

# **BURKEVILLE INDEPENDENT SCHOOL DISTRICT**



## **MISSION STATEMENT**

*Burkeville Independent School District is committed opportunities for all students to reach their potential in acquiring and using knowledge and skills for the purpose of making appropriate decisions, pursuing worthwhile personal goals, and contributing positively to society.*

**Paula A. Quick**

**Superintendent, Burkeville ISD**

**Central Office Phone: 409-565-2201**

**Teresa Meriwether, Principal**

**Burkeville Elementary School – 409-565-4284**

**Rosemary Williams, Principal**

**Burkeville Middle School & High School – 409-565-4338**

**Roy Harper, Campus Discipline Officer**

## **BOARD OF TRUSTEES**

**Joe Clark, President**

**Raymon Lacy, Vice President**

**Cora Myers, Secretary**

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**Sheila Phelps, Member**

**Colinda Love, Member**

**Misty Richmond, Member**

## **Burkeville High School & Middle School**

### **Philosophy**

The faculty of Burkeville High School and Middle School recognizes that each student is an individual—unique—unlike any other. We recognize each student’s need for a sense of dignity and worth comes from leading a productive life. The school exists to provide the student with experiences and knowledge to achieve this goal.

We strive to provide an atmosphere that will enable all students to experience growth—mentally, physically and morally—with a teacher to lead, guide, instruct and provide a variety of these experiences to help develop the whole person.

We believe that in directing the forces of the school toward the total growth of the students, with the cooperation of parents, we can educate the students to take their places in the social and economic community.

*“The lessons you teach are not confined to the walls of your classroom. Once they are implanted in the heart and mind of a child, they can change the world.”*

**Burkeville ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended.**

**Bell Schedule with “0” Period**  
**Burkeville High School & Middle School**

First Bell: 7:52 a.m.

7:55-8:45	50 Minutes	1 <sup>st</sup> Period
8:48-9:38	50 Minutes	2 <sup>nd</sup> Period
9:41-10:31	50 Minutes	3 <sup>rd</sup> Period
10:34-10:59	25 Minutes	“0” Period
11:02-11:52	50 Minutes	4 <sup>th</sup> Period
11:52-12:25	33 Minutes	Middle School Lunch
11:52-12:42	50 Minutes	HS 5 <sup>th</sup> Period
12:28-1:20	52 Minutes	MS 5 <sup>th</sup> Period
12:42-1:15	33 Minutes	HS Lunch
1:23-2:15	52 Minutes	6 <sup>th</sup> Period
2:18-3:10	52 Minutes	7 <sup>th</sup> Period

**Burkeville High School**  
**Burkeville Middle School**

**School Colors**

*Blue and White*

**School Mascot**

*Mustang*

**School Song**

*“Dear Old Burkeville High”*

(Tune: “Annie Lisle”)

Here’s to dear, old Burkeville high School,

One we love the best,

To her blue and white emblem,

May she ever be blest.

Burkeville School, our Alma Mater,

We’ll always love you,

Firm, undaunted, true and loyal,

That’s our pledge to you.

As long as we shall live,

To Burkeville, true and bold,

The best we’ll always give,

Your honors we’ll uphold.

Now may you ever stand,

In hearts of noble youth.

May the Lord take your hand

And lead the way of truth.

Burkeville, we’ll love you,

Now and forever,

Burkeville, we’ll serve you, now and forever.

# REQUIRED FORMS

## Acknowledgment Form

My child and I have received a copy of the Burkeville Jr/Sr High School Student Handbook and Student Code of Conduct for 2011–2012. 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, I should direct those questions to the principal at 409-565-4338.

Printed name of student: \_\_\_\_\_

Signature of student: \_\_\_\_\_

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

***“Please sign and date all pages, remove them from the handbook, and return it to the student’s school.”***

## **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 Burkeville ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing September 3, 2011.

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

For the following school-sponsored purposes: Burkeville ISD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, 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

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

**Parent: Please circle one of the choices below:**

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

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent’s Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education**

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

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

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

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

“Contact the high school principal at 409-565-4338 no later than September 2, 2011 if you do not want your child to participate in this activity.”

If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to Burkeville High School Principal, PO Box 218, Burkeville, TX 75932. The principal 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 school year 2011–2012! 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 Burkeville Jr/Sr High 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 “the student’s parent” 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 Burkeville Jr/Sr High 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 in this handbook sent home to parents or available in the principal’s office].

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. 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.

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.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the school.

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

1. Parental Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Education Form; and
4. Consent/Opt-Out Form.
5. Action Plan for Burkeville ISD Evacuation
6. Computer Resources/Use

7. Acknowledgement of Parking Rules for Eligible Drivers

8. School Lunch Form

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 school office or online at [www.burkeville.org](http://www.burkeville.org).

## **SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES**

This section of the Burkeville Jr/Sr High 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher or principal, please call the school office at 565-4338 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. Becoming a school volunteer. For further information, see policies at GKG and contact the high principal.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the high school principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**].

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

## **PARENTAL RIGHTS**

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

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

### **“Opting Out” of Surveys and Activities**

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

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

### **Displaying a Student's Artwork and Projects**

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

### **Accessing Student Records**

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

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

Burkeville ISD has provided a Parent/Student portal that may be assessed at [www.burkeville.org](http://www.burkeville.org) to review their student's grades and assignments. Students will be given the information on how to set up their accounts at the beginning of the school year. If you need assistance call the campus office.

### **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 co curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the 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 the Texas Education Agency.

### **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:

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this 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.

## **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.

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

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

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

## **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.

## **School Safety Transfers**

As a parent, you have a right:

- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. To 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
- Parents of Students with Disabilities

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.

### ***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.

### ***Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services***

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities***.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Denise Hilton at 409-379-8403.

### **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 related to leave or deployment activities may be excused by the district.

Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

## **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, 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.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

The superintendent is custodian of all records for currently enrolled students at the assigned school. The superintendent 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 P.O. Box 218 Burkeville. TX 75932.

The address of the principals' office is: P.O. Box 218 Burkeville. TX 75932.

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 superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at [www.burkeville.org](http://www.burkeville.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 or by September 2, 2011.

### ***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 has been attached for you to complete 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 the high school principal at 565-4338.

### **ABSENCES/ATTENDANCE**

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

#### **Compulsory Attendance**

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing.

Students enrolled in prekindergarten or kindergarten are required to attend school.

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 in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject 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; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s return to campus.

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.

### **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 from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

If the student is age 18 or older, the student’s parents will not be subject to penalties as a result of their child’s violation of state compulsory attendance law.

## **Attendance for Credit**

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

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

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

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

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

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

## **Parent's Note after an Absence**

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

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

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

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.

### ***Please note:***

- A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school-related activities on that day or evening.
- In those rare circumstances when a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent, that describes the reason for the absence; a note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.
- A parent wishing to withdraw a student from school must present a signed request to the principal stating the reason for the withdrawal and the effective date.
- A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action.
- A student who must leave school during the day must bring a note from his/her parent that morning.
- A student who becomes ill during the school day should, with teacher and front office permission, report to the District nurse. The nurse will decide if the student should be sent home and will notify the student's parents by way of the principal's office.

## **Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

## **Identification Badges**

Students are required to wear identification badges at school at all times except during physical education. Students will be issued an ID badge at the beginning of the school year at no cost to the student. However, any student not wearing an ID badge at school will be required to immediately replace the badge at a cost of \$5 to the student.

Disciplinary Action for violation of ID badge requirement:

- Unless a parent/guardian can bring the ID badge by 8:30 or the student purchases a replacement badge, the student will be sent to ISS for the remainder of the school day.
- If a high school student who has a registered vehicle goes home for the ID badge, that student will receive a tardy when returning. Student must have parental permission to leave campus.
- Additional lanyards may be purchased at the office for \$1 or from an outside source.

## **ACADEMIC PROGRAMS**

The school provides students and parents information regarding academic programs to prepare for higher education and career choices.

## **BULLYING**

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

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

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

## **CHILD SEXUAL ABUSE**

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

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

[http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

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

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

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

Reports 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>).

