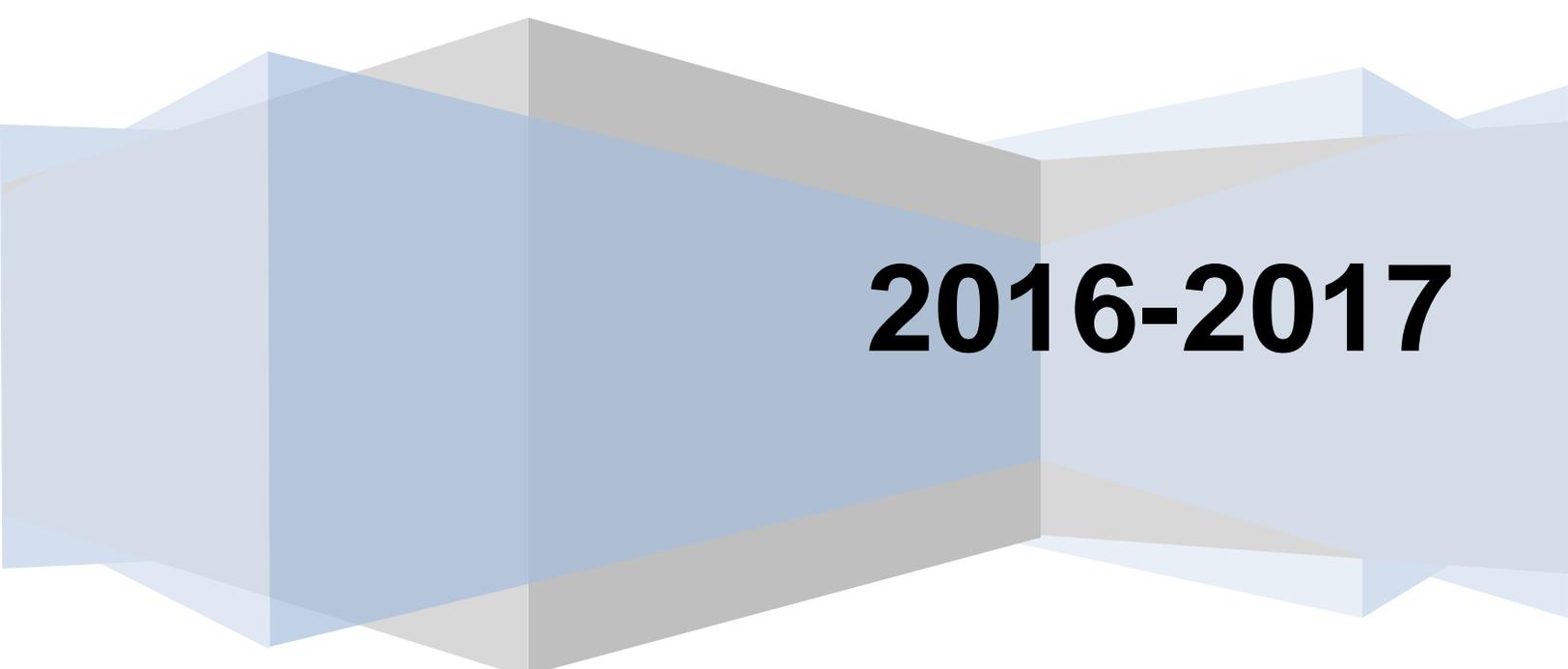


Barbers Hill Independent School District

Educational Planning Guide

Barbers Hill High School



2016-2017

Barbers Hill Independent School District

9600 Eagle Drive

Mont Belvieu, TX 77580

Phone (281) 576-2221 Metro (281) 385-6038

Our Mission

The Barbers Hill Independent School District provides instruction at the highest level of quality so that all students can learn to the best of their abilities and develop a positive self concept, regardless of socioeconomic or cultural background.

The adopted goals and objectives are regarded as a commitment to strive for educational excellence and student achievement.

ALL STUDENTS will be provided opportunities to acquire a knowledge of citizenship and responsibility as well as an appreciation of our global relationships and common American heritage, including its multicultural richness.

ALL STUDENTS will be provided opportunities to develop the ability to think logically, independently, creatively, and to communicate effectively.

ALL STUDENTS will also be encouraged to cultivate an intrinsic motivation for independent discovery beyond the school setting.

Believing this, WE THE BOARD OF TRUSTEES, ADMINISTRATION, FACULTY, and STAFF of the BARBERS HILL INDEPENDENT SCHOOL DISTRICT will assume responsibility for

- maintaining accountability,
- providing continuous improvement,
- establishing lines of communication between the board of trustees, administration, faculty and staff of the district and parents, citizens, business leaders, industry leaders, civic organizations and officials of local governing bodies, concerning educational programs and processes,
- and where mutually feasible and agreeable establish cooperative efforts with these same segments of the community,
- to enhance the educational programs and processes within the BARBERS HILL INDEPENDENT SCHOOL DISTRICT.

Such a program promoted by a highly motivated board of trustees, administration, faculty and staff will create an environment of learning within which the students enrolled within Barbers Hill School District can prepare for the changes and the challenges of the future.

Barbers Hill Independent School District

9600 Eagle Drive

Mont Belvieu, TX 77580

Phone (281) 576-2221 Metro (281) 385-6038

BOARD OF TRUSTEES

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Becky Tice, Vice President

Cynthia Erwin, Secretary

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Jef Farrell, Member

Ron Mayfield, Member

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Natasha Holden, Coordinator for Assessment and Accountability

Linda Gerhart, Coordinator of State and Federal Programs

BARBERS HILL HIGH SCHOOL

A Tradition of Excellence



Barbers Hill High School

P.O. Box 1108
Mont Belvieu, Texas 77580
281.576.2221

Rick Kana, Principal

Charlotte Mitchell, Academic Dean
Doug Anderson, Assistant Principal
Shelley Deakle, Assistant Principal
Ryan Rodriguez, Assistant Principal
Kirven Tillis, Assistant Principal

Janci Alfaro, Counselor
Tiffany Guy, Counselor
Leah Veazey, Counselor
Miki White, Counselor

Laura Acosta, Career and Technical Education Coordinator
Jennifer Jones, Librarian
Kelly Barrera, Registrar
Rosanna Reuter, Attendance
Colleen Goundry, Lead Nurse
Heather Herndon, Nurse
Kim Fontenot, Cafeteria Manager

Mission Statement

We empower, support and inspire our students to achieve academic success and to pursue excellence in every aspect of life.

School Song

Oh, when the Barbers Hill High School falls in line
We're gonna win that game another time
For the Barbers Hill High we love so well
For the Barbers Hill High we'll yell and yell and yell
And then we'll Fight, Fight, Fight for every score
We'll circle in and then we'll win some more
We're gonna roll those _____ on the sod, on the sod
Rah, Rah, Rah!
Those Barbers Hill boys are hard to beat
They're just a hundred per from head to feet
They've got the style, the smile, the winning way
And everywhere you go you'll recognize and say
There's a Barbers Hill boy I'm glad I know
He's got that good old football pep and go
And just to look at him he's sure to be, hard to beat
Barbers Hill football boys!

Barbers Hill High School

2016 - 2017



Bell Schedule	
Period 1	7:25 – 8:19 (54)
Period 2	8:24 – 9:24 (60)
Period 3	9:29 – 10:23 (54)
Period 4	10:28 – 11:53 (85) A Lunch 10:23 – 10:53 B Lunch 10:53 – 11:23 C Lunch 11:23 – 11:53
Period 5	11:58 – 12:52 (54)
Period 6	12:57 – 1:51 (54)
Period 7	1:56 – 2:50 (54)

PREFACE

The Barbers Hill High School Educational Planning Guide is designed to provide basic information that you and your child will need during the school year. The handbook is divided into four sections:

Section I – Academic Planning, Counseling Services, and Course Information

This section is designed to provide academic information for the 2013-2014 school year. This will assist in course selections that will help you meet your goals for the future, as well as help you satisfy graduation requirements. It is critical that you read carefully the requirements for your graduation prior to making selections. It is equally important to read through the course descriptions for courses that you are interested in taking in order to ensure that you have fulfilled all prerequisites. Course offerings included in this section are subject to availability of qualified personnel and meeting class size requirements.

Section II – Operations Information

This section is designed to explain all school rules and operational procedures. We encourage you to take some time to review this section of the handbook closely. Note: The Operations Information is developed in accordance with district board policy and the Student Code of Conduct. Please be aware that this information is updated yearly; however, policy adoption and revision may occur throughout the year. Any changes in policy or other rules that affect the Operations Information and/or Student Code of Conduct provisions during the school year will be made available to students and parents through newsletters and other forms of communication.

Section III – Student Code of Conduct

The Student Code of Conduct is a document that establishes standards of behavior for students. Its intent is to promote school safety and to create an optimum learning environment for all.

Section IV – Parental Rights

This section is designed to help parents navigate the educational system at BHHS. 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.

The Barbers Hill Educational Planning Guide should serve as an important reference throughout the school year. If you or your child has questions about any of its contents, please contact your child’s counselor, assistant principal, or principal.

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SECTION I: ACADEMIC PLANNING, COUNSELING SERVICES, AND COURSE GUIDE

In June 2013, the governor of Texas signed into law an education reform bill sent to him by the 83rd Texas Legislature. House Bill 5 mandates many changes to the high school educational program and are reflected in this educational planning guide. Some changes affect all students, while other changes affect only incoming ninth graders for the 2014-2015 school year and thereafter. Please read carefully and note which changes affect your child. For more information, please contact your child's counselor.

GRADUATION REQUIREMENTS FOR ALL

COURSES

Students are required to complete specific coursework to satisfy graduation requirements. Please refer to the table for ***Students Who Entered Ninth Grade PRIOR to the 2014-2015 School Year*** or the table for ***Students Who Entered Ninth Grade DURING the 2014-2015 School Year and Thereafter***.

CREDITS

Students must earn twenty-six (26) credits to graduate. Attendance and a course grade of 70 or higher determine credits earned.

STATE ASSESSMENTS—STAAR EOC

Students who entered the ninth grade in the 2011-2012 school year and thereafter must meet all testing requirements for the State of Texas Assessment of Academic Readiness (STAAR), also referred to as End of Course testing, in order to meet graduation requirements. These assessments are not specific to a grade level. Instead, they are aligned to the courses students take. There are 5 STAAR EOC tests that must be passed before the end of the senior year. They are: English I, English II, Algebra I, Biology, and U.S. History. TEA determines the passing standard for each assessment.

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

There will be three testing windows during the year in which a student may retake an EOC assessment—fall, spring, and summer.

TYPES OF CREDIT

STATE CREDIT

State credit is any course that the State of Texas (Texas Education Agency) recognizes as course credit toward graduation.

LOCAL CREDIT

Local credit is awarded to students taking courses that are locally approved but NOT recognized by the state and do NOT count toward graduation.

DUAL CREDIT

Students may earn high school credit and college hours by enrolling in concurrent courses at community colleges that have a partnership agreement with Barbers Hill ISD. Students must apply for admission and meet TSI requirements to be eligible for high school and college credit.

Any student seeking dual credit must apply and submit a formal request through the counseling office. All dual credit requests must be reviewed by the Counselor and approved by the Principal. Failure to obtain prior approval will result in a denial of credit for classes taken.

Texas Success Initiative

The state of Texas requires all students to demonstrate college level readiness in reading, math, and writing before taking dual credit courses. Students may be exempt from this test with specified scores on ACT, PLAN, SAT, SAT, PSAT, or STAAR EOC Exams

Texas Success Initiative (TSI) Requirements for Dual Credit

Exam Type	Minimum Scores for Reading & Writing Classes	Minimum Scores for Reading, Writing and Math- Based Classes
ACT	English 19 Composite 23	English 19 Math 19 Composite 23
PLAN	English 19 Composite 23	English 19 Math 19 Composite 23
SAT	Critical Reading 500 Total (Critical Reading and Math) 1070	Critical Reading 500 Math 500 Total (Critical Reading and Math) 1070
PSAT	Critical Reading 50 Total (Critical Reading and Math) 107	Critical Reading 50 Math 50 Total (Critical Reading and Math) 107
STAAR EOC Exams	English II 4000	English II 4000 Algebra I 4000 And C or better in Algebra II
TSI Assessment	Reading 351 Writing 363	Reading 351 Writing 363

	Essay 5	Essay 5 Math 350
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TECH PREP AND/OR ARTICULATED CREDIT

Students may earn high school credit and college hours by enrolling in specific Career and Technical Education (CTE) courses. Students must meet Tech Prep requirements and continue their education at a local community college. Some CTE courses receive state-wide articulation credit that can be used in colleges throughout the state of Texas as well. Contact the counseling office for more specific information.

ADVANCED PLACEMENT TESTING

Students enrolled in Advanced Placement (AP) classes earn high school credit and will be expected to take the approved College Board exams for college credit and/or placement. Credits awarded are determined by a student’s performance and the criteria established by individual colleges and universities.

HB 1992: College Credit for AP Exam Scores of 3 or Higher

July 22, 2015- In June, House Bill (HB) 1992, was signed into law. This law requires all public colleges and universities in Texas to award course credit to students who submit scores of 3 or higher on an advanced placement (AP) exam. The law will affect students entering college as freshmen in fall 2016.

TRANSFER OF CREDITS

Barbers Hill ISD recognizes and accepts credits from accredited public and private high schools only. Incoming transcripts will be evaluated by a counselor for accuracy in awarding credit and proper placement in classes.

CREDIT BY EXAMINATION—If a Student Has Taken the Course *

A student who has previously taken a course—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 non-accredited school. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Examination requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. These courses will appear on the transcript but will not be included in GPA calculations.

CREDIT BY EXAMINATION—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. A student will earn course credit with a passing score of at least 80 on the exam. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Exam requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 80 on the exam to receive credit for the course or subject. Note: If the student passes a Credit by Examination for acceleration, the course (s) will appear on the transcript but will not be included in the GPA calculations. There are two options in which students may choice to take Credit by Examinations:

Note: Credit by Examination for acceleration is not available for the five end-of-course subjects (English I, English II, Algebra I, Biology and US History).

District-Wide testing:

Examinations are administered during the school year. Students must contact their counselor to register and/or obtain more information regarding credit by examination for acceleration. Dates are listed below:

October 10, 2016 February 20, 2017 June 5-6, 2017 August 1-2, 2017

Individual testing:

Students may have the opportunity throughout the year to take a Credit by Examination without prior instruction at their own expense. A student may not take a Credit by Examination for a course in which he/she is currently enrolled or has received instruction. Any student seeking this option must apply and submit a formal request through the counseling office. All Credit by Exam requests must be reviewed by the Counselor and approved by the Principal. If approval is granted, the student must score at least 80 on the exam to receive credit for the course or subject. Note: If the student passes a Credit by Examination for acceleration, the course (s) will appear on the transcript but will not be included in the GPA calculations.

***Credit by Exam will not be approved and will not be accepted the student’s final graduating semester.**

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.

Note: Other sources of distance learning may not meet academic standards and consequently may not be recognized by BHISD. Therefore, all distant learning must be approved by the process above. Contact a high school counselor for more information.

Distance Learning will not be approved and will not be accepted the student’s final graduating semester. This includes CBE, Dual Credit Courses Off- Campus, Texas Tech and UT Correspondence Courses.

GRADE CLASSIFICATION

Grade classification is established at the beginning of the fall semester and is based on the total number of credits that a student has earned. Grade classification may be revised at semester at the discretion of the Principal.

CREDITS EARNED	GRADE	CLASS
0.0 - 5.5	09	Freshman
6.0 - 12.5	10	Sophomore
13.0 - 18.5	11	Junior
19.0 or more	12	Senior

GRADUATION REQUIREMENTS

For Students who Entered Ninth Grade PRIOR to the 2014-2015 School Year

SUBJECT	Credits Required for Recommended Program*	Credits Required for Distinguished Program**
English <i>English I, II, III, IV</i>	4.0	4.0
Mathematics <i>Algebra I, Geometry, Algebra II, Year 4 Option</i>	4.0	4.0
Science <i>Biology, Chemistry, Physics, Year 4 Option</i>	4.0	4.0
Social Studies <i>World Geography, World History, U.S. History, Government, Economics</i>	4.0	4.0
Physical Education	1.0	1.0
Electives	5.5	4.5
Professional Communications	0.5	0.5
Foreign Language <i>Credits must be of the same language.</i>	2.0	3.0
Fine Arts	1.0	1.0
TOTAL CREDITS	26.0	26.0

***RECOMMENDED PROGRAM REQUIREMENTS**

Math Models may be counted as one of the four required math credits but must be taken prior to Algebra II. IPC (Integrated Physics and Chemistry) may be counted as one of the four required science credits but must be taken prior to Chemistry and Physics.

****DISTINGUISHED PROGRAM REQUIREMENTS**

Math Models and IPC (Integrated Physics and Chemistry) do NOT count as one of the four required math credits. Three levels of the same foreign language are required.

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

- 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.
- Test data where a student receives:
 - A score of 3 or above on an Advanced Placement (AP) exam.
 - 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.

- 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 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.

GRADUATION REQUIREMENTS
For Students who Enter Ninth Grade DURING the 2014-2015 School Year and Thereafter

SUBJECT	Credits Required for Distinguished Achievement Diploma*
English <i>English I, II, III, Year 4 Option</i>	4.0
Mathematics <i>Algebra I, Geometry, Algebra II, Year 4 Option</i>	4.0
Science <i>Biology; IPC, Chemistry, or Physics; Year 3 & 4 Options</i>	4.0
Social Studies <i>World Geography, or U.S. History, Government, Economics</i>	3.0
Physical Education	1.0
Electives	5.0
Endorsement Electives	2.0
LOTE (Languages Other than English) <i>Credits must be of the same language.</i>	2.0
Fine Arts	1.0
TOTAL CREDITS	26.0

*BHISD Board Approved

Students who fall under the new graduation requirements must declare an Endorsement.

