’s grade.

Assessments – = 40%
 (Assessments, Performance Indicators,
 Major Projects/Papers)

Quizzes and Daily Work- = 60%

Semester Average shall be determined by the following:

Nine Weeks	2/5
Nine Weeks	2/5
Semester Exam*	1/5

*Semester exams should be representative of the entire semester’s work

* If students are exempt from semester exams, the grades are not calculated in the semester average.

Course Credit

- Course credit shall be awarded based on the average of the two semester grades unless the course is a one-semester course.
- Credit for each semester of a course may be awarded if the semester grade achieved is passing.

Extra Credit – The intent of extra credit is for enrichment in a class and to gain mastery of the TEKS objectives. If extra credit is offered, it should be academic, offered to all students in a class, and count no more than 5% of a student’s total nine-weeks grade.

Cheating/Plagiarism – Copying another student’s work or permitting work to be copied by another student will result in a zero for the student(s).

Late work – will be due one day following the original due date of the assignment with a 25% reduction on the grade. Late work will not be accepted beyond the one day requirement. A student will receive a zero for any work not turned in during the required time.

Make-up work (For Excused Absences) – Make-up work for excused absences shall be made available to all students. Make-up work shall provide the student with sufficient opportunity to master the TEKS or subject area requirements and shall be based on instructional objectives of the course. Students are responsible for asking for make-up work upon return to class. The number of days allowed for completion of make-up work shall be equal to the number of days missed. In the event of an extended absence, other arrangements approved by campus administration may be made. Any assignments not turned in during the allotted time will follow late work guidelines. Students will not be required to take an exam or turn in an assignment on the day of returning to school if the test or assignment was assigned during the student’s absence. Make-up work may be a revised version of the original assignment. Students eligible to attend Content Mastery must be allowed to attend Content Mastery for make-up work assistance.

Make-up work (For Unexcused absence) – A student with an unexcused absence may make up all work missed, but will receive a 25% reduction in any grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time. The number of days allowed for completion of make-up work shall be equal to the number of days missed.

Suspension – A student suspended from his or her regular classes may make up work, but will receive a 25% reduction in grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time. The number of days allowed for completion of make-up work shall be equal to the number of days missed.

Incomplete Grades – Unusual circumstances may occur which cause a student to be unable to complete coursework/assignments by the end of a grading period. In such cases, the student may receive an “Incomplete” for that grading period. The student will have one week upon his/her return to class in order to complete the assigned work. In unusual cases where the student has missed a quantity of work, the time may be extended. In all cases, the teacher must communicate to the student and parents the nature of the outstanding work and the time limitation for completing the work.

School Related Absences – Students are responsible for work/assignments missed when they are out due to school related activities. The number of days allowed for completion of make-up work shall be equal to the number of days missed for the activity.

Re-teach/Re-test/Re-assess for Mastery – Students will be given a reasonable opportunity to make-up or re-do a class assignment or assessment for which the student received a failing grade (excluding 9-weeks, semester, and final exams) according to the following criteria:

1. The student must request to re-do the assignment or assessment within one week following the return of the assignment or assessment.
2. Re-teach with successful completion of a reteach activity and make-up work will occur

- before or after school.
3. A student can earn a maximum score of a 70 on any assignment or assessment.

In the event the grade on the alternative assignment or assessment is lower than the original assignment or assessment. The higher of the two grades will be used for recording purposes.

Student Transfers – If a student transfers into the school from a school that uses letter grades, use the following conversion chart to assign grades:

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

VI. Weighting for GPA and Class Ranking

Students shall be awarded grades for coursework based on the grade received and the type of course. All courses except driver’s education, physical education, band, athletics and courses taken as pass/fail shall be counted as part of the student’s GPA in accordance with the provisions of District policy.

Each nine-week average and the semester test grade shall be weighted according to the following scale:

Advanced Placement/Concurrent and Dual Credit	
College Classes.....	+10
Regular.....	+0
Grades below 70 in any course.....	+0

*Any dual credit course taken for weighted high school credit shall be approved prior to taking the course and include an articulation agreement with the appropriate educational institution. Courses taken by correspondence, courses taken by alternative methods, and courses for which credit is earned by credit by examination shall be weighted as regular courses.

Eligibility for Advanced Courses:

Students enrolled in Dual Credit, Concurrent or Advanced Placement courses do not fall under the guidelines of UIL (no pass/no play) extracurricular guidelines.

Students enrolled in Pre-AP classes or State Advanced classes must maintain a 60 grade point average to maintain UIL eligibility.

VII. Types of Assessments/Assignments

Class work – Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There may be occasions where class work becomes homework, which may include guided or independent practice. Class participation may be counted as a grade.

Homework – Homework may be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child’s educational program. Homework should never be a disciplinary measure.

Quizzes/ Skill Checks – Quizzes and Skills Checks are short assessments designed by the teacher to evaluate a student’s level of understanding and progress toward unit objectives. These assessments do not have to be scheduled in advance.

Assessments – Assessments are designed to measure a student’s level of mastery of the TEKS. Major assessments are considered to be a chapter, unit concept(s), or cumulative (weekly, three, or nine weeks) tests. Major assessments shall be scheduled and announced in advance.