## **AWARDS AND HONOR**

### **National Honor Society**

The National Honor Society, Burkeville Chapter, received its charter in 1989. The criterion for membership in this prestigious group is four fold. A student must demonstrate the qualities of leadership, service, character and scholarship. Candidates must have a cumulative scholastic average of at least 89.5 percent 2.95 on the weighted scale used by Burkeville High School. A scholastic average does not include P.E., band, art or vocational classes. Candidates whose scholastic average qualifies them for consideration shall then be evaluated on the basis of service, leadership and character by the faculty advisory committee consisting of five teachers, the principal and the sponsor. Candidates are eligible for induction into NHS the first semester of the tenth grade. Membership of any honors organization will be revoked or denied if the student is placed or assigned to Disciplinary Alternative Education Program during High School.

### **Scholarships**

Many scholarships are available to graduating seniors through the interest of business, colleges and local organizations. Information concerning these scholarships is available at the office of the counselor. Scholarships are not easily obtained. In most cases the need of the individual student is likely to be the determining factor in the granting of aid to applicants. Most colleges have limited funds available for scholarship in particular areas. It is the responsibility of the individual to apply directly to the donor for a desired scholarship. See your counselor for sources of information from the colleges/universities. Available scholarships will be called to the attention of seniors and the senior English teacher.

### **Scholarships Given by Local Organizations**

Each of these scholarships may be applied for in the counselor's office. Also, if there are any new scholarships available from the local area the counselor will be aware of them. All students are eligible to apply for these scholarships. None of these scholarships are based primarily on scholastic ability but are rather based upon a combination of several qualities.

## **Guaranteed Loans**

Students who need funds to finance their college education may be eligible for a guaranteed loan. Students enrolled or accepted for enrollment in an approved college or university may obtain low cost insured loans from private commercial lenders. Such lenders may be banks, credit unions, savings and loan associations, insurance companies or colleges which elect to become lenders under the program. Depending upon the state program, students apply for a loan directly to a bank or other lending agency, the college or to the state agency. The loan is made directly to the student by the lender. For further information on Guaranteed Loans, write: Coordinating Board, Texas College and University System, 201 East 14th Street, Austin, TX 7870

## **Educational Opportunity Grants**

High School graduates with exceptional financial needs may qualify for an out-right grant of funds. These awards are made available to colleges and universities participating in the program. Colleges administer the program of education opportunity grants, select the students eligible for help, and determine the amount of the grant.

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

The district offers a career and technical education program in Tech Prep. Admission to this program is based on availability and success in prerequisite classes.

Burkeville 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.

## **CLASS RANK / HIGHEST RANKING STUDENT**

High school rank for students seeking automatic admission to a general teaching institution on the basis of their class rank is determined and reported as follows: 1. Most recent available class rank, based on a point in time no earlier than the end of the 11th grade, shall be used for admission decision-making. 2. The top ten percent and top 25 percent of a high school class shall not contain more than ten percent and top 25 percent, respectively, of the total class size. 3. The student's rank shall be reported by the applicant's high school or District as a specific number out of a specific number total class size. 4. Class rank shall be determined by the Texas school or district from which the student graduated or is expected to graduate. *19 TAC 5.5(f)*

The following guidelines shall be used in selecting honor graduates:

1. Class ranking shall include work completed in grades 9–12 by students maintaining averages of 90 or above during those eight semesters. Grades shall be weighted according to the chart below:

PLAN 1*	PLAN 2
A 90–100	4.0–5.0 3.0–4.0
B 80–89	3.0–3.9 2.0–2.9
C 70–79	2.5–2.9 1.5–1.9
F 60–69 (Concurrent college courses only)	1.0–1.9
F Below 70—no credit	—
I Incomplete	

\*Advanced classes

2. The student shall be enrolled for his or her entire senior year at the District high school. Grades earned in an accredited summer school will be given equal value as all other grades.
4. Honor graduates shall be named after the fifth six-week reporting period of the senior year.
5. Transfer students entering the high school from schools not granting honors credit may request that their transcripts be evaluated for honors credit in grades 9–11 after completion of four semester credits in honors or advanced courses with a grade of 90.

The valedictorian and salutatorian shall be named from those graduates earning honor status, using the following guidelines:

1. Two full years of continuous attendance shall be completed at the District high school.
2. The Recommended or Distinguished Achievement Plan shall be completed.
3. At least one year of fine arts shall be completed.
4. At least 26 prescribed credits shall be completed.
5. Grades in the following courses shall not be included in computing the overall grade average.
  - a. Local credit courses.
  - b. Correspondence courses.
  - c. Courses for which credit has been earned through credit by examination.

In the event of a tie for the student with the highest class ranking, the following steps shall be used in succession until the tie is broken:

1. Computing the weighted grade average to a sufficient number of decimal places until the tie is broken.
2. Using scores of the same standardized

## **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.

## **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.

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 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process. Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

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

## **COLLEGE CREDIT COURSES**

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

- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Angelina College;
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information.

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 [www.burkeville.org](http://www.burkeville.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.

### **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—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.

### **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.

### **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.

#### **Communicable Diseases/Conditions**

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who have been exposed to the disease can be alerted. The diseases include:

Amebiasis	Hepatitis, Viral (specify type)	Rubella (German Measles)
Campylobacteriosis	Impetigo	including congenital
Chickenpox	Infectious Mononucleosis	Salmonellosis, including Typhoid Fever

Common Cold with fever	Influenza	Scabies
Fifth Disease (Erythema Infectiosum)	Measles (Rubeola)	Shigellosis
Gastroenteritis Pulmonary	Meningitis, Bacterial	Streptococcal Disease, invasive
Giardiasis	Mumps	Tuberculosis,
Head Lice (Pediculosis)	Pinkeye (Conjunctivitis)	Whooping Cough (Pertussis)
	Ringworm of the Scalp	

<b>Disease</b>	<b>Incubation Period</b>	<b>Period of Communicability</b>	<b>Readmission To School</b>
Chicken Pox	14-21 days	Probably one day before appearance of rash to six days after it appears	Seven days after the first lesion. No exclusion of contacts.
Diphtheria	2-6 days	Until nose and throat cultures are negative.	Exclude case and/or contact until released by physician
German Measles (rubella)	14-25 days	Four days.	No restrictions
Hepatitis (infectious)	10-50 days (avg.-25)	Unknown	Exclude from school until no fever and no jaundice. Certificate from attending physician. (Notifying parents of classroom contacts not necessary).
Impetigo or any suspicious skin lesions	2-5 days	As long as lesions remain unhealed	Until lesions are healed
Measles (rubella)	7-14 days	From beginning of illness until rash disappears.	7 days from beginning of rash
Meningitis (epidemic)	2-10 days	Until negative nose and throat cultures obtained	Certified from attending physician for patient and family and/or contacts

<b>Disease</b>	<b>Incubation Period</b>	<b>Period of Communicability</b>	<b>Readmission To School</b>
Mononucleosis (infectious)	Unknown	Unknown	Until recovered
Mumps	12-28 days	2 days before symptoms observed until swelling	Until swelling has subsided

		subsides	
Pediculosis (lice)	5-7 days	Until lice and nits removed	Until free of lice and nits
Pink Eye	24-72 days	During course of infection	Until recovered or by physician's statement that the person is noninfectious.
Ringworm (scalp)	Unknown	As long as infected area is active	Allowed to stay in school if under physician's care and wears a stocking cap at all times. Must have a certificate before cap can be removed.
Scabies (itch)	Days or weeks	Until itch mite and ova destroyed by treatment	Until healed. While under physician's care, area must be covered.
Streptococcal infections: Scarlet fever Scarlatina "strep" throat	2-5 days	Until patient has recovered	Until released by physician or least 7 days. No exclusion of contacts.
Tuberculosis	2-10 weeks	As long as tubercular bacillie are being discharged by the patient	Until noninfectious and released by attending physician. Household contacts: skin test or x-ray.
Typhoid Fever	1-3 weeks	Until negative stool and urine culture is obtained.	Exclude patient and contacts until released by attending physician.