ENDORSEMENTS

Students must declare an endorsement during the spring of their eighth grade year in order to prepare a four year high school plan. The five endorsements are:

S.T.E.M. Science, Technology, Engineering, Math	BUSINESS & INDUSTRY	ARTS & HUMANITIES	PUBLIC SERVICES	MULTI- DISCIPLINARY
Math Option	English Option	English Option	CTE Option	4 x 4 Academic Option
Science Option	CTE Option	Social Studies Option		Advanced Course Option
CTE Option	Combination Option	LOTE Option		College Level Course Option

Combination Option		Fine Arts Option		
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Each endorsement requires an additional advanced math credit, an additional advanced science or Career and Technical Education (CTE) science credit, and two sequenced electives specific to the option chosen.

ENDORSEMENT CHANGES

Students will be given an opportunity to change their choice of endorsement each school year during a designated time frame. The process for changing from one endorsement to another requires a completed request form submitted to the counseling office and signed by the student and parent. Any change must be approved by a counselor once an audit of the student’s transcript has been made. **Please note that any change of endorsement that puts a student at risk of not fulfilling graduation requirements will be denied.**

PERFORMANCE ACKNOWLEDGEMENTS

In addition to the Distinguished Achievement Diploma, students can earn special recognition through Performance Acknowledgements. These acknowledgements are determined by a student’s performance in the following areas:

AP Exams

- A score of 3 or above on a College Board advanced placement examination

PSAT[®], SAT[®], and ACT[®] Exams

- Earn a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT[®]) that qualifies for recognition as a commended scholar or higher, 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.
- Earn a combined critical reading and math score of at least 1250 on the SAT[®]; **or**
- Earn a composite score on the ACT[®] examination of 28 (excluding the writing subscore)

Dual Credit Courses

- At least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0, **or**
- An associate degree while in high school

Bilingual and Biliteracy—in accordance with district grading policy in two or more languages

- Complete all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; **and**
- Satisfy one of the following:
 - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the TEKS for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale on 100; or
 - Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more languages other than English through the following methods:
 - A score of 3 or higher on a College Board AP exams for a language other than English; or
 - Performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition, an English Language Learner must also have:

- Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; **and**
- Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

Business or Industry Certification or License

- Perform on an examination or series of examinations sufficiently to obtain a national or internationally recognized business or industry certification, **or**
- Perform on an examination sufficiently to obtain a government-required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by a national or international business, industry, or professional organization; a state agency or other government entity; or a state-based industry association.

Certifications or licensures for performance acknowledgements shall be age appropriate for high school students; represent a student's substantial course of study and/or end-of-program knowledge and skills; include an industry recognized examination, or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

All Performance Acknowledgements will be denoted on a student's transcript.

FOREIGN EXCHANGE POLICY

FOREIGN EXCHANGE POLICY

A student attending the District schools as a foreign exchange student shall abide by all rules, policies, and regulations that govern all District students. The following guidelines shall apply to the enrollment of foreign exchange students:

- The foreign exchange student shall enroll for a full academic year. Each student shall be enrolled for a full class load.
- The foreign exchange student shall maintain good attendance, passing grades, and appropriate behavior.
- The foreign exchange student shall be afforded all rights, privileges, and responsibilities granted to all other students on the campus.
- The foreign exchange student must reside within the school's attendance zone to be enrolled.

The District, through TEC 25.001(e), has been granted a waiver to limit enrollment to 5 exchange students. Enrollment shall be limited to only those foreign exchange students who are proficient in reading, writing, and comprehending the English language. The District shall accept students from those travel and exchange programs currently approved by the National Association of Secondary School Principals and the Council on Standards for International Educational Travel.

CLASS RANK, GRADE POINT AVERAGE, AND GRADING SCALES

CLASS RANK

Class rank shall be defined as a numerical place of academic standing within a class.

GRADE POINT AVERAGE

- Is determined by dividing the total grade points by the number of semester courses.
- Only courses taken during the school day on campus will be counted for GPA purposes. This means such courses as summer school courses, correspondence courses, and on-line courses will count for credit but not for GPA.

- Grades from high school courses brought forward from middle school do not count in high school GPA.

The grade point average (GPA) is calculated using the semester averages from 9, 10, 11, and fall semester and the end of the fifth six weeks for grade 12 for the purposes of senior class ranking and awarding of graduation honors. Please note that grades for the sixth six weeks and final exam will continue to be calculated for ALL students' final transcripts including graduating seniors.

Grade Level	GPA Calculation Includes the Following Grades:	GPA/Ranking will be Available:
10	9th Grade year and Fall of 10th Grade	After Spring Break of 10th Grade Year
11	9th Grade and 10th Grade	October of 11th Grade Year
11	9th Grade, 10th Grade, and Fall of 11th Grade	After Spring Break of 11th Grade Year
12	9th Grade, 10th Grade, and 11th Grade	July 31st, before 12th Grade Year
12	9th Grade, 10th Grade, 11th Grade, and Fall of 12th Grade	End of January of 12th Grade Year
12 (Final Rank)	9th Grade, 10th Grade, 11th Grade, Fall of 12th Grade, and 4th and 5th Grading Periods of 12th Grade	Mid-May

EXCLUSIONS

Excluded from the calculation of GPA are summer school classes, evening/night classes, high school courses taken prior to grade 9, correspondence classes, credit by examination, home school courses, courses with pass/fail status, and any class taken outside of the regular school day.

TRANSFER CREDIT

Grades transferred from other schools shall be credited in conformity with the course descriptions and weights as established in the District's weighted grade point scale.

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rankings as determined by the District's class ranking procedure. To be eligible for valedictorian or salutatorian honors, a student must have been continuously enrolled in the District high school for the four semesters preceding graduation and must have completed either the Recommended or the Advanced/Distinguished Achievement Program. The semester in which the student graduates shall be considered as one of the four required semesters.

BREAKING A TIE

In the case of a tie (calculated to the fifth decimal place) for valedictorian, there shall be co-valedictorians and no salutatorian. Academic core courses (English, math, science, and social studies) shall determine the highest ranking student for scholarship purposes only.

HONOR GRADUATES

Students ranked in the top ten percent of each graduating class shall be recognized as honor graduates in the following manner:

Top Two Percent	Summa Cum Laude
Next Three Percent	Magna Cum Laude
Next Five Percent	Cum Laude

The four semester residency requirement for valedictorian and salutatorian shall not be applicable in the placement of these students.

In the event of a tie in GPA among those students considered for placement in the top ten percent, the final designation shall be determined by the same criteria as established for the awarding of scholarships and other awards for the valedictorian and salutatorian.

Please note that students who entered ninth grade DURING the 2014-2015 school year and thereafter are required to successfully complete Algebra II as a requirement for eligibility in top ten percent automatic admission to Texas colleges and universities.

EARLY GRADUATION

Any student seeking early graduation must apply with his/her counselor no later than June 15 of the sophomore year. An audit of coursework completed along with courses still required for the recommended or distinguished plan will determine eligibility. Those eligible to graduate early must satisfy all graduation requirements of the state including course credits and state assessments. Early graduates will be classified as twelfth graders at the end the fifth six weeks of their graduation year.

A student who completes graduation requirements in fewer than four years shall be ranked in the class with which the student actually graduates. Early graduates shall be eligible for placement in the top ten percent of their graduating class, but shall not be eligible for valedictorian or salutatorian honors.

Students graduating at any time other than the end of the school year may be awarded a diploma at the time that all graduation requirements have been met.

Any student who plans to graduate in less than four years must comply with all policies and procedures outlined in this planning guide.

Note: Distance Learning will not be approved and will not be accepted the student's final (graduating semester). This includes CBE, Dual Credit Courses Off- Campus, Texas Tech and UT Correspondence Courses.

GRADUATION FOR STUDENTS WITH DISABILITIES

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individual educational plan or 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. If the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL).]

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 or Foundation Program in accordance with state rules.

GRADUATION PARTICIPATION

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 not be allowed to participate in graduation activities. The final awarding of a diploma is contingent upon the student's completion of all applicable requirements for graduation.

SENATE BILL (SB) 149

SB 149 has revised the state's assessment graduation requirements for students enrolled in the grades 11 or 12 for the 2014-2015, 2015-2016, or 2016-2017 school years. A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee. To obtain further information regarding SB 149, please contact the high school counseling office.

WEIGHTED GRADE POINT SCALE

The following weighted grade point scale shall apply to students who ENTERED grade 9 in the 2012-2013 school year and thereafter.

GRADE	ADVANCED PLACEMENT (AP)	DUAL CREDIT	PRE-ADVANCED PLACEMENT (PAP)	ON LEVEL
100	6.0	5.5	5.0	4.0
99	5.9	5.4	4.9	3.9
98	5.8	5.3	4.8	3.8
97	5.7	5.2	4.7	3.7
96	5.6	5.1	4.6	3.6
95	5.5	5.0	4.5	3.5
94	5.4	4.9	4.4	3.4
93	5.3	4.8	4.3	3.3
92	5.2	4.7	4.2	3.2
91	5.1	4.6	4.1	3.1
90	5.0	4.5	4.0	3.0
89	4.9	4.4	3.9	2.9
88	4.8	4.3	3.8	2.8
87	4.7	4.2	3.7	2.7
86	4.6	4.1	3.6	2.6
85	4.5	4.0	3.5	2.5
84	4.4	3.9	3.4	2.4
83	4.3	3.8	3.3	2.3
82	4.2	3.7	3.2	2.2
81	4.1	3.6	3.1	2.1
80	4.0	3.5	3.0	2.0
79	3.9	3.4	2.9	1.9
78	3.8	3.3	2.8	1.8
77	3.7	3.2	2.7	1.7
76	3.6	3.1	2.6	1.6
75	3.5	3.0	2.5	1.5
74	3.4	2.9	2.4	1.4
73	3.3	2.8	2.3	1.3
72	3.2	2.7	2.2	1.2
71	3.1	2.6	2.1	1.1
70	3.0	2.5	2.0	1.0
69*	2.9	2.4	1.9	0.9
68*	2.8	2.3	1.8	0.8
67*	2.7	2.2	1.7	0.7
66*	2.6	2.1	1.6	0.6
65*	2.5	2.0	1.5	0.5
64*	2.4	1.9	1.4	0.4
63*	2.3	1.8	1.3	0.3
62*	2.2	1.7	1.2	0.2
61*	2.1	1.6	1.1	0.1
60*	2.0	1.5	1.0	0.0

**Grade points below 70 are used only for the purpose of averaging semesters, if needed.*

GRADING GUIDELINES, MAKEUP WORK, PROGRESS REPORTS, REPORT CARDS, AND SEMESTER EXAMS

GRADING GUIDELINES

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

- Grades will be the result of an honest and careful evaluation of all phases of the student's work.
- Individual grades will be given by each teacher approximately every six weeks. Report cards will be given out one week following the end of the grading period except for the last six weeks of the school year, in which report cards will be mailed home.
- A student must have a minimum of 6 daily grades and 2 test/project grades per grading period in each class.
- Semester exams must be given at the end of each semester. No student is to be exempted from his semester exams apart from district policy.
- Semester grades will be determined by assigning a weight of 86% for report card grades and 14% for the semester exam grade.
- Grade equivalents:

100-90	A
89-80	B
79-70	C
Below 70	Failing
- To receive semester credit toward graduation in any subject, a semester average of 70 or above must be earned. During any one school year, one semester grade in a full year course can be averaged with the other semester. If the year's average equals 70 or higher, full course credit will be granted. If the year's average falls below 70, the failed semester must be repeated to earn credit for that semester.
- All reporting period grades, semester exam grades, and semester grades reflect actual student averages on the report card and permanent record.
- Arrangements to complete an incomplete grade at the end of a grading period must be made within a minimum time period as prescribed by the teacher, not to exceed three (3) days. After this time period, a failing grade will be recorded for the work not completed.
- Special arrangements may be made for work missed when absences are due to an extended illness or unusual circumstances. Parents may call the school and request homework assignments if their child has been or is expected to be absent three or more days.
- Students who drop a course after the second week of a semester will receive a "NC" (no credit) on their academic achievement record or transcript for the semester average. Dropping a course after this time will be allowed only in extreme circumstances and will require administrative approval. Students picking up new courses after the limit has passed for minimum attendance will have to apply for credit in the new course at the semester's end under the extenuating circumstance provision, which requires Principal approval.

- Students will be given a “reasonable opportunity” to redo or revise a major test grade if the student’s grade was below a 70 on that major test/assignment. The revised work cannot be given a grade higher than 70, unless equal opportunity is given to all students regardless of the grade. The student must complete the revision within three school days. Due to strict grading timelines, these revision opportunities do not extend to semester exams.
- If a student receives a grade lower than a 50 for any grading period, the teacher should be prepared to provide documentation that reasonable opportunity was provided for the student to make-up or redo failing assignments. Some examples of documentation may include: retesting schedule, tutorial schedule, communication with student, and communication with parent.
- Students and/or parents are encouraged to schedule a conference with a teacher to discuss grades and/or grading policy.

MAKEUP WORK

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

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

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

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

Students in grades 9-12 will be provided a minimum of one day to submit assignments after the due date. Points may be deducted for assignments submitted after the due date. A teacher **may** impose a **maximum** penalty of 30 points deducted from the grade upon submission of an assignment that is one day late. 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.

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)

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.

ACADEMIC DISHONESTY / CHEATING / PLAGIARISM

Academic dishonesty, cheating, or plagiarism is not acceptable. Cheating includes the copying of another student's work – homework, class work, test answers, etc. – and presenting it as one's own. Cheating is also anyone who knowingly provides his/her own work to another. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. The determination that a student has engaged in academic dishonesty will be based on the judgment of the teacher, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties. The teacher will determine the academic penalty.

PROGRESS REPORTS

At the end of the first three weeks of a grading period, students will receive a progress report that includes the current averages for all their classes. Progress reports will be given out during homeroom on designated progress report days during the year.

REPORT CARDS

Report cards with each student's grades and absences for each class are issued to parents at the end of every grading period for a total of six during the year.

If a student receives a grade lower than 75 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.

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 answered or the issue is not resolved, the student or parent may request a conference with the Associate Principal.

SEMESTER EXAMS

Semester exams will be administered according to the schedule established by the Principal. Notice and announcement of the exam schedule will be available to teachers and students. No student will take an exam early unless he/she has extenuating circumstances that the Principal has determined allowable for an exception.

EXAM SCHEDULE

Students must follow the exam schedule for both fall and spring. No early exams will be given for which students have not received instruction or had the benefit of a review.

EXAM EXEMPTIONS

As an incentive to improve attendance and encourage students to maintain high marks and good behavior, Barbers Hill High School allows for an exemption policy. Since this is an incentive policy, no appeals to this policy will be considered. Exemptions will be declared no earlier than the week prior to the start of exams. The teacher's attendance record will be the official record in declaring exemptions.

Freshmen and sophomores may exempt two (2) course exams each semester. Juniors may exempt three (3) course exams each semester, while seniors may exempt four (4) course exams each semester. Students **may not** exempt the final exam in a STAAR tested course during the fall semester. Students **may not** exempt the final exam both semesters for the same course. For seniors, fall semester exam exemptions in core academic classes are contingent upon student's passing of the appropriate state assessments. Students may choose from all periods each semester, provided they meet the criteria for exemption.

The student must meet the following criteria to be exempt:

- The student has an 85 average or higher in the course.
- The student has no unexcused absences. Failure to bring a written note from the student's parent or guardian will cause the absence to be marked unexcused until the attendance clerk receives a note. A student will be allowed four (4) school days to clear his unexcused absence. If a student fails to clear his absence, it will be recorded as unexcused.
- The student has no more than three excused (3) absences in the course.
- The student has no assignments to ISS, no DAEP assignments, has not been suspended, and has not been assigned more than one (1) Saturday class assignments for the semester.
- Mid-Term Exemptions in core academic classes are contingent upon student passing the appropriate STAAR test the previous year.
- The student has no unpaid fines (textbook, technology, library, cafeteria, parking, extracurricular, Ag, etc.)
- The student was not absent the Friday preceding or Monday following the prom. Only a note from a doctor will excuse this absence.
- Students who take an unauthorized day (i.e., Senior Skip day) are subject to losing all exemption privileges.

EXCUSED ABSENCES DURING FINAL EXAMS

Any student who misses a final exam due to an absence that meets the criteria for an excused absence shall be given the opportunity to make up the exam if:

- The absence was reported to a campus administrator **BEFORE** the designated time of the exam, **AND**
- The student brings a note to the attendance office that gives the reason for the absence and is signed and dated by the parent. The attendance office must receive the note within 3 days of the absence.

Please note that a zero (0) will be entered for any final exam that was missed until that exam has been made up.

MAKEUP EXAMS

Students eligible to make up a final exam must do so on a day and time designated by the principal. Once a student has taken the missed exam, the exam has been scored, and the grade has been entered into the system, an updated report card will be printed and mailed home.

NO SHOWS FOR FINAL EXAMS

Any student who does not attend a final exam during the scheduled time of the exam will be considered a “no show” and will receive a zero (0) as the grade for that exam. The student will also forfeit his or her eligibility for all future exam exemptions.

TUTORIALS, SUMMER SCHOOL, PROMOTION AND RETENTION

TUTORIALS

Tutorials are offered in every subject each school day. Students who are failing, in danger of failing, or need extra help are expected to attend. Tutorial sessions are held on Monday through Friday from 7:00 a.m. - 7:25 a.m. as well as several days after school during the week. Students may be required to go to tutorials upon teacher request. Failure to go to tutorials upon request by a teacher may result in disciplinary action.

SUMMER SCHOOL

Students who need to regain credit have the opportunity to do so during the district’s summer school program. Students in danger of failing a class for the year will be notified by his/her counselor, and letters will be sent home to parents.