Research Paper/Projects – Research papers or projects are long-term assignments that may involve both class work and homework. Teachers may assign research papers or projects to an individual or to a group of students. Teachers will inform students of the research paper/project requirements and grading guidelines well in advance of the due date. Grades for each group member should not be affected by another group member’s non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade appropriate to his/her participation.

APPENDIX V: CHS Tardy Policy

Student success is a priority at Center High School and developing a good teaching and learning environment is crucial to that process. This environment is easily harmed if learning in a classroom is continually being interrupted or disrupted. We have implemented a tardy policy that we hope will eliminate disruptions in the classroom, thus providing all students an opportunity to be academically successful. Our policy is as follows: (Students recorded tardy in a campus wide tardy “lockout” will be subject to the following continuum.)

Action	Consequence
Four Tardies	Lunch Detention
Five Tardies	Lunch Detention
Six Tardies	Lunch Detention & 1 day of ISS
Seven Tardies	Lunch Detention
Eight Tardies	Lunch Detention
Nine Tardies	Lunch Detention & 2 days of ISS
Ten Tardies	Lunch Detention
Eleven Tardies	Lunch Detention
Twelve Tardies	Lunch Detention & 3 days of ISS
Thirteen Tardies	Lunch Detention
Fourteen Tardies	Lunch Detention & Saturday School

APPENDIX VI: CHS Parking Regulations

AUTOMOBILES AND PARKING LOTS

ALL RULES WITH REGARD TO THE OPERATION OF MOTOR VEHICLES ON SCHOOL PROPERTY ARE MADE WITH THE INTENT TO PROVIDE ORDER AND SAFETY TO ALL STUDENTS.

Students who drive a car, pickup, or motorcycle to school must register the vehicle with the CISD Police Department. This is done by providing the department with a copy of a valid driver's license issued by the State of Texas and current proof of Liability insurance. Parking stickers are issued for a \$5.00 fee. If a parking sticker is lost a replacement sticker may be purchased at a cost of \$10.00. All fines must be clear before a new sticker can be issued. Parking stickers are to be placed on the front left hand windshield of all vehicles driven to school and parked on school parking lots. Parking sticker registration is for a school year and must be renewed each school year. Students must park their vehicles only in areas designated for student parking. Parking on the Teacher's Parking lot is not permitted. Violation of the regulation is cause for appropriate disciplinary action and /or issuance of parking citations.

PARKING REGULATIONS

1. Vehicles and motorcycles are to be parked only in the areas that are marked for parking and are to be parked between the lines.
2. Vehicle doors are to be locked at all times.
3. Students are to leave their vehicles upon arrival and promptly leave the parking lot.
4. Students are not allowed to get into another vehicles once they have entered the campus.
5. Students are to enter and exit as directed by signs.
6. The speed limit is 10 miles per hour in the parking areas.
7. All campus regulations regarding student conduct are in effect in the parking area.
8. Students are not permitted to return to vehicles without appropriate permission.
9. Parking permits are issued for particular student parking lots. Failure to park in the proper lot could result in a parking citation being issued by the CISD Police Department.
10. Student must show proof of enrollment in a Co-op class to receive a Co-op parking permit.
11. Vehicles may not have stickers or any other type of media that advertises alcohol or tobacco or displays any symbol that may be considered racially divisive.
12. **An offender's vehicle will be towed at the owner's expense upon the issuance of the second (2nd) citation for parking in a fire lane. Upon issuance of the fourth (4th) collective parking citation for any other violation, the offender's vehicle will be towed at the owner's expense.**
13. **Any misuse of a parking permit could result in the suspension of parking privileges by the parties involved.**
14. **Vehicles parked on school property are subject to inspection, upon reasonable cause, by administrative authorities. (Board Policy FNF)**

Important: In the event that a parking violation is issued to a student, the fine is due within 15 days, unless the campus administrator grants an extension. If the fine is not paid within 15 days, the student's parking privileges will be revoked.

PARKING FINE LIST

IMPORTANT: In the event that a parking citation is issued to a student, the fine is due within 15 days, unless an extension is granted by the campus administrator. If the fine is not taken care of then, the student's parking privileges will be revoked. FINES ARE PAYABLE IN THE CISD POLICE DEPARTMENT OFFICE.

1. No Parking Permit or parking in a numbered space not assigned to that vehicle:

- a. 1st offense: warning ticket
- b. 2nd offense: \$15.00 fine and student must purchase a parking permit
- c. 3rd offense: \$30.00 fine and student must purchase a parking permit
- d. 4th offense: \$45.00 fine and vehicle towed at owner's expense.**

2. Parking in the wrong parking lot or in a space not designated for student parking:

(Loading zones handicapped parking; teacher designated spaces, etc.)

- a. 1st offense: warning ticket
- b. 2nd offense: \$20.00 fine
- c. 3rd offense: \$40.00 fine
- d. 4th offense: \$60.00 and vehicle towed at owner's expense.**

3. Parking in a fire lane:

- a. 1st offense: \$35.00 fine
- b. 2nd offense: \$60.00 and vehicle towed at owner's expense.**

NOTE: An offender's vehicle will be towed at the owner's expense upon issuance of the second citation for parking in a fire lane. Upon issuance of the fourth collective parking citation for any other violation, the offender's vehicle will be towed at the owner's expense. Any misuse of a parking permit, parking areas, streets or drives within the control of Center ISD could result in the suspension of parking privileges by the parties involved.