## COUNSELING

### Academic Counseling

Students and their parents are encouraged to talk with a school student advisor, 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 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 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.

### 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.

### 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—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

The student advisor 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.

### **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 for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2011–2012 school year include:

June 28, 2011

August 11, 2011

January 19, 2012

A student will earn course credit with a passing score of at least 90 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies. If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student’s parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

### **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.

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

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

### **Discrimination**

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. A copy of the district's policy is available in the campus principal's office and in the superintendent's office or online at [www.burkeville.org](http://www.burkeville.org).

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

### **Sexual Harassment**

Sexual harassment of a student by an employee, volunteer, or another student is prohibited. 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. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual. Examples of prohibited 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.

## **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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

## **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, 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.

## **Investigation of Report**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event 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.

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

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

## **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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN. Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. If you have

questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor. The additional distance learning opportunities available to district students are Dual Credit classes at the student's expense through Angelina Collage via Interactive Video classes.

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

### **Nonschool Materials...from students**

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

The principal has designated the high school office or entrance hall as the location for approved nonschool materials to be placed for voluntary viewing by students. A student may appeal a principal's decision in accordance with policy FNG(LOCAL). Any student who posts nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

### **Nonschool Materials...from others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the 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. Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

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

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

## **DRESS AND GROOMING**

The district's dress code is established to teach grooming and hygiene, 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:

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

Certain standards must be established for all students to observe if we are to maintain a proper educational atmosphere. In establishing appropriate standards of dress, it is neither the intention of the school system to attempt to regulate fashion nor to determine what is in style, but rather to encourage good grooming for students. ***It is important that everyone continues to recognize that school is a more formal experience; therefore, the type of apparel worn and grooming should reflect this formality. Questionable attire will be taken under advisement of the campus administrator.***

Students must comply with the following regulations as to proper school dress and grooming. Students will be required to correct any grooming or dress code violations. ***Continued violations will result in disciplinary action.***

- Students must wear shoes. No house shoes, flip-flops, or shoes with a heel higher than 2 inches.
- Modest and appropriate clothing and underclothing are to be worn at all times.
- No sunglasses will be worn in school unless medically prescribed for indoor wear.
- No curlers, rolled hair, hat or head covering shall be worn on school campus during school hours.
- No hats are to be worn on campus during school hours.
- No clothing which advertises or advocates use of alcohol, tobacco, or drugs; no offensive or suggestive language or pictures will be allowed.
- Students should maintain good personal hygiene.
- Oversize shirts are not acceptable attire.
- All trousers must be worn above the hips. Trousers/skirts/pants with belt loops are to be worn above the hips with belt buckled. No more than four inches of extra/excess belt length will be allowed. No wind pants. No jogging pants made of sweat suit or knit material are allowed. Jeggins, leggings, spandex or other form fitting pants such as skinny jeans are not acceptable dress in the public school. Jeggins, leggings, spandex or

other **form fitting pants** such as skinny jeans may be worn under skirts, dresses or mid-thigh tunics. Jeggins, leggings, spandex or other formfitting pants such as skinny jeans are not allowed to be worn with shirts/tunics above mid-thigh.

- Mesh, see-through shirts, tank tops, muscle shirts, and revealing sleeveless shirts are unacceptable as outer garments, unless worn over another acceptable top.
- No extreme necklines, bare shoulders, bare backs, bare midriffs or see-through attire will be allowed. (Belly buttons must remain covered.)
- Walking shorts are acceptable attire. Shorts may be no shorter than mid-thigh, must be loose and non-form fitting and have a hem. Cutoffs or roll-ups, bicycle shorts or boxer shorts will not be allowed.
- No dresses or skirts with a hemline above mid-thigh will be allowed.
- No garment, which reveals underwear, will be allowed. Jeans/pants with holes or stressed areas which show skin are not acceptable school attire.
- Earrings will be allowed in the ear but no earrings, studs, posts or any other articles in the nose, tongue, or other facial areas.  
Grooming of hair must be acceptable. Hair cannot be longer than the collar for males.
- Goatees or mustaches will be allowed. However, they must be neatly groomed. The remainder of the face and neck must be clean shaven. Students will not be allowed to go home to shave. Any special shaving equipment must be provided by student and left in the office. Otherwise, students will be provided Bic Sensitive shavers and cream. If there is a medical reason for not shaving, the doctor's note must be on file.
- Any offensive tattoo must be covered.

### **Consequences for Dress Code Violation**

The student will receive a warning and a copy of the dress code on the first offense. A notice will be mailed home from the school office and the student will immediately correct dress code violation.

Continual violation will result in principal/student conference. The principal will contact the parent of the student. Student will be placed in after school or ISS for a number of days as decided by the building principal. The student will immediately correct dress code violation. A notice will be mailed home from the school office.

All future offenses will be considered serious misconduct violations.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

## **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. The use of Netbooks, laptops, tablets, or other portable computers is restricted to students enrolled in college classes or students who have obtained special permission by the principal. Use is restricted to the computer lab or library under the supervision of district personnel.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student may pick up the confiscated telecommunications device from the principal's office for a fee of \$25.

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

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

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

Except as described below, students are not permitted to possess or use personal electronic devices such as 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. Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

### **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 sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition 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, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

## **END-OF-COURSE (EOC) ASSESSMENTS**

Pending: State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

## **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.

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

The following requirements 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 the number of All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

## **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the

consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

### **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: National Honor Society, Student Council and individual class offices.

### **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 credits 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.
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the high school principal.

## **FUND-RAISING**

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 10 days before the event.

## **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.

## **GRADE CLASSIFICATION**

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

## **GRADING GUIDELINES**

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

Pending: State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

## **GRADUATION**

### **Requirements for a Diploma**

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

### **Graduation Programs**

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the 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, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the

student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

**BURKEVILLE PERSONAL GRADUATION PLANNER**

NAME: \_\_\_\_\_

**Credit Requirements**

CAREER PATHWAY: \_\_\_\_\_

26 Credits to Graduate

19 Credits to be a senior

SPECIFIC CAREER GOAL: \_\_\_\_\_

12 credits to be a junior

6 Credits to be a sophomore

Check one of the following graduation plans:

\_\_\_\_\_ Recommended (RHSP)

\_\_\_\_\_ Distinguished (DAP)

\_\_\_\_\_ Minimum (MHSP-Special Approval Only)

**YEAR 1 – GRADE 9**

**YEAR 3 – GRADE 11**

English \_\_\_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Math \_\_\_\_\_

Social Studies \_\_\_\_\_

Social Studies \_\_\_\_\_

Science \_\_\_\_\_

Science \_\_\_\_\_

Keyboard/Health/Speech \_\_\_\_\_

Spanish 2 \_\_\_\_\_

PE/Band \_\_\_\_\_

Elective \_\_\_\_\_

Elective \_\_\_\_\_

Elective-State \_\_\_\_\_

**YEAR 2 – GRADE 10**

**YEAR 4 – GRADE 12**

English \_\_\_\_\_

English \_\_\_\_\_

Math \_\_\_\_\_

Gov. / Economics \_\_\_\_\_

Social Studies \_\_\_\_\_

Science \_\_\_\_\_

Science	_____	Spanish 3 (DAP)	_____
Spanish 1	_____	Fine Arts	_____
Elective	_____	Elective	_____
Elective	_____	Elective	_____

Electives are selected from the state approved list of courses. Speech, fine arts, P.E., technology application, and health education are required for specific graduation plans and satisfy state-approved electives. Students will be on the Recommended High School Program of study unless certain conditions apply.