Note: The NCAA Clearinghouse does not recognize credit for any semester in which the grade is not 70 or above. Therefore, implementation of this averaging method to award credit for both semesters when one semester grade is below 70 could have a negative impact on future admission or scholarship opportunities to NCAA schools. It is recommended that students consult with their counselor to determine if it would be in their best interest to retake a semester in which the grade is less than 70 rather than average the semester grades to receive one full credit.

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above and the state attendance requirement (90%) has been met. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged to determine a final grade. In the event that the final grade averages less than a 70, the student will be required to retake the semester he or she failed.

PROMOTION AND RETENTION

In grades 9-12, promotion is based on the number of credits earned.

ACADEMIC COUNSELING AND COLLEGE PLANNING

ACADEMIC COUNSELING

Students and their parents are encouraged to talk with a school counselor 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 career opportunities.

CLASS SCHEDULING

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. All students will go through the registration process during the spring semester of each year.

Seniors must be enrolled a minimum of six consecutive periods. UIL participants have the responsibility of meeting UIL requirements.

Students on an abbreviated schedule must leave campus immediately at the end of their last class period.

SCHEDULE CHANGES

Any schedule change requests must be submitted to the counselors by the end of the second week in June. After that date, students will begin the fall semester as scheduled. Summer school grades and schedule conflicts may necessitate a change to a student's schedule as well.

Students enrolled in an Advanced Academics (Pre-Advanced Placement, Dual Credit, and Advanced Placement) class who wish to drop to the on level equivalent of that same class must remain in the advanced class for the first six weeks of the school year. Students must submit a request to change his or her schedule the counselor for approval. Students may also make the same request at the end of the fall semester.

Students enrolled in an Advanced Academics class who wish to drop the class where there is **NO** on level equivalent must submit a schedule change request to the counselor within the first three weeks of the school year for approval. Students may also make the same request at the end of the fall semester.

NEW STUDENT ENROLLMENT

New students will be scheduled during the month of August. New students will need proof of residency prior to enrollment. Legal documentation is required for any student not living with a parent.

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 Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT, and
- Submits 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 2013 term, the University will be admitting the top 8 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.

For students entering ninth grade during the 2014-2015 school year and thereafter, successful completion of Algebra II is now a requirement to be eligible for the top 10% automatic admission into a Texas college or university.

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

COLLEGE VISITATION

Students are allowed a total of two college visitation days. This begins in the spring semester of the student's junior year. These days are to be used to view prospective schools, to view the campus, to meet with financial aid officers and to see if the college or university is compatible to the student's needs. To qualify for a visitation day(s), a student must complete the following requirements:

- The student must obtain permission and a college day form from the Academic Dean at least three days prior to the visit.
- The student is responsible for all work missed and is also responsible for meeting with teachers to discuss any work that will be missed. This meeting is to take place before the planned absence.
- The student must have the college day form signed by the college or university. ***If this form is not shown when returning to school the following day, the absence will be unexcused and will count toward exam exemption policy.***
- A follow-up visit day may be allowed to the same school in the event that the institution notifies the individual that a second visit is necessary. This visit must be documented and the letter must be presented when the request is made. Additional visits must be approved by the principal.
- To be allowed to take a college visitation day, the student's attendance record must be in compliance with state law and requirements.
- **Visits to Lee College/San Jacinto College are restricted to appointment only status.**
- No college visitations days will be issued the Friday preceding or the Monday following the Prom.
- Students being recruited by universities/colleges may be granted additional days (and prior to senior year) with prior principal approval.
- College visitation days cannot be taken the last two weeks of each semester.

SAT / ACT

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.

College Prep Testing		
Test	Test Date	Students
PSAT	October 19, 2016	Grade 10 Students
ACT	April 19, 2017	Grade 11 Students

STATE SCHOLARSHIPS AND GRANTS

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

TRANSCRIPTS

Transcripts are available upon request through the registrar's office. Fees will be applied in the following manner: **\$1.00 per copy per pick-up, and \$2.00 per copy if mailed.** Requests must be made in person

with a completed request form, and payment is required at the time of the request. There is a 24-hour waiting period for the process of the transcript request.

COUNSELING SERVICES

The school counselor is available to assist students with a wide range of personal concerns; concerns related to social, family, or emotional issues; or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should stop by the guidance office and check in with the secretary for an appointment.

BULLYING, CHILD SEXUAL ABUSE, PSYCHOLOGICAL TESTING AND TREATMENT, AND SUICIDE AWARENESS

BULLYING

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

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

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student’s education or substantially disrupts the operation of the school. The board has established policies and procedures to prohibit bullying and to respond to reports of bullying.

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 or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

Any retaliation against a student who reports an incident of bullying is prohibited. The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the students’ parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

[See policy FFI(LOCAL).]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's web site. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

CHILD SEXUAL ABUSE

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed in the counseling department. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. 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, go to the website http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

Additional websites that can provide more information are:

<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/childabuse2.shtml

Reports can 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>).

CONSENT TO CONDUCT A PSYCHOLOGICAL EVALUATION

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports. [For more information, refer to policies EHBA(LLEGAL), FFE(LLEGAL), and FFG(EXHIBIT).]

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor or the following websites for more information related to suicide prevention and to find mental health services available in your area: <http://www.texassuicideprevention.org> or <http://www.dshs.state.tx.us/mhservices-search/>.

DATING VIOLENCE, DISCRIMINATION, HARRASSMENT, 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.

HARRASSMENT

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 principal's office and in the superintendent's office or on the district's web site at www.bhisd.net.

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.

Gender-Based Harassment

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

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

RETALIATION

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

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.

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

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

INVESTIGATION OF REPORT

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

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

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. All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

SERVICES FOR SPECIAL CIRCUMSTANCES

HOMELESS STUDENTS

Students who become homeless should see their counselor for information on available services. For more information, parents should contact the Director of Auxiliary Services.

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, 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 in conjunction with the LPAC.

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 Assistant Superintendent for Curriculum and Instruction.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. Please contact the Director of Auxiliary Services.

TESTING CONSIDERATIONS

Certain students may be eligible for exemptions, accommodations, or deferred testing based on a documented disability or limited English proficiency. For more information on specific testing requirements, 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 additional information, see the counselor and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

COURSE GUIDE—CORE CLASSES

LANGUAGE ARTS

ENGLISH 1 (ENG 1)

GRADE LEVEL: 9

PEIMS # 03220100 One Year (One Credit)

Prerequisite: None

English I is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

PRE-AP/GT ENGLISH 1 (ENG 1 GT)

GRADE LEVEL: 9

PEIMS # 03220100 One Year (One Credit)

Prerequisites: While this course is designed to meet the needs of gifted students, enrollment is open to any student willing to sign a contract agreeing to work at the level described below.

English 1 Pre AP/GT is a preparatory course designed for students who plan to take AP tests later in their high school careers. It is a rigorous study of literature with an emphasis on literary analysis. In addition to all English I requirements, a research paper will also be written. A minimum of six major works will be covered. Students will be expected to complete most of their reading outside of class. Most writing assignments will be literature based, but opportunities for creative writing will be provided.

ENGLISH 2 (ENG 2)

GRADE LEVEL: 10

PEIMS # 03220200 One Year (One Credit)

Prerequisite: English 1

English II is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English II, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

PRE-AP/GT ENGLISH 2 (ENG 2 GT)

GRADE LEVEL: 10

PEIMS # 03220200 One Year (One Credit)

Prerequisites: English 1. While this course is designed to meet the needs of gifted students, enrollment is open to any student willing to sign a contract agreeing to work at the level described below.

English 2 Pre AP/GT is a preparatory course designed for students who plan to take AP tests later in their high school careers. It is a rigorous study of literature with an emphasis on literary analysis. In addition to the English II requirements a minimum of six major works will be covered. Students will be expected to

complete most of their reading outside of class. Most writing assignments will be literature based, and students will be guided through the research process which will culminate in a formal paper.

ENGLISH 3 (ENG 3)

GRADE LEVEL: 11

PEIMS # 03220300 One Year (One Credit)

Prerequisite: English 2

English III organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing.

AP/GT ENGLISH 3 (APLANG)

GRADE LEVEL: 11

PEIMS # A3220100 One Year (One Credit)

Prerequisites: English 2. While this course is designed to meet the needs of gifted students, enrollment is open to any student willing to work at the level described below.

English 3 AP/GT is a rigorous course designed for students who wish to earn college credit by examination while in high school. This course is a study of American literature and world literature with emphasis on preparation for the Advanced Placement examination in Language and Composition. Students will be exposed to prose written in a variety of periods, disciplines, and rhetorical contexts. Students will practice writing in a variety of modes and for a variety of purposes, including expository, analytical, and argumentative essays. Students enrolled in English 3 AP/GT are encouraged to take the Advanced Placement examination in May.

ENGLISH 4 (ENG 4)

GRADE LEVEL: 12

PEIMS # 03220400 One Year (One Credit)

Prerequisite: English 3

English IV is organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

AP/GT ENGLISH 4 (APLIT/APLITG)

GRADE LEVEL: 12

PEIMS # A3220200 One Year (One Credit)

Prerequisites: While this course is designed to meet the needs of gifted students, enrollment is open to any student willing to level described below.

English 4 AP/GT is a rigorous course designed for students who wish to earn college credit by examination while in high school. This course is a study of British literature and world literature with emphasis on preparation for the Advanced Placement examination in Literature and Composition. Students will study many genres of literature with a special emphasis on poetry. Students will practice writing in a variety of modes with an emphasis on literary analysis. A literature-based research paper is

required. A minimum of six major works will be covered. Students enrolled in English 4 AP/GT are encouraged to take the Advanced Placement examination in May.

DUAL CREDIT ENGLISH 4 (ENG 4 DC)

GRADE LEVEL: 12

PEIMS # 03220300 Two Semesters (One Half Credit Each)

Prerequisites: Qualifying scores on STAAR, EOC, SAT, or TSIA. Failure to complete this course could result in not meeting graduation requirements.

The course is intended for students who wish to complete studies in secondary school that also apply as two college semesters in English Composition. This dual credit course offers a study of the principles of effective writing with an emphasis on British and World Literature. English 1301 focuses on a concentrated study of the fundamentals of English usage and provides training in accurate reading and writing of prose, chiefly expository. English 1302 explores the principles of effective writing through analysis of selected novels, short stories, poems and plays. Both courses include the study of the principles of library research and the techniques of writing research papers. Student will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better. Students can also earn an Advanced Measure if they earn a “B” or better in the course.

MATHEMATICS

ALGEBRA 1 (ALG 1)

GRADE LEVEL: 9-12

PEIMS # 03100500 One Year (One Credit)

Prerequisite: None

In Algebra I students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through other mathematical experiences including: Algebraic thinking and symbolic reasoning; Function concepts; Relationship between equations and functions; Tools for algebraic thinking; and underlying mathematical processes.

Pre-AP ALGEBRA 1 (ALG 1)

GRADE LEVEL: 9-12

PEIMS # 03100500 One Year (One Credit)

Prerequisite: None

Pre-AP Algebra is for strong math students and/or students who plan to pursue a math/science course of study. Pre-AP Algebra includes the same topics covered in Algebra but is a more in-depth approach at a much faster pace.

GEOMETRY (GEOM)

GRADE LEVEL: 9-12

PEIMS # 03100700 One Year (One Credit)

Prerequisite: Algebra 1

In Geometry students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through other mathematical experiences including: Geometric thinking and spatial reasoning; Geometric figures and their properties; The relationship between geometry, other mathematics, and other disciplines; Tools for geometric thinking; Underlying mathematical processes.

PRE-AP GEOMETRY (GEOM PAP)

GRADE LEVEL: 9-12

PEIMS # 03100700 One Year (One Credit)

Prerequisite: Pre AP Algebra or an 85+ average in Algebra I recommended

Pre-AP Geometry is for strong math students and/or students who plan to pursue a math/science course of study. Pre-AP Geometry includes the same topics covered in Geometry but is a more in-depth approach at a much faster pace.

MATHEMATICAL MODELS WITH APPLICATIONS (MATH MOD)**GRADE LEVEL:** 10 or 11**PEIMS # 03102400 One Year (One Credit)****Prerequisite:** Geometry

In Mathematical Models with Applications, students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science.

ALGEBRA 2 (ALG 2)**GRADE LEVEL:** 10-12**PEIMS # 03100600 One Year (One Credit)****Prerequisite:** Geometry

In Algebra II students will master foundation concepts for high school mathematics. Students will continue to build on this foundation as they expand their understanding through other mathematical experiences including: Algebraic thinking and symbolic reasoning; Functions, equations, and their relationship; Relationship between algebra and geometry; Tools for algebraic thinking; and Underlying mathematical processes.

PRE-AP ALGEBRA 2 (ALG 2 PAP)**GRADE LEVEL:** 11-12**PEIMS # 03100600 One Year (One Credit)****Prerequisite:** Pre-AP Geometry OR an 85+ average in Geometry recommended

Pre-AP Algebra 2 is for strong math students and/or students who plan to pursue a math/science course of study. Pre-AP Algebra 2 includes the same topics covered in Algebra 2 with a stronger emphasis on functions. This class is a more in-depth approach at a much faster pace.

ALGEBRA III – INDEPENDENT STUDY IN MATHEMATICS (INSTUMTH)**GRADE LEVEL:** 11-12**PEIMS# 03102500 One Year (One Credit)****Prerequisite:** Algebra 2

Designed for students who have completed Algebra II, but who need to strengthen their algebra skills before taking Pre-Calculus or college-level math. Students will extend their level of mathematical skills and reasoning beyond the topics covered in Algebra II. Some topics include functions (linear, quadratic, polynomial, exponential, logarithmic, etc.), and basic trigonometry. This course should be effective in preparing students for taking a College Algebra course. Students may NOT take this course after earning 1/2 credit in Pre-Calculus.

PRE-CALCULUS (PRE-CALC)**GRADE LEVEL:** 11-12**PEIMS # 03101100 One Year (One Credit)****Prerequisite:** Algebra 2

In Precalculus, students continue to build on the K-8, Algebra I, Algebra II, and Geometry foundations as they expand their understanding through other mathematical experiences. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships.

PRE-AP PRE-CALCULUS (PRE-CALC PAP)**GRADE LEVEL:** 11-12**PEIMS # 03101100 One Year (One Credit)**

Prerequisites: Pre-AP Algebra 2 and Pre-AP Geometry or a grade of 85+ recommended in both Algebra 2 and Geometry

Pre-AP Pre-Calculus is for strong math students and/or students who plan to pursue a math/science course of study. Pre-AP Pre-Calculus includes the same topics as Pre-Calculus. This class is designed for college-bound students who have been successful in the Pre-AP mathematics program. This class is a more in-depth approach at a much faster pace.

AP CALCULUS AB (AP CALC)

GRADE LEVEL: 12

PEIMS #A3100101 One Year (One Credit)

Prerequisites: Pre-Calculus or Pre-AP Pre-Calculus

AP Calculus is a one-year, one-credit course designed for students who have successfully completed trigonometry and analytic geometry or pre-calculus. The course is a study of elementary functions, limits of functions, derivatives, integral and techniques of integration, and applications. Minimum number of students for AP Calculus will be required for the class to be offered.

AP CALCULUS BC (AP CALC)

GRADE LEVEL: 12

PEIMS # A3100102 One Year (One Credit)

Prerequisites: Pre-Calculus or Pre-AP Pre-Calculus

AP Calculus BC is a course designed by the College Board Advanced Placement Program, and taught according to the standards set forth by the College Board. AP Calculus BC is an extension of AP Calculus AB, rather than an enhancement; common topics require a similar depth of understanding. In addition to the topics in AP Calculus AB, topics in AP Calculus BC will include, but are not limited to, parametric, polar, and vector functions, their derivatives, integrals, and applications; differential equations; additional antiderivative techniques; improper integrals; and sequences and series, and their approximations. This course incorporates extensive use of technology.

AP STATISTICS (AP STAT)

GRADE LEVEL: 11-12

PEIMS #A3100200 One Year (One Credit)

Prerequisites: Pre-AP Algebra II OR 90+ average in Algebra II recommended

AP Statistics is a year-long introductory course to statistics. The purpose of this AP course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use probability and statistical inferences to develop an appropriate model for data collected. AP Statistics can be taken alone or in conjunction with another math course.

COLLEGE ALGEBRA DUAL CREDIT

GRADE LEVEL: 11-12

PEIMS # 03102500 One Semester (Half Credit)

Prerequisites: Three prior years of Mathematics and TSIA Requirements

This course includes an in-depth study of solving equations and inequalities, function properties and graphs, inverse functions, rational, logarithmic, exponential with applications, systems of equations, matrices, and sequences and series. Student will earn **3 hours** of college credit per semester for this course, provided they earn a "C" or better. Students can also earn an Advanced Measure if they earn a "B" or better in the course.

ELEMENTARY STATISTICS DUAL CREDIT

GRADE LEVEL: 11-12

PEIMS # 03102500 One Semester (Half Credit)

Prerequisites: Three prior years of Mathematics and TSIA Requirements

This course includesStudent will earn **3 hours** of college credit per semester for this course, provided they earn a “C” or better. Students can also earn an Advanced Measure if they earn a “B” or better in the course.

SCIENCE

BIOLOGY (BIO)

GRADE LEVEL: 9--10

PEIMS# 03010200 One Year (One Credit)

Prerequisite: None

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

PRE-AP BIOLOGY (BIO PAP)

GRADE LEVEL: 9–10

PEIMS# 03010200 One Year (One Credit)

Prerequisite: Algebra I or concurrent enrollment

Pre-AP Biology is a preparatory class for AP Biology. This is an advanced Biology I that includes all elements of that course. Instruction is at a faster pace which allows study of topics in greater depth. Four to six major out of class projects will be required. Problem solving, reasoning skills and analysis questions will be included on each unit of study. Emphasis is placed on laboratory investigations. Dissections are a part of the curriculum.