Year 5-Post High School

Year 6-Post High School

**Standardized tests:**

TAKS-Grades 9-11

PLAN-Sophomore/Junior

PSAT-Sophomore/Junior

ASVAB-Junior Year

ACT-Junior and/or Senior Year

SAT-Junior and/or Senior Year

THEA-required by all Texas Public Universities and Community Colleges

All students must meet the following credit and course requirements for graduation under the programs listed:

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	2.5 or 3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education	1	1	1
Speech	0.5	0.5	0.5
Language other than		2	3

<b>Courses</b>	<b>Number of credits Minimum Program</b>	<b>Number of credits Recommended Program</b>	<b>Number of credits Advanced/ Distinguished Achievement Program</b>
English			
Fine Arts	1	1	1
Locally required courses	4	4	4
Electives	6.5 credits	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures*
<b>TOTAL</b>	<b>26 credits</b>	<b>26 credits</b>	<b>26 credits</b>

\*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.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the counselor about a transfer or other alternatives. If the parents of at least 22 students request a

transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

### **Certificates of Coursework Completion**

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

### **Students with Disabilities**

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities 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.

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 or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

### **Graduation Activities**

Graduation activities will include:

- Graduation

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

### **Graduation Speakers**

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are ranked in the top 10% of the class will be

eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. Students will be offered the opportunity to take part in the speaking roles at graduation based on their class ranking.

### **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

### **State Scholarships and Grants**

- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program’s eligibility requirements.
- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement 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.

## **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.

## **HEALTH-RELATED MATTERS**

### **Bacterial Meningitis**

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least

serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- 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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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? Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It 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/>.

### **Physical Activity for Students in Middle School**

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

### **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 principal's office.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness.

### **Other Health-Related Matters**

#### ***Physical Fitness Assessment***

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the principal's office to obtain the results of his or her child's physical fitness assessment conducted during the school year.

#### ***Vending Machines***

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines see the high school principal.

#### ***Tobacco Prohibited***

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities.

#### ***Asbestos Management Plan***

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Maintenance or Central Office. If you have any questions, please contact the superintendent.

### ***Pest Management Plan***

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact principal's office..

### **HOMELESS STUDENTS**

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Bernadette Gosey-Smith at 409-565-4338.

### **HOMEWORK**

Students will have the opportunity to make up short-term missed work on an equal time basis for *excused absences*. If a student misses one day, he/she will have one day to make up missed work; three days, he/she will have three days, etc. Long-term assignments will be turned in on the day the student returns to class. Failure to make up assigned work within the time allotted by the teacher will result in a grade of zero (0) for the assignment(s).

### **IMMUNIZATION**

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

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

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

and the Department of State Health Services 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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

## **LIMITED ENGLISH PROFICIENT STUDENTS**

A student with limited English proficiency (LEP) 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, below, may be administered to a LEP student. 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 these decisions.

## **MAKEUP WORK**

### **Makeup Work Because of Absence**

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB (LOCAL).]

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

Students will have the opportunity to make up short-term missed work on an equal time basis for *excused absences*. If a student misses one day, he/she will have one day to make up missed

work; three days, he/she will have three days, etc. Long-term assignments will be turned in on the day the student returns to class. Failure to make up assigned work within the time allotted by the teacher will result in a grade of zero (0) for the assignment(s).

### **DAEP Makeup Work**

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

### **In-school Suspension (ISS) Makeup Work**

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

## **MEDICINE AT SCHOOL**

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 policies at 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.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
  - In accordance with the guidelines developed with the district's medical advisor; and
  - When the parent has previously provided written consent to emergency treatment on the district's form.

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 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 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 principal for information

### **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 policies at FFAC.]

### **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, Burkeville 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: Paula A. Quick, 409-565-2201

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability
- All other concerns regarding discrimination: See the superintendent

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others

## **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.

**Grades 7 and 8:** To be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects: English, Language Arts (average includes reading improvement if required), Mathematics, Social Studies, and Science. Should the student fail the same subject the following year, the student would have to retake the class. The failure or more than one of the above courses will result in retention at the grade level.

Please be aware that, effective in the school years set out below, a student's satisfactory performance on state exams, called the Texas Assessment of Knowledge and Skills (TAKS), will be required for promotion. This requirement will be effective for the following students:

A student who does not perform satisfactorily will have additional opportunities to take the test and will participate in special instructional programs designed to help improve performance. If the student fails a second time, a grade placement committee, consisting of a principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; the parent can appeal this decision, however, to the grade placement committee. Whether the student is retained or promoted, an educational plan for the student will be designed for the next school year to enable the student to perform at grade level.

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

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

\* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student 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 guidance 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 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**

Because class time is important, doctor’s appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day.

Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

## **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.

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.

**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.

## **SAFETY**

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

- Avoid conduct that is likely to put the student or 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.

## **Drills: Fire, Tornado, and Other Emergencies**

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

### ***Fire Drill Bells***

- 3 bells      leave the building
- 1 bell      halt; stand at attention
- 2 bells      return to the classroom

### ***Tornado Drill Bells***

- 1 continuous bell      move quietly but quickly to the designated locations
- 2 bells                      return to the classroom

## **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 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.

## **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 7:25 a.m.

- Cafeteria
- School Office
- Gym in bad weather

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, 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.

## **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. All students are requested to return the application even if you do not believe that you will meet the required guidelines. Information about a student's participation is confidential. See the Cafeteria Director 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.

## **Cafeteria Prices**

<b>P-K- 5:</b>	<b>\$1.75</b>	<b>6-12:</b>	<b>\$2.00</b>	<b>Adults/Visitors:</b>	<b>\$3.50</b>
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## **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:

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

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

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

## **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 cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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

### **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.

### **Vehicles on Campus**

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

### **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**

Any student who participates in extra-curricular activities is subject to random monthly drug testing.

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the principal.

## **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 counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

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

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

#### ***Grades 3–8***

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011–2012 school year only, this requirement will be waived.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

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

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be 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. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

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

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the 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.

Additional information will be provided to students and parents prior to the spring 2012 administrations.

### **TAKS (Texas Assessment of Knowledge and Skills)**

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

### **THEA (Texas Higher Education Assessment)**

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

### **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>.

## **SUMMER SCHOOL**

Burkeville ISD does not provide Summer School for the purpose of promotion. Tutorial time for those students needing remediation for state mandated tests is provided. Contact the principal for information.

## **TARDINESS**

Tardiness: Students are permitted two tardies per six-week period. Upon receiving a third tardy and for each subsequent tardy, the student will be notified through the office to attend *after-school detention*. No build up of tardies will be permitted. If the student fails to attend after-school, 1 day of ISS placement will be completed.

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

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

## **TRANSFERS**

Transfers are considered each year during the April Board meeting for the following school year. Out of district transfers are considered on a case by case basis. Transfer requests during the school year may be considered and may be authorized by the superintendent.

## **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. The principal, however, may make an exception if the parent makes a written request 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 any subsequent changes are posted at the school.

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 565-4338 or 565-2201.

Students that are assigned to DAEP must provide their own transportation to and from school.

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

### **State Requirements:**

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, 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 bus or van.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

### **District Requirements**

- Students are prohibited from carrying any type of medication on District school buses/transportation.
- Students must ride their assigned bus unless a change is approved in writing by the building principal.
- Parents must write or call the principal prior to 2:00 p.m. to request that a student ride in a different bus or walk home. Student request will not be accepted. **(NO BUS PASS WILL BE WRITTEN AFTER 2:00 p.m.)**
- Students are expected to be at their bus stop at least three minutes before the bus is scheduled to arrive. The driver is not required to wait for late arrivals.
- Students must remain seated, facing front, with their hands and feet to themselves at all times when the bus is in motion. Shoving, tripping, scuffling, or fighting will not be tolerated.

- Talking to your neighbor in a normal voice is acceptable, but loud talking will not be tolerated.
- Eating and drinking on the bus is not allowed.
- Use of tobacco products or drugs in any form will not be tolerated.
- The aisle must be kept clear.
- The driver is authorized to assign seats. Students are expected to cooperate with the driver.
- Since rules of safety and good conduct are common sense rules, we have not attempted to list all of the appropriate or inappropriate ones. Therefore, any activity not listed which is dangerous, disruptive, interferes with the operation of the bus, or which is distracting to the driver will be reported as misconduct.
- When students ride in a District van or passenger car, seat belts must be worn at all times.

### **Disciplinary Procedures for Violations**

Violations/misconduct on the bus will be dealt with on a case by case basis. If the violation or misconduct is severe or repetitive, automatic suspension of bus riding privilege may occur. The severity of the violation/misconduct will be determined by the Principal. If a student's bus riding privileges are suspended, the suspension will begin on the day following the conference with the principal.

In the event a student is engaged in an offense considered to be major, the student's bus riding privilege may be immediately suspended by the Principal or Transportation Director. Fighting will result in a minimum 5-day suspension from the bus.

In the event a student is engaged in an offense considered to be major, the student's bus riding privilege may be immediately suspended by the principal. ***Fighting on the bus will result in a disciplinary report from the Zero Tolerance Procedures.***

In the event a situation arises where a student becomes a threat to himself/herself or others, the driver will be permitted to put the student off the bus or to call for law enforcement assistance. The driver will report the problem to the principal as soon as possible. The principal will contact the parent of the student.

Any violation of the bus conduct code will result in a one-week suspension from all school-related extracurricular and non-curricular activities.

The following consequences may occur:

- Corporal Punishment
- In-School Suspension
- Suspension from school DAEP (Disciplinary Alternative Educational Placement)
- Removal from the bus for: 5 days, 20 days, 45 days, 90 days or for the remainder of the semester or the school year.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

## **VANDALISM**

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

## **VIDEO CAMERAS**

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

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

## **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 principal's office and must comply with all applicable district policies and procedures.

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.

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 Burkeville ISD 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 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.

**BISD  
STUDENT  
CODE OF  
CONDUCT**

## Student Code of Conduct

### The Purpose of the **STUDENT CODE OF CONDUCT**:

While these provisions of the BISD Student Code of conduct are mostly contained within the TASB Student Hand book which is online at [www.burkeville.org](http://www.burkeville.org) or in the principals office, this is the Code of Conduct/Zero Tolerance that has been accepted by the BISD Board of Trustees. Education in this community represents a significant commitment of financial and human resources. The benefits a student derives from this investment depend to a great extent on the student's attitude toward learning and adherence to high standards of behavior.

Chapter 37 of the Texas Education Code requires the District to define misconduct that may or may not result in a range of specific disciplinary consequences. The **STUDENT CODE OF CONDUCT** which follows is an outgrowth of collaboration among District and campus staff, parents and other community members.

In case of conflict between the provisions of the **STUDENT CODE OF CONDUCT**, or the Student Handbook, the provisions of the BISD Policy Manual will prevail.

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

### Standards for Student Conduct

Students are expected to:

- wear ID badges at school at all times except during physical education.
- behave in a responsible manner, demonstrating courtesy and respecting the rights of other students and District staff. Student cooperation and respect for the property of others, including District property and facilities, is essential to the maintenance of facilities, safety, order and discipline.
- attend all classes regularly and on time, being prepared for each class, taking appropriate materials and assignments to class.
- be well groomed and appropriately dressed each day.

As required by law, the District has developed and adopted a **STUDENT CODE OF CONDUCT** that establishes prohibited behavior standards—both on and off campus—and consequences for violation of the standards.

Students need to be familiar with the standards set out in the **STUDENT CODE OF CONDUCT**, as well as campus and classroom rules, in order to avoid violations and the subsequent consequences.

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

The District has disciplinary authority over a student:

- during the regular school day and while the student is going to and from school on District transportation;
- While the student is participating in any activity during the school day on school grounds;
- within 300 feet of school property;
- While the student is in attendance at any school-related activity regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee occurs or is threatened, regardless of time or location;
- When the student commits a felony, as provided by Texas Education Code 37.006;
- When criminal mischief is committed on or off school property or at a school-related event.

The District has the right to revoke the transfer of a transfer student for violating the District's **STUDENT CODE OF CONDUCT**.

In general, discipline is designed to encourage all students to adhere to their responsibilities as citizens of the school community and to promote good conduct. Disciplinary action will draw from the professional judgment of teachers and administrators and on a range of discipline management techniques.

### **Routine Discipline Management Techniques**

A student who violates the **STUDENT CODE OF CONDUCT** may be disciplined using one or more of the discipline management techniques listed below. For these violations which are not violations of the **STUDENT CODE OF CONDUCT**, the teacher is not required to make a **STUDENT CODE OF CONDUCT** violation report, and the principal is not required to notify parents.

The following discipline management techniques may be used - alone or in combination - for misbehavior violating the **STUDENT CODE OF CONDUCT** or campus or classroom rules:

- Verbal correction
- Cooling-off time
- Seating changes within the classroom
- Counseling by teachers, counselors, or administrative personnel

- Contact parents/guardians
- Parent-teacher conferences
- Temporary confiscation of items that disrupt the educational process
- Rewards or demerits
- Behavioral contracts
- Sending the student to the office or other assigned area,

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with policy FGN (LOCAL). A copy of this policy may be obtained from the principal's office.

In making discipline decisions, school administrators will take into account;

- Intent
- Self-defense
- Disciplinary history
- Disabilities that substantially impair the student's capacity to appreciate the wrongfulness of the conduct.

### **Discretionary Removal**

General misconduct violations will not necessarily result in the formal removal of the student from class or another placement but *may* result in a routine referral, formal removal, or the use of any other discipline management technique.

### **Formal Removal**

Formal removal initiated by a teacher will occur if the student's behavior has been repeatedly interfering with the teacher's ability to teach his/her class, and/or the behavior is so unruly, disruptive, or abusive that the teacher cannot teach and the students in the classroom cannot learn.

Any removal of a student by a teacher for behavior described above requires that the teacher report the offense to the principal or appropriate administrator. The principal or appropriate administrator will then send a copy of the report to the student's parents within 24 hours of receiving the teacher's report.

A teacher or administrator may also remove a student from class if the student engages in behavior for which the Education Code requires disciplinary Alternative Education Program placement and/or suspension.

A teacher or administrator may also remove a student from class for a behavior for which the District has determined a student may be suspended and/or placed in a disciplinary Alternative Education Program. Within three school days of receiving the **STUDENT CODE OF CONDUCT** violation report, the principal will schedule a conference with the student's parent, the teacher, and the student in the case of a teacher removal.

At the conference, the principal or appropriate administrator will inform the student of the misconduct for which he or she is being removed and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences of the **STUDENT CODE OF CONDUCT** violation.

When a student is removed from the regular classroom and a conference is pending, the principal may place a student in:

- Another appropriate classroom
- In-school suspension
- A disciplinary Alternative Education Program in which the student must be separated from other students for the entire school program day, and which will provide counseling and instruction in core subjects

When a student has been formally removed from class by a teacher, the principal may not return the student to the teacher's class without the teacher's consent unless the placement review committee determines that the teacher's class is the best or only alternative available.

State law prohibits students placed in a disciplinary Alternative Education Program for mandatory removal reasons from attending or participating in school-sponsored or school-related extracurricular and non-curricular activities during the period of placement; including seeking or holding honorary positions and/or membership in school-sponsored clubs or organizations.

Parental questions or complaints regarding disciplinary measures taken should be addressed to the teacher or campus administration.

### **CD Players/Radios/Tape Players/Electronic Devices/Cell Phones**

The learning atmosphere is not enhanced by the indiscriminate use of electronic devices. Therefore students are prohibited from bringing to school such items as radios, tape players, electronic games, cellular phones or pagers. Nothing in this policy can be construed to prohibit recording of instructional lessons with the permission of the teacher.

The principal must approve the possession of paging devices while on school property or while attending school sponsored or school related activities on or off school property, unless the student, acquires principal permission, and is an active member of a voluntary fire department or emergency medical services.

At Burkeville High School a \$15.00 fine will be assessed and the phone may be picked up when the fine is paid at the end of the day. Elementary students are required to turn their phones into the school office and may be picked up at the end of the school day. Phones that are confiscated in classrooms must be picked up by parents.

#### ADDITIONAL OFFENSE

\$15.00 fine will be assessed and may be picked up when the fine is paid at the end of the day.