AP BIOLOGY (AP BIO)

GRADE LEVEL: 11-12 (Year 4 Science)

PEIMS #A 3010200 One Year (One Credit)

Prerequisites: Pre-AP science classes recommended

AP Biology serves as a college-level introduction to biology, biochemistry, microbiology, and related topics. The course was created by the College Board to introduce high school students to a freshman college classroom environment. The curriculum follows the College Board AP course outline. It is designed to challenge the minds of those whose goal is to major in the Biological Sciences. This fast-paced course covers molecular and cellular biology, evolutionary biology, molecular genetics, organisms and populations of the world. By the use of technology, 12 major College Board labs plus numerous higher level labs from Duke University will be assigned. Students will correlate all objectives and apply concepts with world events and the latest data on record. Journals, power points, newspapers, forums, field trips, and outside texts will be used. In conjunction with tests and labs, there will be one major research paper which will be due in April. Emphasis is placed on AP test preparation.

CHEMISTRY 1 (CHEM I)

GRADE LEVEL: 10 -12

PEIMS # 03040000 One Year (One Credit)

Prerequisite: Biology; Algebra 1

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

PRE-AP CHEMISTRY 1 (CHEM 1 PAP)**GRADE LEVEL:** 10-12**PEIMS # 03040000 One Year (One Credit)****Prerequisite:** Pre-AP Biology or Biology; Geometry, Algebra 2 or concurrent enrollment

Pre-AP Chemistry is a preparatory course for AP Chemistry and/or a rigorous college-level chemistry course. Topics of study include atomic theory, chemical bonding, chemical formulas and equations, stoichiometry, gas laws, acids and bases, and organic chemistry with an emphasis on developing laboratory skills. Instruction is at a faster pace than Chemistry 1, which permits investigation of topics at a greater depth. Recommended for students who are strong in math and science and who are planning a college major in medicine, science or related fields. Emphasis is placed on laboratory investigations and preparation of the AP Chemistry Class. .

AP CHEMISTRY (AP CHEM)**GRADE LEVEL:** 11-12 (Year 4 Science)**PEIMS # A3040000 One Year (One Credit)****Prerequisites:** Grade of 85 or above in Pre-AP Chemistry recommended; Algebra 2, Pre-Calculus or concurrent enrollment recommended; Pre-AP Science Classes recommended

AP Chemistry is a very rigorous course that is comparable to a first-year college level chemistry course. Students use a college text and perform advanced laboratory investigations to prepare for the AP Chemistry exam. The curriculum follows the College Board AP courses outline. Topics include thermodynamics, kinetics, equilibrium, acids and bases, reaction rates, and organic chemistry. Recommended for students who are strong in math and science and who are planning a college major in medicine, chemical engineering, science or related fields.

PHYSICS (PHYS)**GRADE LEVEL:** 11-12**PEIMS# 03050000 One Year (One Credit)****Prerequisite:** Biology; Chemistry, Algebra 1, Geometry, and Math Models or Algebra 2 or concurrent enrollment

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

PRE-AP PHYSICS (PHYS PAP)**GRADE LEVEL:** 11-12**PEIMS# 03050000 One Year (One Credit)****Prerequisite:** Grade of 85 or above in Chemistry recommended; Algebra 2, Pre-calculus or concurrent enrollment recommended; Pre-AP Science Classes recommended

This course is an advanced version of Physics that includes all the elements of that course. Emphasis will be placed on the formulation of models used to solve problems. In addition, major emphasis will be placed on independent research projects. The focus of the research is literature search, experimental design, data collection, data analysis and presentation of findings. Laboratory experiments are an essential part of physics. Students will use the lab to collect and analyze data, and then use it to draw reasonable conclusions which they will communicate clearly. The Pre-AP physics course offers students extensive inquiry experiences in which the major concepts involving the physical interactions of matter are developed through labs and classroom discussions. Recommended for students who are strong in math and science and who are planning a college major in medicine, engineering, or related fields.

Emphasis is placed on laboratory investigations and preparation of the AP Physics Class.

AP PHYSICS B (AP PHYS)

GRADE LEVEL: 11-12 (Year 4 Science)

PEMIS# A3050001 One Year (One Credit)

Prerequisite: Grade of 85 or above in Physics or Chemistry recommended; Algebra 2, Pre-calculus or concurrent enrollment recommended; Pre-AP science classes recommended

AP Physics B is a **college-level course** that uses advanced algebra and trigonometry as the primary tools for problem solving. The course covers topics in Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves/optics and atomic/nuclear physics. This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science. Passing scores on the AP Physics Exam (3, 4, or 5) will count as one of the four required measures for the Distinguished Achievement Program.

ENVIRONMENTAL SYSTEMS (ENVIR)

GRADE LEVEL: 11-12 (Year 4 Science)

PEIMS # 03020000 One Year (One Credit)

Prerequisite: Successful completion of IPC, Biology, Chemistry OR Biology, Chemistry, Physics; Successful completion of Algebra 1, Geometry, Algebra 2 or Math Models

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

AP ENVIRONMENTAL SCIENCE (APENVI)

GRADE LEVEL: 11-12 (Year 4 Science)

PEIMS # A3020000 One Year (One Credit)

Prerequisite: Successful completion of Biology, Chemistry, Physics; Successful completion of Algebra 1, Geometry, Algebra 2

In AP Environmental Science, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. The course is interdisciplinary, focusing on both rigorous scientific analysis as well as sociological and political aspects. AP Environmental Science encompasses a wide variety of topics including: biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources in environmental systems; sources and flow of energy through and environmental system; relationship between carrying capacity and changes in populations and ecosystems; man's influence on the environment; and changes in environments.

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS (ANTPHY)

GRADE LEVEL: 11-12 (Year 4 Science)

PEIMS # 13020600 One Year (One Credit)

Prerequisite: Successful completion of Biology, Chemistry and Physics

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

AQUATIC SCIENCE (AQSCI)**GRADE LEVEL:** 11-12 (Year 4 Science)**PEIMS # 03030000 One Year (One Credit)****Prerequisite:** Successful completion of Biology, Chemistry and Physics

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

EARTH AND SPACE SCIENCE (ESS)**GRADE LEVEL:** 11-12 (Year 4 Science)**PEIMS # 03060200 One Year (One Credit)****Prerequisite:** Successful completion of Biology, Chemistry and Physics

ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

FORENSIC SCIENCE (FORSCI)**GRADE LEVEL:** 11-12 (Year 4 Science)**PEIMS # 13029500 One Year (One Credit)****Prerequisite:** None

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse, and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedure used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as finger print analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

SOCIAL STUDIES**WORLD GEOGRAPHY (W GEO)****GRADE LEVEL:** 9**PEIMS # 03320100 One Year (One Credit)****Prerequisite:** None

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

PRE-AP WORLD GEOGRAPHY (W GEO PAP)**GRADE LEVEL:** 9**PEIMS # 03320100 One Year (One Credit)****Prerequisite:** None

The purpose of this Pre-AP course is to prepare our highly motivated students for the rigorous and fast-paced Advance Placement classes at the 10th, 11th, and 12th grade levels. This course provides a study of world geography, with emphasis on skills necessary for success in the advanced placement social studies program. In World Geography Studies students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment: the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world and identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. They also use problem-solving and decision-making skills to ask and answer geographic questions.

WORLD HISTORY (W HIST)**GRADE LEVEL:** 10**PEIMS # 03340400 One Year (One Credit)****Prerequisite:** None

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

AP WORLD HISTORY (AP W HIST)**Grade Level:** 10**PEIMS # A3370100 One Year (One Credit)****Prerequisite:** None

The purpose of AP World History is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of change in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization is explicitly discussed, forms and organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

DUAL CREDIT WORLD HISTORY (W HIS DC)**GRADE LEVEL:** 10**PEIMS # 03340400 One Year (One Credit)****Prerequisite:** Qualifying scores on TAKS, EOC, SAT, or Accuplacer. Failure to complete this course could result in not meeting graduation requirements.

The course is intended for students who wish to complete studies in secondary school that also apply as two college introductory semesters in World History. The dual credit course in World History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in World History. The course highlights the nature of change in international frameworks and their causes and consequences, as well as comparison among major societies. The course will explore the understanding of culture, institutional, and technological precedents that along with geography, set the human stage. History 2321 covers the pre-history to the early river civilizations to the classical and post classical empires through the Middle Ages to the start of the Renaissance. History 2322, taught in the spring, covers history from the Renaissance thru the era of Revolution and imperialism, into the 20th century, the Great War, WW II, to decolonization to the 21st century. Student will earn **3 hours** of college credit per semester for this course, provided they earn a "C" or better. Students can also earn an Advanced Measure if they earn a "B" or better in the course.

U.S. HISTORY (US HIST)**GRADE LEVEL:** 11**PEIMS # 03340100 One Year (One Credit)****Prerequisite:** None

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP U.S. HISTORY (AP/GT US HIST)**GRADE LEVEL:** 11**PEIMS#A3340100 One Year (One Credit)****Prerequisite:** Identification as gifted/talented or at least two years of advanced English with demonstrated ability in history recommended.

AP US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history in a manner equivalent to that obtained in most college introductory United States history courses. The course will be conducted as a survey course in which a college textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides substantive and thematic coverage in such special fields as economic history, cultural and intellectual history, social history, political-constitutional history and diplomatic history. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

DUAL CREDIT U.S. HISTORY (US HIS DC)**GRADE LEVEL:** 11**PEIMS # 03340100 One Year (One Credit)****Prerequisite:** Qualifying scores on STAAR, EOC, SAT, or TSIA. Failure to complete this course could result in not meeting graduation requirements.

The course is intended for students who wish to complete studies in secondary school that also apply as two college introductory semesters in U.S. History. The dual credit course in U.S. History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course will explore the economic, cultural and intellectual, social, political-constitutional, and diplomatic history of our nation from the pre-colonial days to the present-day. This is primarily a lecture course supplemented by audio-visual presentations and class discussions. A research paper/project will be required for this class. Student will earn **3 hours** of college credit per semester for this course, provided they earn a "C" or better. Students can also earn an Advanced Measure if they earn a "B" or better in the course.

GOVERNMENT (GOVT)**GRADE LEVEL:** 12**PEIMS #03330100 One Semester (One Half Credit)****Prerequisite:** None

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP GOVERNMENT (AP GOVT)**Grade Level:** 12**PEIMS#A3330100 One Semester (One Half Credit)****Prerequisite:** None

AP Government, *Government & Politics*, studies the nature and function of the American national political system. This course will give students an analytical perspective on government and politics in the United States. This course includes the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It begins with a brief study of the framework of American political values and traditions. It also incorporates the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Most of the focus is given to the essential components, institutions, and processes through which the political system operates as well as the public policy that is adopted and implemented.

ECONOMICS-FREE ENTERPRISE (ECO-FE)**GRADE LEVEL:** 12**PEIMS #03310300 One Semester (One Half Credit)****Prerequisite:** None

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. The course also incorporates instruction in personal financial literacy.

DUAL CREDIT GOVERNMENT (DC ECO)

GRADE LEVEL: 12

PEIMS# 03310301 One Semester (One Half Credit)

Prerequisite: TSI Requirements . Failure to complete this course could result in not meeting graduation requirements. This one-semester course focuses on national, state and local government systems, theories of political thought and principles of American democracy. Student will earn **3 hours** of college credit per semester for this course, provided they earn a "C" or better. Students can also earn an Advanced Measure if they earn a "B" or better in the course.

AP HUMAN GEOGRAPHY

GRADE LEVEL: 11-12

PEIMS # A3360100 One Year (One Credit)

Prerequisite: None

The Human Geography course is taught at a college-level and is for students who are prepared to take college level work. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn the methods and tools geographers use in their science and practice. It is the study of people from a spatial and ecological perspective. A college text will be utilized and the emphasis is placed upon critical thinking, independent study, and research.

SOCIOLOGY (SOCIO)

GRADE LEVEL: 10-12

PEIMS # 03370100 One Semester (One Half Credit)

Prerequisite: None

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society. ***This class does not count toward the four required social studies credits but will be considered as an elective credit.**

PSYCHOLOGY (PSYCH)

GRADE LEVEL: 10-12

PEIMS # 03350100 One Semester (One Half Credit)

Prerequisite: None

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology. ***This class does not count toward the four required social studies credits but will be considered as an elective credit.**

AP PSYCHOLOGY (APPSYC)

GRADE LEVEL: 11-12 (Grade 10 with Teacher Approval)

PEIMS # A3350100 One Semester (One Half Credit)

Prerequisite: None

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will study the history of psychology, research methods, biological bases of behavior, sensation and perception, consciousness, learning, memory, motivation and emotion, developmental psychology, personality, testing, social psychology, and psychological disorders and their treatment. ***This class does not count toward the four required social studies credits but will be considered as an elective credit.**

DUAL CREDIT INTRODUCTION TO PSYCHOLOGY (PSYCH DC)

GRADE LEVEL: 10-11

PEIMS # 03350100 One Semester (One Half Credit) ONLINE COURSE

Prerequisite: Qualifying scores on STAAR, EOC, SAT, or TSIA. Failure to complete this course could result in not meeting graduation requirements.

Instruction for this course may include lecture and reading assignments; other instructional techniques may include classroom discussion, audio-visual presentations, speakers, physical demonstration of concepts, critical thinking exercises, and group activities. This course is a survey of the fields of general psychology; the biological and psychological basis of human behavior, intelligence, motivation, emotion, learning, personality, memory, and psychopathology. Students will receive **3 hours** of college credit for this course. A grade of a "C" or better is required to earn high school credit.

DUAL CREDIT INTRODUCTION TO SOCIOLOGY (SOCIO DC)

GRADE LEVEL: 10-11

PEIMS # 03370100 One Semester (One Half Credit) ONLINE COURSE

Prerequisite: Qualifying scores on STAAR, EOC, SAT, or TSIA. Failure to complete this course could result in not meeting graduation requirements.

Instruction for this course may include lecture and reading assignments; other instructional techniques may include classroom discussion, audio-visual presentations, speakers, physical demonstration of concepts, critical thinking exercises, and group activities. Sociology is the science of understanding the social structures that make up our society. Students will look at themselves and others not merely as individuals but as part of many different groups. How groups behave and interact will be discussed. Students will receive **3 hours** of college credit for this course. A grade of a "C" or better is required to earn high school credit.

OTHER COURSES INCLUDING ELECTIVES

ART

ART 1 (ART 1)

GRADE LEVEL: 9-12

PEIMS #03500100 One Year (One Credit)

Prerequisite: None

In Art I students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

ART 2 (ART 2)

GRADE LEVEL: 10-12

PEIMS# 03500900 One Year (One Credit)

Prerequisite: Art 1 with an average of 85 or above recommended; approval of teacher

In Art II students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined

ART 3 PAP (ART 3)**GRADE LEVEL:** 11-12**PEIMS# 03501800 One Year (One Credit)****Prerequisite:** Art 2 with an average of 85 or above recommended; approval of teacher

In Art III students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

ART 4 (ART 4)**GRADE LEVEL:** 12**PEIMS # 03502700 One Year (One Credit)****Prerequisite:** Art 2 or 3 with an average of 85 or above recommended; approval of teacher

In Art IV students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

AP ART (AP STARTDT)**GRADE LEVEL:** 11-12**PEIMS #A3500300 One Year (One Credit)****Prerequisite:** Art 1 or Art 2 and approval of teacher; Art 4 recommended

AP level art class demands a commitment from students beyond the normal art level. The successful student must be highly motivated and willing to devote the time needed to expand and stretch to higher level visual thinking skills. This will require a significant amount of time outside of normal class time. Students are encouraged to think, solve problems their own way, make informed decisions, have a discerning eye, and become interested in historical and contemporary art issues. Assessment through class critiques are a regular part of this course. AP Art challenges students and prepares them for the exam for college credit. **To receive AP credit students must submit a portfolio of work.**

ATHLETICS / PHYSICAL EDUCATION / HEALTH**ATHLETICS-BOYS (PE EQ)****GRADE LEVEL:** 9-12**Level 1 PEIMS# PES00000 One Half to One Year (One Half to One Credit)****Level 2 PEIMS# PES00001 One Half to One Year (One Half to One Credit)****Level 3 PEIMS# PES00002 One Half to One Year (One Half to One Credit)****Level 4 PEIMS# PES00003 One Half to One Year (One Half to One Credit)****Prerequisites:** If you were a student in the district the previous school year, you must be in the Athletics (strength and conditioning) Program for at least one semester at the middle school or high school to be eligible to participate. New students to the district do not have to meet this requirement.

Athletics involves strength and conditioning exercises. Some of these involve weightlifting, running, agility drills, quickness drills, mat drills, and individual sport drills. These are all designed to make each individual the best athlete he can be.

ATHLETICS-GIRLS (PE EQ)**GRADE LEVEL:** 9-12**Level 1 PEIMS# PES00000 One Half to One Year (One Half to One Credit)****Level 2 PEIMS# PES00001 One Half to One Year (One Half to One Credit)****Level 3 PEIMS# PES00002 One Half to One Year (One Half to One Credit)****Level 4 PEIMS# PES00003 One Half to One Year (One Half to One Credit)****Prerequisite:** None

Athletics involves strength and conditioning exercises. Some of these involve weightlifting, running, agility drills, quickness drills, mat drills, and individual sport drills. These are all designed to make each individual the best athlete she can be.

FOUNDATIONS OF PERSONAL FITNESS (PEFOU)

GRADE LEVEL: 9-12

PEIMS# PES00052 One Half to One Year (One Half to One Credit)

Prerequisite: None

Foundations of personal fitness set the stage for lifelong fitness activities by providing the student a knowledge base about fitness. Students are able to personalize that information by providing opportunities for the student to develop a fitness profile and plan of his/her own needs based on the principles learned.