## **Burkeville ISD**

### **Dress & Grooming Code**

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

Certain standards must be established for all students to observe if we are to maintain a proper educational atmosphere. In establishing appropriate standards of dress, it is neither the intention of the school system to attempt to regulate fashion nor to determine what is in style, but rather to encourage good grooming for students. ***It is important that everyone continues to recognize that school is a more formal experience; therefore, the type of apparel worn and grooming should reflect this formality. Questionable attire will be taken under advisement of the campus administrator.***

Students must comply with the following regulations as to proper school dress and grooming. Students will be required to correct any grooming or dress code violations. ***Continued violations will result in disciplinary action.***

- Students must wear shoes. No house shoes, flip flops or shoes with a heel of 2 inches. Elementary students are not allowed to wear shoes with inappropriate heels.
- Modest and appropriate clothing and underclothing are to be worn at all times.
- No sunglasses will be worn in school unless medically prescribed for indoor wear.
- No curlers, rolled hair, hat or head covering shall be worn in school building during school hours.
- No hats are to be worn on campus during school hours.
- No clothing which advertises or advocates use of alcohol, tobacco, or drugs; no offensive or suggestive language or pictures will be allowed.
- Students should maintain good personal hygiene.
- Oversize shirts are not acceptable attire.
- All trousers must be worn above the hips. Trousers /skirts/pants with belt loops are to be worn above the hips with belt buckled. No more than four inches of extra/excess belt length will be allowed. No wind pants. No jogging pants made of sweat suit or knit material are allowed. **Jeggins, leggings, spandex or other form fitting pants such as skinny jeans** are not acceptable dress in the public school. Jeggins ,skinny jeans and leggings may be worn under skirts, dresses or mid-thigh tunics but are not allowed to be worn with shirts/tunics above mid-thigh.
- Mesh, see-through shirts, tank tops, muscle shirts, and revealing sleeveless shirts are unacceptable as outer garments, unless worn over another acceptable top.

- No extreme necklines, bare shoulders, bare backs, bare midriffs or see-through attire will be allowed. (Belly buttons must remain covered.)
- Walking shorts are acceptable attire. Shorts may be no shorter than mid-thigh, must be loose and non-form fitting and have a hem. Cutoffs or roll-ups, bicycle shorts or boxer shorts will not be allowed.
- No dresses or skirts with a hemline above mid-thigh will be allowed.
- No garment, which reveals underwear, will be allowed. Jeans/pants with holes or stressed areas which show skin are not acceptable school attire.
- Earrings will be allowed in the ear but no earrings, studs, posts or any other articles in the nose, tongue, or other facial areas.
- Grooming of hair must be acceptable. Hair cannot be longer than the collar for males.
- Goatees or mustaches will be allowed. However, they must be neatly groomed. The remainder of the face and neck must be clean shaven. Students will not be allowed to go home to shave. Any special shaving equipment must be provided by student and left in the office. Otherwise, students will be provided Bic Sensitive shavers and cream. If there is a medical reason for not shaving, the doctor's note must be on file.
- Any offensive tattoo must be covered.

### **Consequences for Dress Code Violation**

The student will receive a warning and a copy of the dress code on the first offense. A notice will be mailed home from the school office and the student will immediately correct dress code violation.

Continual violation will result in principal/student conference. The principal will contact the parent of the student. Student will be placed in after school or ISS for a number of days as decided by the building principal. The student will immediately correct dress code violation. A notice will be mailed home from the school office.

All future offenses will be considered serious misconduct violations.

## **Burkeville High School & Middle School**

### **Zero Tolerance**

The discipline management techniques listed in the Student Handbook are effective procedures for addressing most infractions. However, when dealing with the more serious offenses listed below, the faculty, staff and administration support the policy of **ZERO TOLERANCE**.

A. Tobacco (in any form) use or possession at school bears the following penalties:

1<sup>st</sup> Offense: Minimum of 10 days placement in DAEP.

2<sup>nd</sup> Offense: Minimum 30 days DAEP placement (Appealed through: Level 1- Principal; Level 2- Superintendent; Level 3- BISD Board of Trustees)

3<sup>rd</sup> Offense DAEP indefinitely (Appealed through: Level 1- Principal; Level 2- Superintendent; Level 3- BISD Board of Trustees)

Also see: Behaviors that Require Placement in a Disciplinary Alternative Education Program

B. Controlled Substances/Inhalant/Drug/Alcohol use or possession at

school: INCLUDING possessing using, giving, or selling look-alike drugs or items attempted to be passed off as drugs and contraband; possessing or selling seeds, or pieces of marijuana in any amount; possessing, using, giving, or selling paraphernalia related to any prohibited substance bears the following penalties:

**1<sup>st</sup> Offense:** DAEP placement for at least 90 days

**2<sup>nd</sup> Offense:** DAEP or Expulsion for at least one calendar school year (Appealed through: Level 1 - Principal; Level 2 - Superintendent; Level 3 – BISD Board of Trustees)

A student who, on school property or at a school-related event on or off school property, sells, gives, possesses, uses, or is under the influence of prohibited drugs, alcohol, or an inhalant, if the conduct is not punishable as a felony, will be placed in a disciplinary Alternative Education Program on the first and second offenses; however, if the student sells, gives, delivers, possesses, uses or is under the influence of prohibited drugs, alcohol, or an inhalant of any amount a third time in the same school year, the student will be expelled.

C. Possessing, giving away, transferring or use of any over-the-counter drugs (Tylenol, Midol...etc.) bears the following penalties:

**1<sup>st</sup> Offense:** DAEP placement for at least 10 days

**2<sup>nd</sup> Offense:** DAEP placement for at least 30 days

**3<sup>rd</sup> Offense:** DAEP indefinitely (Appealed through: Level 1- Principal; Level 2- Superintendent; Level 3- BISD Board of Trustees)

Also see: Behaviors that Require Placement in a Disciplinary Alternative Education Program

D. Possessing razors, knives, switchblades, box cutters, chains or other object that may be used in a way that threatens or inflicts bodily injury to another person bears the following penalties:

- Expulsion from the regular classroom for a period of at least one calendar year. (Chapter 37). However, the Superintendent may modify the length of the expulsion on a case-by-case basis and/or the District may provide educational services to the expelled student in a disciplinary Alternative Education Program.

Also see: Behaviors that Require Expulsion

E. Firearms at school: Possessing firearms on school property at any time bears the following

Penalties:

- Expulsion from the regular classroom for a period of at least one calendar year. (Chapter 37) However, the Superintendent may modify the length of the expulsion on a case-by-case basis and/or the District may provide educational services to the expelled student in a Disciplinary Alternative Education Program (DAEP)..

Also see: Behaviors that Require Expulsion

F. Terroristic Threats: Terroristic Threats may include bomb threats and/or engaging in verbal or written exchanges that threaten the safety of another student, school employees or school property, or using the Internet to threaten students or employees, or to cause disruption to the educational program.

**1<sup>st</sup> Offense:** DAEP Placement for at least 45 days

**2<sup>nd</sup> Offense:** DAEP Placement and/or Expulsion for at least 90 days placement (Appealed through: Level 1- Principal; Level 2 – Superintendent; Level 3 - BISD Board of Trustees)

Also see: Behaviors that Require Placement in a Disciplinary Alternative Education Program

G. Assault/Fighting at school bears the following penalties:

**1<sup>st</sup> Offense:** DAEP Placement for at least 3 days

**2<sup>nd</sup> Offense:** DAEP Placement for at least 10 days

**3<sup>rd</sup> Offense:** DAEP Placement indefinitely and/or Expulsion (Appealed through: Level 1 - Principal; Level 2 - Superintendent; Level 3 - BISD Board of Trustee

Also see: Behaviors that Require Placement in a Disciplinary Alternative Education Program

H. Behaving in a manner that contains the elements of the offense: sexual contact/sexual harassment/public lewdness/ possession of pornographic material-paper copies or electronic/ sexting or sending inappropriate messages/images and/or indecent exposure bears the following penalties:

**1<sup>st</sup> Offense:** DAEP Placement for at least 30 days

**2<sup>nd</sup> Offense:** DAEP Placement for at least 90 days

**3<sup>rd</sup> Offense:** DAEP Placement for at least one calendar school year or Expulsion

(Appealed through: Level 1 - Principal; Level 2 - Superintendent; Level 3 - BISD Board of Trustees)

Also see: Behaviors that Require Placement in a Disciplinary Alternative Education Program

### **Serious Misconduct Violations**

#### **Consequences for violations:**

- Corporal Punishment
- After-School
- 2 days In-school suspension
- 3 days suspension from school
- 4 days In-school suspension
- AEP placement for at least 20 days
- AEP Placement for at least 45 day
- AEP placement for 90 days or Expulsion (appealed
- Through: Level 1 - Principal; Level 2 - Superintendent; Level 3 - BISD Board of Trustees)
- \*\*\* Students who are placed in ISS or DAEP will surrender any cell phones or electronic devices to the professional in charge of the setting.

#### **Serious Misconduct Violations include but are not limited to:**

- Two or more general misconduct violations
- Misbehavior during any school-sponsored activities
- Unauthorized use of materials/equipment
- Engaging in physical contact, verbal harassment
- Note writing - vulgar, sexual, racial content
- Promoting fight/assault
- Hazing
- Gambling
- Truancy
- Theft

- Extortion, coercion, or blackmail through the use of force or threat of force.
- Verbal abuse directed toward staff/faculty
- Leaving school or school-sponsored events without permission
- Joining gangs or other unauthorized organizations
- Possessing smoking-related items (matches, lighter, etc.)
- Profanity directed toward District employees
- Direct insubordination (failure to follow directions of District staff)
- Possessing or using fireworks, firecrackers, smoke or stink bombs or other pyrotechnic devices
- Repeatedly violating other communicated campus or classroom standards of behavior
- Giving or transferring over-the-counter/non-prescription drugs to another student
- Possessing “look-alike” weapons
- Possessing or using articles not generally considered being weapons in a threatening manner, including but not limited to school supplies

### **General Misconduct Violations**

#### **Consequences for violations:**

- Corporal Punishment
- No Free Friday
- Placement in ISS for a partial day
- 1 day after school detention
- 2 days in-school suspension
- 3 days suspension from school
- 4 days in-school suspension (See Serious Misconduct Violations)

#### **General Misconduct Violations include but are not limited to:**

- Skipping or cutting classes (less than a total school day)
- Failure to complete class work/turn in homework
- Writing notes
- Horseplay or scuffling
- Damaging or defacing school property
- Damaging others property
- Throwing objects
- Eating in unauthorized areas
- Loitering in unauthorized areas at any time
- Using profanity/vulgar language toward other students
- Repeated violations of Dress Code
- Possessing a beeper, cell phone, CD player, tape player or radio
- Discharging a fire extinguisher or pulling a fire alarm
- Violating computer use policies and/or rules
- Violating safety rules as communicated in the Student Handbook, campus or classroom rules
- Falsification of documents (permission notes, absence excuses, etc.)

- Driving violations (failure to provide required documents, driving car on campus without a driver's license, failure to control speed, etc.)
- Violating extracurricular standards of behavior
- Violating other communicated campus or classroom standards of behavior
- Hats or head covering of any kind
- Tardiness **\*\*/Cheating\*\***

### **\*\*Exceptions/Special Circumstances**

- Cheating: In addition to the above consequences cheating will result in a zero for the assignment/test in question
- Tardiness: Students are permitted two tardies per six-week period. Upon receiving a third tardy and for each subsequent tardy, the student will be notified through the office to attend ***after-school detention***. No build up of tardies will be permitted. If the student fails to attend after-school, 1 day of ISS placement will be completed. After school detention is not available to elementary students.

### **After-School Detention:**

After-School Detention is on ***Monday*** of each school week from 3:20-5:00 p.m.

- Any student assigned to ***After-School*** for tardies and/or other disciplinary action will receive notice prior to the date of the assignment for ***After-School***.
- If any student **does not** attend after-school after being notified, a medical excuse from a doctor must accompany the student the following day of school. If the student does not have the medical excuse, the student will be assigned to ISS for 1 day. All ISS rules will apply.
- **Exceptions will be considered before the date of the assigned after-school.**

General misconduct as identified above will result in application of discipline management techniques. State law requires that the violation be reported to the principal or other appropriate administrator who will send notification to the parent within 24 hours of receiving the report.

Students with disabilities are subject to applicable state and federal law in addition to the **provisions** of the **STUDENT CODE OF CONDUCT**. To the extent any conflict exists, state and/or federal law will prevail.

**UPON 10 CUMULATIVE DAYS OF REMOVAL FROM THE REGULAR EDUCATIONAL SETTING, THE STUDENT WILL BE ASSIGNED TO AEP FOR A MINIMUM OF 20 DAYS. SUBSEQUENT RULE VIOLATIONS WILL CAUSE THE STUDENT TO BE PLACED IN AEP FOR A MINIMUM OF 45 DAYS.**

### **Removal from the Regular Educational Setting/Suspension**

#### **Behaviors that May Cause a Student to be Suspended**

Students may be suspended for any reason that may require placement in a Disciplinary Alternative Education Program (DAEP).

### **Suspension Consequences**

Students with disabilities are subject to applicable state and federal law in addition to the **STUDENT CODE OF CONDUCT**. To the extent any conflict exists, state and/or federal law will prevail.

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

A student who is to be suspended will be given an informal conference by the principal or appropriate administrator advising the student of the conduct for which he or she is being suspended. The student will be given the opportunity to explain his or her version of the incident.

The number of days of a student's suspension, which cannot exceed three school days, will be determined by the principal or other appropriate administrator unless otherwise specified in the **STUDENT CODE OF CONDUCT**.

Any restrictions on participation in school-sponsored or school related extracurricular and non-curricular activities will be determined by the principal or other appropriate administrator unless otherwise specified in the **STUDENT CODE OF CONDUCT**.

### **Behaviors that Require Placement in a Disciplinary Alternative Education Program (DAEP) Classroom**

A student **must** be placed in a Disciplinary Alternative Education Program (DAEP) for any of the following offenses if the student commits these offenses on school property or within 300 feet of school property or while attending a school-sponsored or school-related activity on or off school property.

- Engages in conduct punishable as a felony
- Commits an assault.
- Makes a terroristic threat
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the expulsion section in this **STUDENT CODE OF CONDUCT**.)
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony (School-related felony alcohol offenses are addressed in the expulsion section in this **STUDENT CODE OF CONDUCT**.)
- Behaves in a manner that contains the elements of an offense relating to abusable glue or aerosol paint or relating to volatile chemicals.

- Behaves in a manner that contains the elements of the offense of public lewdness.
- Behaves in a manner that contains the elements of the offense of indecent exposure.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs. (Committing retaliation in combination with another expellable offense is addressed in the expulsion section of this **STUDENT CODE OF CONDUCT**.)
- Engages in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event and that injures a person in a way listed as a Title 5\* offense in the Texas Penal Code, and who received deferred prosecution, or who is determined to be delinquent, or whom the Superintendent has a reasonable belief committed the felony offense.

\*Title 5 offenses include murder; kidnapping; sexual assault; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product.

A student may be suspended pending a conference and may be placed in a disciplinary Alternative Education Program for one of the following offenses:

- Engaging in conduct punishable as a felony, other than those listed as offenses involving injury to a person in Title 5 of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, and for which the Superintendent or designee has reasonable belief that the student's presence in the regular classroom threatens the safety of other students or teachers or will hinder the education of students.
- Involvement in gang activity, including participating as a member or pledge, or soliciting another person to become a pledge or member of a gang.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society.

#### **Removal to an Disciplinary Alternative Education Program (DAEP)**

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail.

The Board has delegated to the Superintendent the authority to remove a student to a Disciplinary Alternative Education Program.

The duration of a student's placement in a Disciplinary Alternative Education Program will be determined by the Superintendent unless otherwise specified in the **STUDENT CODE OF CONDUCT**.

Within three school days of receiving the **STUDENT CODE OF CONDUCT** violation report, the principal will schedule a conference with the student's parent, the student, and the teacher in the case of a teacher removal.