PHYSICAL EDUCATION (PEITS)

GRADE LEVEL: 9-12

PEIMS# PES00055 One Semester (One Half Credit)

Prerequisite: None

Physical Education includes activities involving weightlifting, running, volleyball, basketball, tennis, flag football, badminton, and track and field.

SPORTS MEDICINE I ATHLETIC TRAINER (ATH TRA)

GRADE LEVEL: 10-12

PEIMS # N1150040 One Half to One Year (One Half to One Credit)

Prerequisite: Application to course required; Student may not enter at mid-term.

An introductory course designed to train students to assist the head trainer with taping, bandaging, injury assessment, exercise rehabilitation, record keeping, cardio pulmonary resuscitation and other lifesaving techniques, equipment set up and repair, and providing training coverage of events. Applications are available in the Counseling Office.

HEALTH (HLTH ED)

GRADE LEVEL: 9-12

PEIMS # 03810100 One Semester (One Half Credit)

Prerequisite: None

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

BAND

BAND (BAND)

GRADE LEVEL: 9-12

PEIMS # PES00012 One Semester (One Half Credit) FALL PE credit

PEIMS # 01350100 One Semester (One Half Credit) SPRING Fine Arts credit

Prerequisite: Active membership in band during prior school year and director approval.

Throughout the school year, the band will present numerous public performances. Each performance is important and attendance by the members on the band is required. Band members are expected to make all rehearsals and performances; band is a performance based class as described in the Curriculum Handbook. One year enrollment in band will earn one Fine Art credit and ½ P.E. credit. In addition to the band's group activities, individual band members will have the opportunity to perform solo literature for their instruments and to perform in various chamber ensembles. These groups will perform at school and at UIL Solo and Ensemble contest. Band students also audition for various TMEA honor groups such as All-Region Band, All Region Jazz Ensemble, All-Region Orchestra and All-State Band. Being selected as a member of these organizations is among the highest honors a high school musician can attain.

CHEER

CHEERLEADING (CHEER)

GRADE LEVEL: 9-12

PEIMS #PES00013 One Semester (One Half Credit)

Prerequisite: Must be a member of the Barbers Hill Cheerleading Squad

In the fall students learn cheerleading techniques to use during the school year. Students are required to practice routines, dances, cheers, and stunts. During the spring semester students condition to prepare for the upcoming season. Students also work on spirit signs and spirit days used for all athletic events.

CHOIR

CHORAL MUSIC 1 (CHOIR1)

GRADE LEVEL: 9-12

PEIMS # 03150900 One Year (One Credit)

Prerequisite: None

Choir is a year-long Fine Arts class opens to all students. All types of music are studied and performed in various concerts. Students are encouraged to attend the two competitions, Region Choir and U.I.L. Solo/Ensemble. Students selected at each contest may qualify to attend the clinic/concert for the Regional Choir and the State Solo Contest. Students learn the fundamentals of music and a joy for singing. Auditions and teacher approval determine the enrollment in the Varsity Choir.

CHORAL MUSIC 2, 3, 4 (CHOIR2, CHOIR3, CHOIR4)

GRADE LEVEL: 10-12

Level 2 PEIMS# 03151000 One Year (One Credit)

Level 3 PEIMS# 03152000 One Year (One Credit)

Level 4 PEIMS# 03153000 One Year (One Credit)

Prerequisite: Choral Music 1 or director approval

Choral Music 2-4 are each year-long Fine Arts classes open to all 10th - 12th graders. All types of music are studied and performed in contests and concerts. Students are encouraged to attend the TMEA Region competition in the fall and the U.I.L. Solo/Ensemble competition in the spring. Students qualifying in each contest attend the Regional Choir and/or State Solo Contest. Courses include in-depth music training in vocal skills and performance. Music history, theory, ear training, and appreciation are incorporated into the learning experience.

DANCE

DRILL TEAM / DANCE 1

GRADE LEVEL: 9-12

PEIMS # PES00014 One Semester (One Half Credit) FALL PE credit

PEIMS # 0383100 One Semester (One Half Credit) SPRING Fine Arts credit

Prerequisite: Must be a member of the Eaglette Drill Team

Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy. Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them. Students will also use this course to help prepare for performances to be given by the Barbers Hill Eaglettes.

DRILL TEAM / DANCE 2**GRADE LEVEL:** 9-12**PEIMS # PES00014 One Semester (One Half Credit) FALL PE credit****PEIMS # 0383200 One Semester (One Half Credit) SPRING Fine Arts credit****Prerequisite:** Dance 1; must be a member of the Eaglette Drill Team

Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy. Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them. Students will also use this course to help prepare for performances to be given by the Barbers Hill Eaglettes.

DRILL TEAM / DANCE 3**GRADE LEVEL:** 9-12**PEIMS # PES00014 One Semester (One Half Credit) FALL PE credit****PEIMS # 03830300 One Semester (One Half Credit) SPRING Fine Arts credit****Prerequisite:** Dance 2; must be a member of the Eaglette Drill Team

Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy. Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions, thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them. Students will also use this course to help prepare for performances to be given by the Barbers Hill Eaglettes.

DRILL TEAM / DANCE 4**GRADE LEVEL:** 9-12**PEIMS # PES00014 One Semester (One Half Credit) FALL PE credit****PEIMS # 03830400 One Semester (One Half Credit) SPRING Fine Arts credit****Prerequisite:** Dance 3; must be a member of the Eaglette Drill Team

Dance students develop perceptual thinking and moving abilities in daily life that promote understanding of themselves and others and allow them to interact effectively in the community. By mastering movement principles and skills, students develop self-discipline, and healthy bodies that move expressively, efficiently, and safely through space and time with controlled energy. Students recognize dance as a vehicle for understanding cultural and historical contexts, increasing awareness of their own and others' heritage and traditions thus helping them to participate in a diverse society. Evaluating and analyzing dance strengthen decision-making skills, develop critical and creative thinking, and enable students to make informed decisions about dance and the world around them. Students will also use this course to help prepare for performances to be given by the Barbers Hill Eaglettes.

DEBATE

DEBATE 1 (DEBATE 1)

GRADE LEVEL: 9 (10-12 must have instructor approval)

PEIMS # 03240600 One Half to One Year (One Half to One Credit)

Prerequisites: None

Debate 1 is an introductory class to competitive, academic debate. Course includes instruction in value and policy oriented debate with emphasis on basic debate and argument theory, strategies, and techniques including research, organization, listening, thinking, speaking, and argument construction. Students are required to attend at least six after-school practices each semester and attend one weekend debate tournament per semester. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE 2 (DEBATE 2)

GRADE LEVEL: 10

PEIMS # 03240700 One Half to One Year (One Half to One Credit)

Prerequisites: Debate 1

Debate 2 emphasizes advanced debate and argument theory, strategies, standards, and techniques including specific issues in either value or policy debate. Students must choose a specific area of study in either cross-examination format (policy) or Lincoln-Douglas format (value) debate. Emphasis is placed upon critical thinking, writing and structuring arguments and briefs. Students are required to attend at least twelve after-school practices each semester and attend a minimum of two weekend debate tournaments per semester. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE 3 (DEBATE 3)

GRADE LEVEL: 11-12

PEIMS # 03240800 One Half to One Year (One Half to One Credit)

Prerequisites: Debate 2

Debate 3 emphasizes argument analysis, adjudication theory including various judging paradigms including adaptation to different paradigms and adjudicators, research, writing and structuring cases, arguments, and briefs. Students are exposed to tournament theory and administration with actual experience. Students are required to stay after school for three hours one day per week and attend a minimum of four weekend debate tournaments per semester (8 per year). Students also participate in cooperative teaching of younger peers; this may include: lecturing, testing, and leading discussions and after-school practices for Debate 1 students. (Not meeting requirements may result in student withdrawal at earliest possible convenience.)

DEBATE 4 - INDEPENDENT STUDY (IND SPCH)

GRADE LEVEL: 12

PEIMS # 03241200 One Year (One Credit)

Prerequisite: Debate 3

Independent Study Debate 4 emphasizes independent research on policy debate topics and issues that require construction of arguments, cases, and briefs. Creativity is encouraged not only in argument development but also theory development. Students have work with tournament theory and administration including actual tournament administration. Students also have work on judging debates and arguments including oral and written critiques. Students are required to stay after school for three hours one day per week and attend a minimum of four weekend debater tournaments per semester (8 per year). (Not meeting requirements may result in student withdrawal at the earliest possible convenience.)

ACADEMIC DECATHLON

Grade Level: 9-12

Level 1 PEIMS# 03380001

Level 2 PEIMS# 03380021

Level 3 PEIMS# 03380032

Level 4 PEIMS# 03380042

Prerequisite: Teacher Approval

Academic Decathlon is a year-long elective course. This course prepares students for spring competition as well as provides students with a comprehensive study of a range of disciplines that include literature, art, history, science, and fine arts. Currently, the Academic Decathlon course is a weighted course for which junior and senior students earn Advanced Placement weighted (6.0) credit, while freshman and sophomore students earn Pre-Advanced Placement weighted (5.0) credit.

FOREIGN LANGUAGE

SPANISH 1 (SPAN 1)

GRADE LEVEL: 9-12

PEIMS # 03440100 One Year (One Credit)

Prerequisite: None

The goal of Spanish 1 is to attain proficiency in the Spanish language using all four basic skills listening, speaking, reading, and writing and an awareness and understanding of the culture and traditions of the Spanish-speaking world. Basic grammar and vocabulary are used.

SPANISH 2 (SPAN 2)

GRADE LEVEL: 9-12

PEIMS # 03440200 One Year (One Credit)

Prerequisite: Spanish 1

The goal of Spanish 2 is to build and expand on that learned in Spanish 1. The four basic skills listening, speaking, reading, and writing are refined and grammar and vocabulary are taught in more complexity. The culture and traditions of the Spanish-speaking world are continued.

SPANISH 3 PAP (SPAN3P)

GRADE LEVEL: 10-12

PEIMS # 03440300 One Year (One Credit)

Prerequisite: Spanish 2

The goal of Spanish 3 is to expand on that learned in Spanish 1 and 2. The four basic skills of listening, speaking, reading, and writing are refined and grammar and vocabulary are taught in greater detail. Students continue to learn culture of the Spanish-speaking world. Literature will also be read and discussed at this level. (*The Class of 2011 will not receive weighted credit.*)

AMERICAN SIGN LANGUAGE 1 (ASL1)

GRADE LEVEL: 9-12

PEIMS # 03980100 One Year (One Credit)

Prerequisite: None

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products

(what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture.

AMERICAN SIGN LANGUAGE 2 (ASL2)

GRADE LEVEL: 9-12

PEIMS # 03980200 One Year (One Credit)

Prerequisite: American Sign Language I

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

AMERICAN SIGN LANGUAGE 3 (ASL3)

GRADE LEVEL: 9-12

PEIMS # 03980300 One Year (One Credit)

Prerequisite: American Sign Language I & II

Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. Students of ASL gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of ASL, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of ASL develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using ASL to participate in Deaf communities in Texas, in other states, and around the world.

PALS

PEER ASSISTANCE AND LEADERSHIP (PALS)

GRADE LEVEL: 11-12

PEIMS # N129005 One Year (One Credit)

Prerequisite: Faculty nomination, application, essay, and interview process.

Peer Assistance and Leadership is a course designed to help students develop communication skills, group dynamics, self-awareness, decision-making, and problem-solving skills. The course offers training on how to help peers deal with important issues to teens. Pals are placed in peer-to-peer situations in

which they employ their training to develop positive, supportive, and helpful relationships. Pals will receive training that empowers them to serve effectively in general leadership roles as well as specific peer-to-peer situations. Much of the year is spent as an active mentor at the primary, elementary, and intermediate schools.

PEER ASSISTANCE AND LEADERSHIP II (PALS)

GRADE LEVEL: 11-12

PEIMS # N129006 One Year (One Credit)

Prerequisite: Faculty nomination, application, essay, and interview process.

Peer Assistance and Leadership is a course designed to help students develop communication skills, group dynamics, self-awareness, decision-making, and problem-solving skills. The course offers training on how to help peers deal with important issues to teens. Pals are placed in peer-to-peer situations in which they employ their training to develop positive, supportive, and helpful relationships. Pals will receive training that empowers them to serve effectively in general leadership roles as well as specific peer-to-peer situations. Much of the year is spent as an active mentor at the primary, elementary, and intermediate schools.

SPEECH

PROFESSIONAL COMMUNICATIONS (PROCOM)

GRADE LEVEL: 9-12

PEIMS#13009900 (One Half to One Credit)

Prerequisite: None

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation and a proficiency in professional oral and written communication. Within this context students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

TEEN LEADERSHIP

TEEN LEADERSHIP (TNLDR)

GRADE LEVEL: 9-12

PEIMS# N1290012 One Half to One Year (One Half to One Credit)

Prerequisite: None

Teen Leadership is a course designed to teach and promote integrity, public speaking skills, the ability to build and work with teams and motivational skills. This is a leadership course that is open to all students. Students will learn the professional skills needed to relate to others in the business world.

THEATRE ARTS

THEATRE ARTS I (TH1)

GRADE LEVEL: 9-12

PEIMS # 03250100 One Year (One Credit)

Prerequisite: None

This is an introductory course into the study of all realms of the theatre. Covering the basic concepts of scene design and construction, lighting, costume design and other aspects associated with the technical aspects of theatre and the beginning of theatre and acting. Activities include theatre games, role-playing and improvisations and the performances of scenes and monologues from plays. Students must complete **both semesters** of study before enrolling in Theatre Arts 2-4 or Technical Theatre 2-4. Enrollment is limited.

THEATRE ARTS 2, 3, AND 4 (TH2, TH3, TH4)

GRADE LEVEL: 10-12

Level 2 PEIMS # 03250200 One Year (One Credit)

Level 3 PEIMS # 03230300 One Year (One Credit)

Level 4 PEIMS # 03250400 One Year (One Credit)

Prerequisite: Theatre Arts 1. Teacher recommendation must be secured for enrollment.

THEATRE PRODUCTION 1-4 (THPROD)

GRADE LEVEL: 9-12

Level 1 PEIMS # 03250700 One Semester (One Half Credit)

Level 2 PEIMS # 03250800 One Semester (One Half Credit)

Level 3 PEIMS # 03250900 One Semester (One Half Credit)

Level 4 PEIMS # 03251000 One Semester (One Half Credit)

Theatre Production is a co-curricular laboratory for the exploration, development, and synthesis of all the elements of theatre. This course supplements other theatre arts and technical theatre courses that concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Practical experiences in acting and stagecraft are provided through the preparation and public performances of one or more plays.

Components of Theatre Production:

- auditions for actors and technicians
- strike and storage
- field trips to theatrical productions
- public performance
- rehearsals
- technical crews
- research and design
- critiques and evaluation
- theatre safety

The course is designed to give students credit for their work in play production activities scheduled outside of regular school hours. Theatre production activities are held in the afternoons and evenings, providing extended work periods and allowing for participation by students unable to enroll in other theatre courses due to schedule conflicts. The course does not necessarily meet every day or for an entire semester, so long as the total instructional time is at least equivalent to a regular semester course. The major requirement is that each student be involved in production activities at least 80 hours in order to receive 1/2 unit of credit.

TECHNICAL THEATRE ARTS 1-4

GRADE LEVEL: 9-12

Level 1 PEIMS # 03250500 One Year (One Credit)

Level 2 PEIMS # 03250600 One Year (One Credit)

Level 3 PEIMS # 03251100 One Year (One Credit)

Level 4 PEIMS # 03251200 One Year (One Credit)

Prerequisite: Technical Theatre 1

This course is designed for those students who are interested in theatre but not particularly in performing in play. Tech theatre will fulfill the Fine Arts requirement or an Elective requirement. This is a hands-on course, using a variety of hand and power tools, students will construct and paint set designs and props. Studies also cover the lighting system, sound system and stage rigging of BHHS theatre. Students will design sets and costumes for a variety of plays. A terrific artist you do not have to be! Enrollment is limited.

CAREER AND TECHNICAL EDUCATION

The district's Career and Technical Education (CATE) program offers ten different clusters or pathways of study designed to prepare students for lifetime careers. Students learn the knowledge and skills needed for success in the field from experienced professionals and participate in hands-on experiences while still in high school.

Admission to these programs is based on the interests and needs of each student.

CTE CLUSTER PATHWAYS

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY	FINANCE
ARCHITECTURE AND CONSTRUCTION	BUSINESS MANAGEMENT AND ADMINISTRATION
MARKETING, SALES, AND SERVICE	ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS
HUMAN SERVICES	INFORMATION TECHNOLOGY
HEALTH SCIENCE	AGRICULTURE, FOOD, AND NATURAL RESOURCES



PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES (PRNFDN)

GRADE LEVEL: 9

PEIMS # 1300200 One Year (One Credit)

Prerequisite: None

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce experience, apply, and transfer their knowledge and skills in a variety of settings.

FOOD TECHNOLOGY & SAFETY (FDTHSY)

GRADE LEVEL: 10-12

PEIMS # 13001300 One Year (One Credit)

Prerequisite: Principals of Agriculture, Food and Natural Resources

A course concerned with world food production; the processing, preparing, and packaging of foods; government regulations regarding foods; exploring career opportunities; and leadership development

FOOD PROCESSING (FDPROC)

GRADE LEVEL: 11-12

PEIMS # 13001400 One Year (One to Two Credits) Must be in two consecutive class periods.

Prerequisite: Food Technology and Safety

A laboratory-oriented course designed to develop skills in the processing of meat. The course emphasizes equipment care and sanitation, meat quality, identification, grading, fabrication, preparation and preservation, and merchandising and consumer trends. Instruction will include information on career opportunities, leadership activities, and record-keeping practices related to the industry.

AGRICULTURAL MECHANICS & METAL TECHNOLOGIES (AGMECH)

GRADE LEVEL: 10-12

PEIMS # 13002200 One Year (One Credit)

Prerequisite: Principals of Agriculture, Food and Natural Resources

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

AGRICULTURAL POWER SYSTEM (AGPOW)

GRADE LEVEL: 10-12

PEIMS # 13002400

Prerequisite: Principals of Agriculture, Food and Natural Resources

This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.

AGRICULTURAL FACILITIES AND DESIGN AND FABRICATION (AGFDFA)

GRADE LEVEL: 11-12

PEIMS # 13002300 One Year (Two Credits) Must be in two consecutive class periods.

***Also offered as a one year, one credit course.**

Prerequisite: Minimum two agricultural classes and teacher approval for the two credit course

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

PRINCIPLES AND ELEMENTS OF FLORAL DESIGN (PEFLDS)

GRADE LEVEL: 9-12

PEIMS # 13001800 One Year (One Credit)

Prerequisite: None

This course is designed to develop a student's ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Horticulture systems, career opportunities, entry requirements, and industry expectations will also be covered.

PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES (PRCAGF)

GRADE LEVEL: 11-12

PEIMS # 13002500 One Year (3 Credits) Must be in two consecutive class periods.

Prerequisite: Agriculture related job and one year of agriculture related class.

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course examines current management practices for forestry and woodlands. Special emphasis is given to management as it relates to ecological requirements and how these practices impact the environment. *This course will satisfy up to three elective credits.*



PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION (PARCH)

GRADE LEVEL: 10

PEIMS # 13004200 One Year (One Credit)

Prerequisite: None

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings

CONSTRUCTION TECHNOLOGY (CONTEC)

GRADE LEVEL: 10-12

PEIMS # 13005100 One Year (One Credit)

Prerequisite: Principles of Architecture and Construction

In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.



DUAL CREDIT DRAFTING PROGRAM WITH

DUAL CREDIT ENGINEERING DESIGN AND PRESENTATION (ENGDS)

GRADE LEVEL: 10-12

PEIMS # 13036500 One Year (One Credit)

Prerequisite: *Strongly recommend Principles of Architecture and Construction and Construction Technology*

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. **TUITION REQUIRED.**

DUAL CREDIT ARCHITECTURAL DESIGN (AENDED)

GRADE LEVEL: 11-12

PEIMS # 13004600 One Year (One Credit)

Prerequisite: Dual Credit Engineering Design and Presentation

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and applications of the design process. **TUITION REQUIRED.** Completion of the course can earn a student a Level 1 CADD Certificate from Lee College

Students can apply for summer internship with PBK. Please see Laura Torres, CTE Coordinator in Room A173.



PRINCIPLES OF ARTS, A/V TECHNOLOGY, & COMMUNICATIONS (PAVTC)

GRADE LEVEL: 9-12

PEIMS # 13008200 One Year (One Credit)

Prerequisite: None

Careers in Arts, Audio Video Technology and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

AUDIO/VIDEO PRODUCTION (AVPROD)

GRADE LEVEL: 10-12

PEIMS # 13008500 One Year (One Credit)

Prerequisite: Principles of Arts, Audio Video Technology, and Communications

Careers in audio and video technology and film production span all aspects of the audio and video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

ANIMATION (ANIMAT)

GRADE LEVEL: 10-12

PEIMS # 13008300 One Year (One Credit)

Prerequisite: Principles of Arts, Audio Video Technology, and Communications

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

GRAPHIC DESIGN AND ILLUSTRATION (GRHDES)

GRADE LEVEL: 10-12

PEIMS # 13008800 One Year (One Credit)

Prerequisite: Principles of Arts, Audio Video Technology, and Communications

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the print industry with a focus on fundamental elements and principals of visual art and design.

COMMERCIAL PHOTOGRAPHY (COMPHT)

GRADE LEVEL: 10-12

PEIMS # 13009100 One Year (One Credit)

Prerequisite: Principals of Arts, Audio Video Technology, and Communications

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering the products in a competitive market.. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications careers cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photography.



PRINCIPLES OF BUSINESS, MARKETING, & FINANCE (PRIBMF)

GRADE LEVEL: 9-12

PEIMS # 13011200 One Year (One Credit)

Prerequisite: None

Students will gain knowledge and skills in economies and private enterprise systems; impact of global business; marketing of goods and services; advertising; and product pricing.

BUSINESS INFORMATION MANAGEMENT (BIM1)

GRADE LEVEL: 10-12

PEIMS 13011400 One Year (One Credit)

Prerequisite: Principles of Business, Marketing & Finance, Touch System Data Entry is recommended

Students will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education; apply technical skills to address business applications (word processing, spreadsheets, databases, and presentations).

BUSINESS INFORMATION MANAGEMENT II (BIM2)

GRADE LEVEL: 11-12

PEIMS 13011500 One Year (One Credit)

Prerequisite: BIM 1

Students will apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Students will have the opportunity for MOS certifications.

MARKETING DYNAMICS (MKTDYN)

GRADE LEVEL: 11-12

PEIMS# 13034700 One Year (Two to Three Credits) MUST BE 2 CONSECUTIVE CLASS PERIODS

Prerequisite: None

An occupationally specific course designed to focus on the study of marketing concepts and principles and their practical applications. Students will gain a working knowledge of the marketing concept and its application. The number of credits earned will depend on whether the classroom instruction includes a work based component.



PRINCIPLES OF HEALTH SCIENCE (PHLSC)

GRADE LEVEL: 9-12

PEIMS # 130202 One Year (One Credit)

Prerequisite: None

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. Students will learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students will be expected to work well with others.

HEALTH SCIENCE (HEALTHSCI)

GRADE LEVEL: 11-12

PEIMS # 13020400 One Year (Two Credits)

Prerequisite: Principles of Health Science

This course explores the health care industry and requirements for entry to health careers. The content relates to the organization of health care, patient relationships, working environments, and ethical and legal responsibilities of the health care worker. To pursue a career in the health science industry, students should recognize, learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. Students also must purchase scrubs, submit to background checks

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS (ANTPHY)

GRADE LEVEL: 11-12 (Year 4 Science)

PEIMS # 13020600 One Year (One Credit)

Prerequisite: Successful completion of Biology, Chemistry and Physics

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.



PRINCIPLES OF HUMAN SERVICES (PRMHMS)

GRADE LEVEL: 9-12

PEIMS# 13024200 One Year (One Credit)

Prerequisite: None

This laboratory course will enable students to investigate careers in the human services career cluster including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CHILD DEVELOPMENT (CHDEV)

GRADE LEVEL: 9-12

PEIMS # 13024400 One Year (One Credit)

Prerequisite: Principles of Human Services

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

CHILD GUIDANCE (CHDGUI)

GRADE LEVEL: 10-12

PEIMS # 13024800 One Year (One Credit)

Prerequisite: Principals of Human Services

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING (TEACH)

GRADE LEVEL: 11-12

PEIMS# 13014400 One Year (One Credit)

Prerequisite: Child Guidance

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.



PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY (PRICLS)

GRADE LEVEL: 9-12

PEIMS # 13029200 One Year (One Credit)

Prerequisite: None

Introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

LAW ENFORCEMENT I (LAW1)

GRADE LEVEL: 10-12

PEIMS # 13029300 One Year (One Credit)

Prerequisite: Principals of Law Enforcement

Law enforcement is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

LAW ENFORCEMENT II (LAW2)

GRADE LEVEL: 11-12

PEIMS #13029400 One Year (One Credit)

Prerequisite: Law Enforcement I

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony.

DISASTER RESPONSE (DISRESP)

GRADE LEVEL: 10-12

PEIMS # N130311 One Year (One Credit)

Prerequisite: Principals of Law Public Safety, Corrections and Security

CERT (Community Emergency Response Team) is a FEMA (Federal Emergency Management Agency) training program designed to train citizens, their families, friends and their neighbors how to identify, prepare for, and react to disasters. Students will receive training in basic disaster response skills such as fire safety, light search and rescue, and disaster medical operations. With this training, volunteers can provide critical support by giving immediate assistance to victims before emergency first responders arrive on scene. Students may become CERT certified and CPR Certified by American Red Cross

FORENSIC SCIENCE (FORSCI)

GRADE LEVEL: 11-12

PEIMS #13029500 One Year (One Credit) can be a 4th year science

Prerequisite: None

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse, and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedure used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as finger print analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.



DUAL CREDIT PROCESS TECHNOLOGY PROGRAM WITH

MANUFACTURING ENGINEERING (PTAC1)

GRADE LEVEL: 11-12

PEIMS # 13032900 One Year (2 Credits)

Prerequisite: TSI scores, no serious disciplinary issues



This course provides an introduction to processing industries. The course will provide the students with an overview of the process technology program, equipment, job opportunities, work expectations and required skills and credentials for successful job placement and employment in the chemical processing industry. Students must attend class 5 days a week. Guest speakers from local industry will speak with the class on Fridays and there will opportunities for fieldtrips to Lee College and local industry training centers. PPE will be provided. **TUITION REQUIRED**

PRACTICUM IN MANUFACTURING ENGINEERING (PTAC2)

GRADE LEVEL: 12

PEIMS # 13033000 One Year (3 Credits)

Prerequisite: Manufacturing Engineering, must have own transportation to take courses on the Lee College campus.

This course provides the development of knowledge and skills to reinforce the attitudes and behaviors required for safe and environmentally sound work habits. It is an overview of safety, health, and environmental issues in the performance of all job task and regulatory compliance issues. Students will also student the instruments and instrument systems used in the chemical processing industry, including terminology, primary variables, symbology, control loops and basic trouble shooting. **TUITION REQUIRED**

Students may apply for Dual Credit Scholarships offered by Chevron Phillips and Covestro. Seniors may apply for a scholarship offered by Enterprise and Covestro. For more information, please see Laura Torres-CTE Coordinator in Room A173



Introduction to Engineering Design (STEM1)

GRADE LEVEL: 9-10

PEIMS # N1303742 One Year (One Credit)

Prerequisite: None

STEM 1 is the foundation high-school STEM course. In this course, students are introduced to the engineering profession and the engineering design process. Through both individual and collaborative team activities, students will solve problems using common engineering design and development protocols such as project management and peer review. Skills in technical representation and documentation of design solutions, according to accepted technical standards, and use of current 3D design and modeling software to represent and communicate solutions will be developed. Students will utilize computational methods commonly used in engineering problem solving, including statistical analysis and mathematical modeling. Ethical issues related to professional practice and product development are also presented. Students can earn certification in AutoCAD Inventor.

ENGINEERING DESIGN AND PRESENTATION (STEM2)

GRADE LEVEL: 10-11

PEIMS #13036500 One Year (One Credit)

Prerequisite: Introduction to Engineering Design (STEM1)

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. Students can earn certification in AutoCad Inventor.

ROBOTICS AND AUTOMATION (STEM3)

GRADE LEVEL: 11-12

PEIMS #13037000 One Year (One Credit)

Prerequisite: Engineering Design and Presentation (STEM2)

Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

ENGINEERING DESIGN AND DEVELOPMENT (STEM4)

GRADE LEVEL: 12

PEIMS #N1303749 One Year (One Credit)

Prerequisite: Robotics and Automation (STEM3)

Engineering Design and Development is the capstone course in the high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem. Students will research, select, define, and justify a problem. They will determine a solution approach, create and test a prototype, and present and defend their original solution. Students will work closely with experts, hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.



AUTOMOTIVE TECHNOLOGY (AUTOTECH)

GRADE LEVEL: 11-12

PEIMS # 13039600 (One Year) 2 credits

Prerequisite: Must have own transportation, course offered at Stuart Career Center/GCCISD

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

ADVANCED AUTOMOTIVE TECHNOLOGY (ADAUTOTECH)

GRADE LEVEL: 11-12

PEIMS # 13039700 (One Year) 2 credits

Prerequisite: Automotive Technology. Must have own transportation, course offered at Stuart Career Center

Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

SECTION II: OPERATIONS INFORMATION

Topics in this section of the handbook contain important information on daily school operations, campus and district procedures, and school activities. Take a moment with your child to become familiar with the various issues addressed in this section. Should you be unable to find the information on a particular topic, please contact your child's assistant principal at 281-576-2221.

ATTENDANCE, ABSENCES, AND TARDIES

Students must be in class one-half of the class period to be counted as present. Absences will be considered either "excused" or "unexcused." Absences that are not excused by law or by campus policy, or for school-related activities, shall be designated as unexcused, even if the student has parental permission to be absent. Oversleeping will be considered unexcused and disciplinary action may be taken. There is no academic penalty for an unexcused absence unless the unexcused absence is due to truancy.

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

COMPULSORY ATTENDANCE

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

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

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 for the student or a child of the student, including absences for recognized services diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus.
- For students in the conservatorship (custody) of the state, mental health or therapy appointments; or court-ordered family visitations or another other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside school hours.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the academic dean, 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.

AGE 19 AND OLDER

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

BETWEEN AGES 6 AND 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Bruce Taylor. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

ATTENDANCE FOR CREDIT OR FINAL GRADE

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

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

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- 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 review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.
- The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).
- The actual number of days a student must be in attendance, in order to receive credit will depend on whether the class is for a full semester or for a full year.

STATE ATTENDANCE SUBMISSION

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day for funding purposes. The strike time for this submission is reported daily at 8:26 am.

PARENT 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 an emancipated student under state law. A phone call from a parent may be accepted, but the district reserves the right to require a written note. The attendance office may verify the note by phone. The note must be presented to the attendance clerk before first period. The note should contain the following information:

- The student's first and last name
- The reason for the student's absence
- The date(s) of the absence(s)
- The parent's full signature and telephone number

Students should allow ample time at the attendance window when turning in notes, or they will be considered tardy to their first period class. Notes signed by the student, even with the parent's permission, will be considered a forgery, and the student will be disciplined. Failure to bring a written note (emailed notes will not be accepted) from the student's parent or guardian will cause the absence to be marked unexcused until the attendance clerk receives a note. A student will be allowed four (4) school days to clear his unexcused absence. If a student fails to clear his/her absence, it will be recorded as unexcused.

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

DOCTOR'S NOTE AFTER AN ABSENCE DUE TO ILLNESS

Upon return to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine the absence(s) will be excused or unexcused. [See policy FEC(LOCAL).]

ABSENCES DUE TO EXTRA CURRICULAR OR CO-CURRICULAR ACTIVITIES

Students who participate in any school activity must be in school for at least 3 periods of the day the activity takes place. Students who are not in attendance will not be allowed to participate in an activity. Any exception to this rule should be in case of extreme emergency or with prior approval from the principal. A student may be absent from school for a maximum of ten (10) days per year for school-related absences.

DRIVER LICENSE ATTENDANCE VERIFICATION

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

ABSENCES RELATED TO STUDENTS ATTENDING STATE UIL COMPETITIONS

Students attending state UIL competition are counted as present because they are representing the district.

Siblings of students who compete at state competition will have their absence counted as excused. Students who plan to attend a state competition as a spectator will have their absence counted as excused under the following conditions:

- The absence is approved by the Campus Principal;
- The absence is approved by the Superintendent; and
- Proof of attendance at the state competition is presented upon the student's return.

The amount of time that will be approved for the absence will depend on the time of the competition and will be determined on a case-by-case basis. Approval must be obtained prior to the absence.

ABSENCE CODES

A	Absence entered each period each day by teacher
B	Homebound*
C	College Visitation* (Limit 2)
D	Death in Immediate Family
E	Excused
F	Field Trip*
H	Health Care Appointment* (Note Required)
I	In School Suspension
K	Pregnancy Related Services
L	Legal Obligations
M	Medical All Day
N	Nurse Released
O	Out of Class – Office, Guidance Office, Testing*
P	Extenuating Circumstances Approved by the Principal
R	Religious Holy Days*
S	Suspended

T	Tardy*
U	Unexcused
U-T	Unexcused and Truant
W	Weather*
X	Extracurricular Activity*
Y	Half Day Homebound
Z	Competition Above District Level*

*** Does not count against exemptions.**

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 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.

TARDINESS

A student is considered tardy when the student is not in the door when the tardy bell ends. There are **no excused tardies** to first period class. Students who arrive tardy to class must go immediately to the Attendance Office to get a Tardy Admit slip. Each student is allowed (2) tardies with no penalty. Penalties for tardies thereafter will be assessed. Tardies will start over at the beginning of each semester. A student who is tardy to class after 28 minutes will be considered absent.

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.

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the day. State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the

classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student and he or she must sign in upon return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, the nurse will document the time of day the student was released.

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

CONDUCT AND DISCIPLINE—GENERAL

SCHOOL RULES

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

CAMPUS BEHAVIOR COORDINATOR

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator for Barbers Hill High School is Kirven Tillis, Assistant Principal.

ACADEMIC DISHONESTY / CHEATING / PLAGIARISM

Academic dishonesty, cheating, or plagiarism is not acceptable. Cheating includes the copying of another student's work – homework, class work, test answers, etc. – and presenting it as one's own. Cheating is also anyone who knowingly provides his/her own work to another. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. The determination that a student has engaged in academic dishonesty will be based on the judgment of the teacher, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties. The teacher will determine the academic penalty.

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.

CLOSED CAMPUS

Barbers Hill High School is a “closed campus.” This means that students who attend BHHS will remain on this campus from the time they arrive in the morning until school dismisses in the afternoon except as noted below:

- Students who are in the work program may leave at the appropriate work time,
- Students who must leave for dental, doctor or other appointments must bring a note from his/her parent or guardian that morning and follow the proper sign-out procedure.
- Principal has granted approval because of extenuating circumstances.

If a student leaves campus without permission or without signing out, he or she will be considered truant and will be subject to disciplinary action. The campus is closed to everyone except those who have specific business at BHHS. Any person who is admitted to the campus must come to the front office where they will be received and assisted.