Until a conference can be held as a result of a formal teacher removal or administrator removal, the principal may place a student in:

- Another appropriate classroom

- In-school suspension
- A disciplinary Alternative Education Program in which the student must be separated from other students for the entire school program day, and which will provide instruction in the core subjects and counseling.

At the conference, the principal or appropriate administrator will inform the student, orally or in writing, of the allegations against him or her, the reason for the placement, and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will inform the student of the consequences of the misbehavior and the student's length of placement in the Disciplinary Alternative Education Program.

No later than the second business day after the conference, the Board's designee will deliver to the juvenile court a copy of the order placing a student in a Disciplinary Alternative Education Program and Information required by Section 52.04 of the Family Code.

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate and in accordance with policy FNG (LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office.

State law prohibits students placed in a Disciplinary Alternative Education Program for mandatory removal reasons from (and the District does not allow a student who is placed in a Disciplinary Alternative Education Program for any reason to) attending or participating in school-sponsored or school-related extracurricular or non curricular activities during the period of placement including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in the Disciplinary Alternative Education Program will not be provided transportation unless he or she is a student with a disability who has transportation designated as a related service in his or her IEP.

A student placed in a Disciplinary Alternative Education Program will be provided a review of the student's placement, including academic status, by the campus principal at intervals not to exceed 120 days. The student's progress toward graduation and graduation plan will also be reviewed. At the review, the student and the student's parents will be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

For placement in a Disciplinary Alternative Education Program to extend beyond the end of the school year, the Superintendent must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to students or others.
- The student has engaged in serious or persistent misbehavior that violates the STUDENT CODE OF CONDUCT.

Students who are in a Disciplinary Alternative Education Program at the end of the school year and have met all the criteria for graduation (will) be allowed to participate in the graduation ceremony or in other related graduation activities at the discretion of the Superintendent or other chief administration officer. The juvenile court will notify the District, if:

- Prosecution of the student’s case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings deferred adjudication, or deferred prosecution will be initiated; or
- The court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice mentioned above from the juvenile court, the Superintendent or designee will review the student’s placement in the Disciplinary Alternative Education Program. The student may not be returned to the regular classroom pending the review. The Superintendent or designee will schedule a review of the student’s placement with the student’s parent not later than the third day after the Superintendent or designee receives notice from the juvenile court.

After reviewing the notice and receiving information from the student’s parent, the Superintendent or designee may continue the student’s placement in the Disciplinary Alternative Education Program if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers. The student or the student’s parent may appeal the Superintendent’s decision to the Board. The student may not be returned to the regular classroom pending the appeal.

This appeals process does not apply to placements resulting from offenses for which the state requires mandatory Disciplinary Alternative Education Program placement.

The Board will, at the next scheduled meeting, review the notice from the juvenile court and receive information from the student, the student’s parent, and the Superintendent or designee, and confirm or reverse the decision of the Superintendent or designee. The Board will make a record of the proceedings.

If the Board confirms the decision of the Superintendent or designee, the Board shall inform the student and the student’s parent of the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

### **Emergency Placement Behaviors**

In an emergency, the principal or the principal’s designee may order the immediate placement of a student into a disciplinary Alternative Education Program, when a student is so unruly, disruptive, or abusive that the student’s presence seriously interferes with a teacher’s ability to communicate effectively with the students in a class, with the ability of the student’s classmates to learn, or with the operation of school or a school-sponsored activity.

### **Emergency Placement Consequences**

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Within a reasonable amount of time after the emergency placement, the student will be given appropriate due process required for placement in a Disciplinary Alternative Education Program. If emergency placement involves a student with disabilities who receives special

education services, the term of the student's emergency removal is subject to the requirements of federal law.

### **Expulsion and Expulsion Behaviors**

A student **MUST** be expelled for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

- Bringing to school a firearm, as defined by federal law Firearm under federal law includes:
  - Any weapon (including a starter gun) which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive.
  - The frame or receiver of any such weapon.
  - Any firearm muffler or firearm weapon.
  - Any destructive device, such as any explosive, incendiary, or poison gas bomb, or grenade.
  
- Use, exhibition, or possession of the following, as defined by the Texas Penal code:
  1. A firearm.
  2. A club.
  3. A prohibited weapon, such as an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; a switchblade knife; knuckles; armor-piercing ammunition; a chemical dispensing device; or a zip gun.
  4. An illegal knife, such as a knife with a blade over 5 inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
  
- Behavior containing the elements of the following under the Texas Penal Code:
  1. Aggravated assault, sexual assault, or aggravated sexual assault.
  2. Arson.
  3. Murder, capital murder, or criminal attempt to commit murder.
  4. Indecency with a child.
  5. Aggravated kidnapping.
  6. Behavior punishable as a felony that involves the selling, giving, or delivering to another person, possessing, using, or being under the influence of Marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol
  7. Retaliation against a school employee combined with one of the above listed offenses on or off school property or at a school-related activity.

### Discretionary Expulsions

A student may be expelled for any of the following offenses if the student is on school property or while attending a school sponsored or school-related activity on or off school property:

- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of alcohol; or commits a serious offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of any amount of marijuana, a controlled substance, or a dangerous drug.
- Engages in conduct that contains the elements of an offense relating to abusable glue, aerosol paint, or volatile chemicals.
- Engages in criminal mischief, if punishable as a felony, whether committed on or off school property or at a school-related event.
- Engages in serious or persistent misbehavior and, while in a Disciplinary Alternative Education Program continues to violate the District's **STUDENT CODE OF CONDUCT**. The District defines "persistent" to be two or more violations of the **STUDENT CODE OF CONDUCT** in general or repeated occurrences of the same violation. Serious offenses include, but are not limited to, the following:
  - Vandalism
  - Robbery or theft
  - Extortion, coercion, or blackmail
  - Aggressive, disruptive action or group demonstration that substantially disrupts or materially interferes with school activities
  - Hazing
  - Insubordination
  - Profanity, vulgar language, or obscene gestures directed toward teachers or any school employee
  - Fighting, committing physical abuse, or threatening physical abuse
  - Possession or distribution of pornographic materials
  - Leaving school grounds without permission
  - Making or assisting in making threats, including threats against individuals and bomb threats
  - Sexual harassment of a student or District employee
  - Possession of or conspiring to possess any explosive or explosive device
  - Falsification of records, passes, or other school-related documents
  - Refusal to accept discipline management techniques proposed by the teacher or principal

## **Expulsion Consequences**

Students with disabilities are subject to applicable state and federal law in addition to the **STUDENT CODE OF CONDUCT**. To the extent any conflict exists, state and/or federal law will prevail.

The Board delegates to the Superintendent the authority to expel students. The principal or other appropriate administrator will schedule a hearing within a reasonable time with the student's parent, the student, and the teacher if appropriate. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

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

A student facing expulsion will be given appropriate due process as required by the federal Constitution. The student is entitled to:

- Representation by the student's parent or guardian or another adult who can provide guidance to the student and who is not an employee of the District.
- An opportunity to testify and to present evidence and witnesses in the student's defense.
- An opportunity to question the District's witnesses.

Not later than the second business day after the hearing, the Board's designee will deliver to the juvenile court a copy of the order expelling the student and information required by Section 52.04 of the Family Code. The duration of a student's expulsion will be determined by the Superintendent. If the Board delegates the authority to expel a student to the Superintendent or another administrator, a student may appeal the decision to the board in accordance with policy FNG (local). Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No District academic credit will be earned for work missed during the period of expulsion (unless the student is enrolled in a Juvenile Justice Alternative Education Program or other District-approved programs). The District will not accept any student expelled from another district during the period of the expulsion order.

### **Emergency Expulsion**

In an emergency, the principal or the principal's designee may order the immediate expulsion of a student when people or properties are in imminent danger of harm.

### **Emergency Placement Consequences**

When an emergency placement occurs, the student will be given oral notice of the reason for the action. Within a reasonable amount of time after the emergency placement, the student will be given appropriate due process required for placement in a disciplinary Alternative Education Program.

If emergency placement involves a student with disabilities who receives special education services, the term of the student's emergency removal is subject to the requirements of federal law.