FIGHTING

Barbers Hill High School has adopted a ZERO-TOLERANCE policy of fighting while the student is involved in school or school sponsored activities. Fighting will be defined as any physical contact between two or more individuals where the intent is to harm or injure another individual. The following procedures will be used to discipline students guilty of fighting:

- All fights may result in **law enforcement** being contacted. It will be the decision of the investigating officer and the administrator as to what legal action will be taken against the student or students.
- The **first** time a student fights, the student will be suspended from school for not less than one (1) day and not more than three (3) days. The student may also be placed in ISS for a minimum of six (6) days or placed in the DAEP for a time determined by the campus administration.
- The **second** fight will result in the student being suspended for not less than one (1) day and not more than three (3) days from school pending placement at the DAEP. The student may be placed in DAEP for a minimum of ten (10) days.
- The **third** fight will result in the student being suspended for not less than one (1) day and not more than three (3) days from school pending placement at the DAEP. The student may be placed at DAEP for a minimum of thirty (30) days.
- The number of fights are cumulative beginning your first year at the High School.

FOOD, DRINKS, CHEWING GUM, ETC.

No drinks or food will be allowed in the hallways or in classrooms. No outside drinks, food, or containers are allowed in the school building. Students may have bottled water. Additionally, students should dispose of chewing gum in a proper manner upon entering the building.

PUBLIC DISPLAY OF AFFECTION

Public displays of affection will be prohibited during the school day and/or while on campus. This covers a broad area of personal conduct. The intent of this policy is to prohibit such actions as arms around necks and waists, kissing, holding hands, inappropriate hugging, heads resting in laps and similar types of display of affection that are not appropriate while attending school. The Principal and Assistant Principals shall be authorized to determine whether such actions are deemed inappropriate for school. Students in violation of this policy will face disciplinary consequences.

DELIVERIES AND MESSAGES AT SCHOOL

Items that are for non-instructional purposes will not be allowed to be delivered to students during the school day. Items such as flowers, balloons, and presents need to be presented to the student's home. Pizza, hamburgers, or other food items will not be accepted at school. Lunch money may be taken to the cafeteria and deposited in the student's lunch account. Only school-related items will be accepted for students. These items will be kept at the receptionist's desk for the student to pick up. Athletic gear must be dropped off at the athletic office. Phone messages will be delivered to students only in an **extreme** emergency.

DISCIPLINE

School authorities and sponsors of activities cannot reasonably anticipate every specific and possible action which might occur. Therefore, this handbook does not have a specific rule to cover every possible situation. A student who violates the District's Student Code of Conduct or the rules in this handbook will be disciplined. Students who violate the law will face disciplinary consequences and be referred to legal authorities. Barbers Hill High School will not accept students to the regular classroom setting who are currently expelled, suspended, or who are pending serious disciplinary action in another district. Any DAEP or ISS assignments must be completed before that student is assigned to a regular classroom environment.

DETENTION

A student may be assigned detention outside of school hours on one or more days for inappropriate behavior or other violations of the Student Code of conduct. A student will be given prior notice of a detention hall assignment. After School Detention is held Monday through Thursday from 3:00-5:00 p.m. When a student is assigned to detention, the student will be expected to be present on the date assigned. The administrator can change a detention assignment date one time if the parent makes a request for the change **prior** to the assigned detention date. A detention may only be re-scheduled within 1 week of the original date. **It will be the responsibility of the parent and student to provide transportation home after an assigned detention.** Failure to attend a two hour detention will result in an assignment to a Saturday Class (SAC). Students assigned to a detention will be responsible for bringing sufficient materials to work on and study for the duration of the assignment. Students assigned to lunch detention may bring their lunch or eat a sack lunch from the cafeteria.

SATURDAY CLASS (SAC)

A student may be assigned a SAC for disciplinary consequences or may be given the opportunity to "make up" time missed due to excessive absences. Saturday class will meet in the cafeteria from 8:00 a.m. – 12:00 noon. Tardy students will not be admitted to SAC. **The parent/guardian is responsible for the student's transportation to and from school when SAC is assigned.** A student attending SAC is required to bring assignments to work on during the entire session. Students are not permitted to put their head down or sleep. A student serving SAC for violations of school discipline rules will not be granted time equivalence for attendance for credit. A student must remain the entire four hours in order to receive credit. A student will be given prior notice of a Saturday class assignment. The administrator can change a SAC assignment date one time if the parent makes a request for the change prior to the assigned SAC date. The only excuses for missing SAC will be illness of student verified by a doctor's permit or a death in the student's immediate family. Failure to attend SAC will result in the student being assigned to a 3 day ISS assignment.

NO-SHOWS

When a student fails to attend an assigned discipline, it is considered a "no show". On a student's first and second "no show," the discipline will move to the next level (ex. D-Hall to SAC, etc.). Each third or more "no show" will result in the student being placed in ISS for a period of 3 days.

IN-SCHOOL SUSPENSION (ISS)

ISS provides a controlled disciplinary center which isolates students for failing to conform to school policies. Instead of suspension from school, a student is assigned to this special class. The In-School Suspension day will start at 7:15 a.m. and end at 2:50 p.m. Any student assigned to ISS will be required to stay in the center for the entire regular school day. Students who are part of cooperative work programs will be allowed on their 1st offense to be released at their regular time. All other ISS assignments for any students who are regularly dismissed early for work will forfeit that privilege during their assignment time.

Each student assigned to ISS will be provided with assignments from each of his/her teachers. Students may attend morning and afternoon tutorials. Counseling is also available to these students. Each student will be required to complete all assignments and may receive 100% credit for work completed in ISS. Students will be responsible for bringing sufficient materials to work and study for the duration of the assignment. This includes laptops and/or textbooks. Students are not allowed to put their head down or sleep. Students are denied participation and attendance in extracurricular and/or co-curricular activities while in ISS. All assignments must be completed before the student is reassigned to the regular program. All school rules and regulations as well as the rules and regulations of ISS apply to each student. Successive assignments to ISS for the same offense will be longer in duration. Violations of any of the In-School Suspension rules will result in immediate suspension from school with the ISS time to be completed upon the students return to school. Inability to be successful in ISS and repeated violations of the Student Code of Conduct may result in an assignment to the off-campus Disciplinary Alternative Education Program (DAEP). ISS students are not allowed in the cafeteria without a pass. ISS students may bring a lunch or eat a sack lunch from the cafeteria.

OUT-OF-SCHOOL SUSPENSION

If a student is suspended out of school, the absences qualify as extenuating circumstances and do not count against the student's 90% attendance. A student must be allowed to make up his/her work and shall receive an excused absence. Assignments are not requested from teachers prior to or during the suspension. At no time during the suspension is the student to be on any BHISD campus, property, or attend any extracurricular activity of which Barbers Hill High School is a participant.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP)

The Disciplinary Alternative Education Program of Barbers Hill ISD is a program required by the State of Texas, Chapter 37 of the Texas Education Code. The program focuses on students whose behavior is inappropriate for a regular classroom setting. The program is designed to help students modify their behavior and eventually be placed back into the regular classroom. Students who are assigned to the DAEP are not permitted to be on any other BHISD campus/property and/or attend any extracurricular activity of which Barbers Hill High School is a participant.

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.

HAZING

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

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

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.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

SEARCHES

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

STUDENTS' DESKS AND LOCKERS

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

ELECTRONIC DEVICES

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

VEHICLES ON CAMPUS

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

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. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted. [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.

METAL DETECTORS

Students may be subject to metal detector searches on a random basis. [For further information, see policy FNF(LOCAL).]

DRUG TESTING

Barbers Hill High School supports an ongoing effort to keep our schools safe and provide a drug free environment for our students. Therefore, any student who possesses, uses, sells, or delivers marijuana, a controlled substance, or any type of mind-altering substance (incense, salvia, mind sense, etc.) while on campus or while attending a school sponsored activity shall be subject to severe discipline penalties. Students who commit any of the above referenced infractions may be assigned to the DAEP program. Furthermore, if this student is a participant in any extracurricular activity, he/she will be required to submit to a drug test not later than the next scheduled administration. Should that student test positive, the required one (1) year random testing imposed under Policy FNF (LOCAL) shall begin when that student returns to the campus on a permanent basis.

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:

<http://www.uiltexas.org/health/steroid-information>.

VOLUNTARY STUDENT DRUG TESTING PROGRAM

The District has determined that the use of illegal drugs and alcohol among students in grades 7-12 is a problem of increasing proportions. Information gathered from surveys of the student body and from other reliable sources within the community would indicate that such use is prevalent within all segments of the student population. Because these activities must be considered "safety sensitive" and because the use of illegal drugs or alcohol may well pose a significant threat to the health and safety of students who participate in extracurricular activities, the District has determined to implement a program of random testing in grades 7-12.

The drug-testing program shall not be designed as a punitive measure with the intent of identifying and punishing those who may use illegal drugs and alcohol. Rather, the following objectives shall serve as the foundation for the program:

- To serve as a deterrent to the use of illegal drugs and/or alcohol among the student body.
- To offer students a credible means through which to resist peer pressure as it relates to the use of illegal drugs and/or alcohol.
- To ensure the health and safety of all students who might represent the school in an extracurricular activity.
- To provide a ready resource for support and assistance to any student who may be using illegal drugs and/or alcohol.

This policy shall apply to all District students in grades 7-12 who may choose to participate in any extracurricular activity. Any student in grades 7-12 to whom the policy may not apply as specified above shall be allowed to participate voluntarily in the student drug-testing program. Notice: During random drug testing, students will be asked to surrender all telecommunication devices and the student may be subject to being searched.

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

CONDUCT AND DISCIPLINE— ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

POSSESSION AND USE OF PERSONAL TELECOMMUNICATIONS DEVICES INCLUDING CELL PHONES

For safety purposes, the district permits students to possess personal cell phones; however, upon entering a campus building and throughout the instructional day, students may **ONLY** use their cell phone while:

- **Seated** in the cafeteria before school
- **Seated** in the gymnasium before school
- **Seated** in the cafeteria during the students assigned lunch period
- **In a classroom** when the use of a cell phone has been approved by the instructor of that class for instructional purposes

During the instructional day, cell phones must **not be visible** and **may not be turned on** while moving throughout or between campus buildings, in class when not being used for an approved instructional purpose, or while in any other common areas such as locker rooms, restrooms, or offices. The instructional day begins when a student enters the building for the first time and ends at 2:50 p.m. Students who have an early release prior to 2:50 p.m. must adhere to this cell phone policy while they are still in a campus building during the instructional day.

According to state and local testing regulations, any use of a cell phone during state assessments is a testing violation and could void the results of the exam in addition to the standard discipline for cell phone violations.

Any violation of the Barbers Hill High School cell phone policy will result in the administration of the following consequences:

- **1st offense:** Cell phone and all of its contents and accessories will be confiscated from the student and held until the end of the instructional day. The student will be assigned a two hour detention. Upon payment of a **\$15.00 administrative fee**, the student will be allowed to reclaim the device.
- **2nd offense:** Cell phone and all of its contents and accessories will be confiscated from the student. The student will be assigned a **Saturday SAC** and the device will be held until the end of the **following** instructional day. Upon payment of a **\$15.00 administrative fee**, the student will be allowed to reclaim the device.
- **3rd and subsequent offenses:** Cell phone and all of its contents and accessories will be confiscated from the student. The student will be assigned **3 days of ISS** and the device will be held until the end of the **following** instructional day. Upon payment of a **\$15.00 administrative fee**, the student will be allowed to reclaim the device.
- **Refusal to surrender cell phone upon request:** The student will be directed to their AP office where they will either **surrender the phone or be suspended** for at least the remainder of the school day. The student will be assigned **3 days of ISS** and the device will be held until the end of the following instructional day. Upon payment of a **\$15.00 administrative fee**, the student will be allowed to reclaim the device.
- Students assigned to ISS will be required to turn in their phone and all of its contents to the ISS teacher. The phone will be returned at the end of the day.

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.] In limited circumstances and in accordance with law, a student's personal telecommunication device may be searched by authorized personnel. [See **Searches** and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district 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, Bluetooth speakers, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items. In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 101 and policy FNF.] 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.

INSTRUCTIONAL USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES

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

ACCEPTABLE USE OF DISTRICT TECHNOLOGY RESOURCES

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

UNACCEPTABLE AND INAPPROPRIATE USE OF TECHNOLOGY RESOURCES

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition 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, may be required to complete an educational program related to the dangers of this type of behavior, and may, in certain circumstances, be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology. In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

OTHER ELECTRONIC DEVICES

Students are not permitted to possess such items as radios, IPODs, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, headphones, or other electronic devices at school unless prior permission has been obtained from the principal. 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.

Violations will be handled in the following manner:

1st Offense: IPOD/headphones will be confiscated from the student and held until the next school day. The student will be given Saturday SAC and a parent will be allowed to pick up the device.

2nd or more offenses: IPOD/headphones will be confiscated from the student and held until the next school day. The student will be assigned 3 days ISS and a parent will be allowed to pick up the device.

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.

INAPPROPRIATE USE OF TECHNOLOGY

Students are prohibited from sending or posting 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 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 will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

CONDUCT AND DISCIPLINE—DRESS AND GROOMING

Barbers Hill ISD chooses to maintain a standard of excellence as is evident in our dress code. Our school district believes that a student's personal appearance has a direct correlation with an atmosphere conducive to learning. The personal appearance of the student represents that individual to his fellow students. The personal appearance of the entire student body represents the school to others. It is our desire to maintain a standard of acceptable dress and grooming habits that will continue the tradition of excellence in Barbers Hill. The student body must help in every possible manner to develop pride in upholding the standards set forth.

The district's dress code is established to set the standard of excellence, set our students apart from others, teach grooming/hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided they comply with the following:

General Guidelines:

- Any type of dress, insignia, neckband, accessory, shirt, or other clothing with suggestive or distasteful wording (ex. Rebel flag); or which advertise or exploit firearms, tobacco products, alcoholic beverages, drugs or other illegal substances will not be allowed.
- Any clothes, accessories, symbols, or jewelry which depict or suggest association with a gang shall not be brought to school, worn at school or in any way be present at any school related event.
- Bare shoulders, bare backs, bare midriffs, and low necklines are unacceptable. Any type of flimsy, see-through material is not allowed. Sheer tops covering unacceptable clothing are not acceptable. Any type clothing must be long enough to preserve modesty when seated. No clothing may be worn that fits so tightly as to be immodest.
- Appropriate underclothing must be worn and covered at all times.
- Bedroom attire is not acceptable. Students may not wear pajamas or like garments.
- Students will be required to remain in dress code until they have left campus.

Shirts and Tops

- All hoodies, sweatshirts and shirt tail length may not extend below the wrist in a normal standing position.
- Shirts with sayings, slogans, signs or symbols that may be deemed suggestive or inappropriate will not be allowed.
- Female shirts, blouses and other types of tops must be worn in good taste. The design of the top should preserve modesty. Low cut necklines are unacceptable. All tops must cover and not reveal undergarments. No spaghetti straps or strapless tops will be allowed. Tank top straps must measure at least 2 inches in width. The general rule for determining proper length on tops will be – if the arms can be raised above the head without a bare midriff showing, the top is acceptable.
- Males may not wear open-arm t-shirts or muscle shirts. The sleeve must have a hem.

Pants

- Pants shall not be torn, ripped, frayed or have worn areas with fabric underneath.
- No holes will be permitted in any article of clothing.
- All patches used to cover holes must be placed on the outside of clothing.
- Pants must completely cover underclothing. Sagging pants will not be allowed.
- Knit pants are acceptable if they are loose fitting. Any type of clothing deemed too tight is not acceptable.
- Leggings, jeggings and yoga pants are prohibited.
- Overalls and suspenders, if worn, must be worn over the shoulders and buckled as designed.

Shorts, Skirts and Dresses

- General rule for determining the length of shorts, skirts and dresses will be that they must be worn at the waist line and extend below the index finger at the shortest point of the garment.
- Slits on skirts and dresses shall not be above the fingertip length.
- Boys will not be permitted to wear skirts or dresses.
- Shorts are acceptable as long as they extend below index fingertip length at the shortest point.
- All shorts must have a finished hem and may not be rolled up. They cannot have holes or tears.
- Sagging shorts will not be allowed.
- Tennis shorts, running shorts, spandex (biker's) shorts and boxer shorts are not allowed.
- Tight fitting shorts will not be allowed.

Shoes / Footwear

- Footwear must be worn at all times.
- Shoes must be appropriate for school. Flip-flops, rubber sandals, pool or beach type shoes, house shoes and slippers are not permitted.
- Students are not permitted to wear steel toe boots.

Head Coverings

- No type of head covering, cap or hat is permitted in the building with the exception of special days designed by the administration.

Coats and Jackets

- Trench coats, duster coats and like garments are prohibited.
- Hoodies and/or sweatshirts may not extend below the wrist in a normal standing position. Hoods may not be worn inside the building at any time.

Hair

- Hair must be neat, clean and well-groomed.
- Geometric or unusual patterns (including Mohawks and Faux hawks) shaved or cut in the hair are not permitted.
- Unnatural hair color or color variation in hair (i.e. scarlet, purple, blue, green, orange, platinum white, etc.) will not be permitted.
- Ribbons or other types of hair accessories must be worn in good taste and only when appropriate to hairstyle.
- Boy's hair will not extend below the eyebrows, below the ear lobes, or below the top of a t-shirt collar. Corn rows and/or dread locks are permitted if they meet the aforementioned lengths.
- Ponytails or tails are not acceptable on male students.
- Boys are not permitted to wear hair accessories.

Facial Hair

- Boys must be clean-shaven at all times. Beards, goatees and mustaches are not allowed.
- Sideburns must be neat and well groomed and may not extend below the ear lobe or flare at the bottom.
- No student will be permitted to cut lines or designs in the eyebrows.

Jewelry

- No student shall be permitted to wear visible piercings on body parts other than the ear (i.e., nose, eyelids, lips, tongue, etc.) No student will be allowed to wear gauged plugs and/or other objects in the ear.
- Covering body piercing with Band-Aids, tape, spacers, or any other temporary covering is not acceptable.
- Students may not wear chains or jewelry that has the potential to be used as a weapon. Collars intended for use on animals are prohibited.
- Male students will not be allowed to wear earrings in the ears.

Tattoos / Make-Up

- Tattoos and/or any other drawings on the skin must be covered.
- Boys will not be permitted to wear make-up or nail polish.

Sunglasses

- Students must not wear sunglasses in the building without written verification from a doctor.

Extracurricular Activities / School Sponsored Trips / Special Events

- The principal, sponsor, coach or other person in charge of the activity may regulate the dress and grooming of the students participating.
- Students who violate those standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

Medical Exceptions

- The principal may grant an exception to any of the above provisions if a student has a physical or medical condition rendering compliance with the provisions detrimental to the student's physical health.

Interpretation of Appropriateness

- The principal and assistant principals shall be authorized to appraise any fashion, fad or article of clothing to determine its appropriateness for school wear. If it tends to distract or cause a student to become a disturbing influence or tends to jeopardize the health or safety of students, it will be prohibited.
- The administrators and teachers shall be responsible for the enforcement of dress code.
- **The dress code will apply to all students and to all activities, curricular and extracurricular. Any exceptions must be made by the principal to apply only on special occasions.**
- **Any article of clothing, which in the judgment of the principal is distracting or in poor taste for the school, may be prohibited. All rules and regulations are at the discretion of the campus principal.**

Dress Code and Grooming Violations

Students who come to school in violation of the Dress and Grooming Code will be disciplined as deemed appropriate/ necessary.

In addition, parents may be asked to bring appropriate attire to school to assist in correcting the violation. Any student taken home by parents for a change of clothes, without nurse or principal approval, will have an unexcused absence for any missed class time.

CONDUCT AND DISCIPLINE—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 and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board busses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department. See the Student Code of Conduct for provisions regarding transportation to the DAEP.

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 including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the bus driver's instructions at all times. Students must obey the driver promptly and respectfully,
- The driver will pick up and drop off students at their designated stops. Any deviation from this rule will have to be in writing with a signature and date from the parent or guardian and cleared through the Assistant Principal's office before the bus run.
- Parents are responsible for bringing their child to school if they miss the district vehicle.
- Students must be seated in their assigned seat facing the front with feet on the floor during the entire trip. The driver cannot move the district vehicle until all riders are seated.
- Students are not to tamper with emergency doors or hatches, camera or camera boxes. Do not mark, cut, or scratch any part of the district vehicle. Vandalism may result in loss of riding privileges until the student or parent/guardian pays for such damages. The school district may also pursue other available options.
- Video recordings may be made of student activity while riding the bus.

- All Barbers Hill ISD campus rules and regulations are in force while riding the bus or other district vehicle. Dress code rules are the same as in the classroom.
- Backpacks and band instruments are to be kept in the student's lap or under the student's seat. Pens, pencils, and markers are to be kept in backpacks or purses.
- All District vehicle safety guidelines apply to extra-curricular trips.
- Eating, drinking, and gum chewing is not permitted.
- Laptops are not to be used on the bus.
- Cell phones are not to be used on the bus.
- Follow any other rules established by the operator of the vehicle.

PROCEDURES AT THE BUS STOP

- Be expected to walk some distance to the bus stop.
- Be at the bus stop before the scheduled pick up time. Drivers have a schedule to maintain cannot wait or honk.
- Stay at least 10 feet from the roadway while waiting to load.
- Do not attempt to approach the bus before it comes to a complete stop.
- If at a group bus stop, be in a single file line. Be courteous of others. Do not horseplay, fight, push, shove or harass anyone. Harassment of any kind (name calling, ridiculing, intimidation, sexual, etc.) will not be tolerated.
- If you must cross the street, always cross at least 10 feet from the front of the District vehicle. The driver will not be able to see if you are closer than 10 feet. Wait for the driver to give a signal to cross. Maintain eye contact with the driver at all times.
- Possession of tobacco products and alcohol or drugs is prohibited at the bus stop.
- Use appropriate language at all times.
- Do not tamper or destroy personal property.

LOADING PROCEDURES

- Do not push or shove.
- Use the handrail and the steps.
- Go directly to your assigned seat and remain seated facing forward with feet on the floor.
- Open containers of food, drinks, gum, or candy must be disposed of or put away and must not be consumed while on the district vehicle.

CONDUCT ON DISTRICT VEHICLES

- Obey the driver at all times.
- Remain seated the entire trip facing the front with your feet on the floor.
- Do not change seats.
- Sit in the seat the driver assigns you. If there is a problem with where the driver assigns you, please let the driver know.
- Do not attempt to get up from the seat until the district vehicle comes to a complete stop.
- Normal conversation is permitted. Loud noises may distract the driver and create an unsafe condition.
- Scuffling, fighting and the use of obscene, vulgar, or profane language or gestures are forbidden.
- Do not throw objects inside or out of the district vehicle.
- Keep all body parts & personal belongings to yourself and inside the bus.
- Food, drinks, and gum chewing are not allowed.
- Possession and use of alcohol, tobacco or drugs is prohibited.
- Do not bring weapons or dangerous objects on the district vehicle.
- Animals of any kind are prohibited.
- Harassment of any kind will not be tolerated.
- Cell phones are not to be used while riding the bus without permission.
- Laptops are not to be used on the bus.

EMERGENCY PROCEDURES

- Remain quiet and listen for bus driver instructions.
- If you must evacuate the district vehicle, stay in a group.
- The following procedures will be used for evacuation in an emergency situation:
 - Evacuation will start with the seat closest to the door.
 - Leave the district vehicle in a single file line as quickly and quietly as possible.
 - Once outside the district vehicle, follow the driver's instructions.

GETTING OFF THE DISTRICT VEHICLE

- Stay seated until the district vehicle comes to a complete stop.
- Use the handrails and steps when exiting.
- Do not push or shove to get off of the district vehicle.
- Do not attempt to get off at another stop unless written permission from a parent or guardian, signed and dated, is given to the driver and has been approved by the office. This must be done before the bus run and must not interfere with the usual schedule of the route.
- Obscene language or gestures directed at the driver or anyone at the bus stop is not allowed.
- If you must cross the street, cross in front of the bus, stepping at least 10 feet in front of the bus while maintaining eye contact with the driver. Wait for the driver to give a clear signal to cross the street. Look both ways before crossing. If you drop something in front of the District vehicle, get the driver's attention and he/she will get it for you.

LEVEL I VIOLATIONS AND CONSEQUENCES

VIOLATIONS

Eating/drinking/gum chewing
Littering
Improper loading/unloading
Out of seat
Placing body parts out of window
Loud talking/screaming/excessive noise
Horseplay
Distracting the driver
Dress Code Violation

DISCIPLINARY ACTIONS

Offense 1	Assistant principal conference with a written warning
Offense 2	Administrative choice
Offense 3	3 day suspension from bus
Offense 4	10 day suspension from bus
Offense 5	6 week suspension from bus

LEVEL II VIOLATIONS AND CONSEQUENCES

VIOLATIONS

Cursing/inappropriate language
Destruction of Property
Disrespectful to driver/attitude
Physical contact with others (tripping, hitting, shoving, etc.)
Obscene gestures
Tampering with bus equipment
Throwing objects inside and outside of bus
Possession/Use of tobacco, alcohol, drugs or lighters
Harassment/Bullying
Insubordination/Non compliance

DISCIPLINARY ACTIONS

Offense 1	Administrative choice
Offense 2	1 week suspension from bus
Offense 3	6 week suspension from bus
Offense 4	Suspension from bus for remainder of school year

LEVEL III VIOLATIONS AND CONSEQUENCES

For any Student Code of Conduct violation that occurs on the bus, the student is subject to DAEP or ISS placement. If DAEP occurs, the student may be subject to removal from the bus once the student is placed back in the regular education setting. For ISS placement, bus riding privileges will be suspended for the same length of time as the ISS assignment. In addition, law enforcement may be contacted. It will be the decision of the investigating officer and school administrator as to what legal action will be taken against the student. During the investigation, bus riding privileges may be suspended.

Please see code of conduct handbook or school administrator for more information.

VIOLATIONS

Fighting/Scuffling
Possession of Weapons or other Dangerous Object
Attacking Driver
Any other student code of conduct violation

DISCIPLINARY ACTIONS

Administrative Discretion
Loss of riding privileges for the remainder of the school year
Criminal charges may be filed
DAEP or ISS placement (see above)

Occurrences not specifically listed above will be handled according to the level of seriousness of comparable offenses as determined by school administrators. A parent conference may be called at any time by the School Administrator or Transportation Supervisor should serious misconduct occur. The administrator has the authority to skip steps for serious violations.

A denial of riding privileges is from all District vehicles. A student who rides the district vehicle knowing he/she is suspended will be referred for that misbehavior and additional days of suspension will be added.

VIDEO CAMERAS ON DISTRICT VEHICLES

Video cameras have been placed on buses to aid our drivers with student safety while driving. The bus drivers will continue to document any warnings and rule infractions committed by a student, just as if the cameras were not on the bus. The cameras have been placed on the bus as an aid, not a cure-all for discipline problems that arise from time to time. Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

PARKING AND DRIVING REGULATIONS

Any student bringing a motorized vehicle on school grounds **must** have the following documents in order to legally drive or park on the Barbers Hill High School campus:

- A valid Texas driver's license
- Proof of liability insurance coverage, and
- A valid Barbers Hill parking permit.

A student may drive and park at the high school subject to the following rules and regulations:

- Students will not be allowed to loiter or congregate in the student parking areas at any time.
- Students will remain out of cars at ALL times after they are parked and must enter the school.
- Students are to park their cars upon arriving on the campus. Do not ride around or leave the campus.
- Students must park in the "Student Parking Lots" located in front of the school in those areas to the South and North of the main building. Students will observe "No Parking Areas",
- "Visitors" and "Staff" areas at all times. Students should park in designated parking spaces only. Students must park between the painted lines. (Do not take up 2 parking spaces). Do not block drives or other access ways.
- Students are not allowed to go to their vehicles at any time during the school day. Exceptions will be students who leave early, or those that have administrative permission.
- All students must have a parking permit to be hung from the rearview mirror of that vehicle. A student may purchase only one (1) parking permit. Permits are transferable between vehicles. If you do not

have yours, report to the Campus police officer's office to report your vehicle make and license plate number before going to class. If a student buys a permit for another student, or possess another student's permit, it will be considered giving false information. This may result in disciplinary action and forfeiture of parking privileges.

- Offenses that result in bodily or material damage may be subject to law enforcement and the student may lose all driving privileges for the remainder of the year. The school or District assumes no responsibility for liability for damage to vehicles.
- Off campus driving recklessly or not following the law involving a BHISD school bus or school vehicle may result in disciplinary consequences.
- The speed limit on all BHISD campuses is 10 mph. Any student in violation of the speed limit or that is driving recklessly may be subject to disciplinary action, a ticket, and/or the loss of driving privileges.
- Vehicles parked on school property are under the jurisdiction of the school. The school may search any vehicle any time with reasonable cause to do so, with or without the presence of the student.
- A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others.
- Students may not have items in their vehicles that are not allowed in school/campus.
- Students may not use a wireless communication device while operating a motor vehicle within a school zone **or on a school campus** unless the vehicle is stopped or if the student is using a hands-free device. Failure to adhere to this policy may result in a citation and/or disciplinary actions.

HEALTH

STUDENT ILLNESS

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

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

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

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

BACTERIAL MENINGITIS

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?

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

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

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

You should seek prompt medical attention if symptoms appear.

Where can you get more information?

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

*Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

FOOD ALLERGIES

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

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

CELEBRATIONS

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

HEAD LICE

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and inform the parent that the child will need to be picked up from school and will need to stay home until after an initial treatment is applied. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

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>.]

As noted above in **BACTERIAL MENINGITIS**, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

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

MEDICINE AT SCHOOL

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

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

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

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

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

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

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

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

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

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

MEDICATIONS THAT WILL NOT BE ADMINISTERED AT SCHOOL

- Herbal remedies
- Diet pills
- Vitamins
- Over-the-counter inhalers
- Home mixtures
- Health food store products
- Aspergum
- Expired medication
- Medications given two and three times a day
- Medications with no, or incomplete permission
- Medications without the appropriate label

- Medications not in the original bottle
- Medications in plastic bags, Saran Wrap, Foil, etc.
- Medications that appear to have been tampered with
- Medications not age or diagnosis appropriate
- Medications containing alcohol or prescription medications having a numbing effect such as cough syrup, throat sprays or gargle
- Cough drops at the primary level
- Medication from outside the U.S.
- Prescribed medications containing Codeine or other narcotics

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.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

All participants who are classified as a freshman or as a junior must have a physical examination prior to participation in any athletic practice sessions or contest. At regularly scheduled intervals, the school nurse performs mandated screenings of vision and hearing. Upon request by a teacher, parent or student, the nurse will check any student's vision and hearing during the year. Referrals for follow-up if a problem is found will be made. Students are automatically screened during the school year. If the parent/legal guardian does not want the child involved in school screenings, the school nurse must receive a written request not to screen from the parent/legal guardian at the beginning of each school year. More specific information about immunization and screening requirements may be obtained from the BHISD Lead Nurse or from the campus school nurses. FFAA (LEGAL)

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 campus principal in order 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 Director of School Nutrition at 281.576.2221 x1258. [See policies at CO and FFA.]

TOBACCO PRODUCTS

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

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

ASBESTOS MANAGEMENT PLAN

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Facilities and Planning Office. If you have any questions, please contact the Assistant Superintendent of Facilities and Planning.

PEST MANAGEMENT PLAN

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the Assistant Superintendent of Facilities and Planning.

SCHOOL HEALTH ADVISORY COUNCIL (SHAC)

Barbers Hill I.S.D has a School Health Advisory Council that meets regularly. Additional information regarding the district's School Health Advisory Council is available through the office of the Director of Auxiliary Services. [See also policies at BDF and EHAA.]

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

STUDENT WELLNESS POLICY/WELLNESS PLAN (ALL GRADE LEVELS)

Barbers Hill ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(Local) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Director of Auxiliary Services with questions about the content or implementation of the district's wellness policy and plan.

SAFETY

BARBERS HILL ISD POLICE DEPARTMENT

The Barbers Hill ISD established its own police department in 2007. It is the duty of the police department to provide a safe environment, to serve the students, faculty, and staff, and to protect the community's vested interest, including school buildings, grounds and all other equipment.

As public servants, the police officers may enforce federal, state, local and school district policies. They may also be involved in aspects of school operations other than law enforcement counseling, ARD meetings, education, guidance, etc., as service to the community. It is the duty of the police department to assist its educators in ensuring that all students receive an education.

SCHOOL SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

ACCIDENT INSURANCE

Parents are encouraged to purchase a low cost insurance plan through a private insurance agency to cover any injury that may be sustained by the student while traveling to and from school, while attending school, or while participating in school-sponsored activities. The District solicits one agency each year to provide student accident insurance and enrollment forms are made available at the beginning of each school year at each campus. Contact the campus secretary if you need an enrollment form.

School districts are political subdivisions of the State and are not liable for student accidents on school property under the statutory doctrine of governmental immunity. 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 FOR 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 or an announcement is made, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Evacuation Drill- Please exit the building following your designated routes when you hear the emergency tone over the intercom system.

Shelter in Place-(instruction continues) This drill is used in a situation in which students would remain inside the building and the principal controls the bells schedule. An announcement will be made to indicate a shelter in place. An "all clear" will be communicated over the intercom when the drill is over.

Lock Down- This drill is used in the event of an intruder, riot, or shooting in the building. Students are to sit in a corner of the room on the floor, away from glass, and out of sight of the entrance. The lights should be off, the door closed and locked, and the glass covered. The drill will be over when an administrator unlocks your door and announces the "all clear."

Severe Weather Alert- (Tornado, Duck and Cover) Students will move to a pre-designated safe area generally along the wall of an interior hallway on the lowest floor available. Stay away from windows.

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, or if the campus must restrict access due to a security threat.

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

- Emergency call out system
- Barbers Hill Web site
- Local media

VISITORS TO THE SCHOOL

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

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

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

Students absent from their own school may not visit another. The principal may request identification from any person on school property and may ask any person not having legitimate business to leave.

Social visitation is not allowed without prior administrative approval. Unauthorized visitors are not permitted on campus during the school day.

On High School Career Day, Barbers Hill I.S.D. invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

STUDENT LIFE

SOCIAL EVENTS

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

The following regulations must be followed:

- All school dances must be scheduled through the principal's office.
- A guest must enter the dance at the same time the Barbers Hill host student enters.
- A student must be in attendance the day of the dance.
- No student who has been in ISS or suspended at the time of the dance will be admitted.
- Anyone leaving before the official end of the party will not be readmitted.
- Violation of these regulations may forfeit a student's rights to attend other extracurricular activities.
- Students attending middle school, or those 21 years old or older, will not be permitted to attend any school sponsored dance (homecoming dance, snowflake ball, prom, etc.).
- Students will only be allowed to bring one guest to any school sponsored dance.
- Students must comply with the dress code of the designated social event

PROM

The senior prom is a school-sponsored activity though usually held off campus. All school rules will apply. Once students are checked in at the prom they are not to leave the designated areas associated with the activity. Students who do not follow this guideline will be asked to leave the activity. Students will be held responsible for the actions of their guests.

DRESS CODE FOR PROM

The Barber Hill High School Administration wants you to make good choices. We are not trying to inhibit your individual style. Prom should be fun and memorable, but we also want everyone to be comfortable, safe, and show EAGLE PRIDE. With modesty and safety in mind, the following dress code guidelines will be enforced at the Barbers Hill High School Prom. Failure to adhere to the dress code standards will prevent your entry into to the Prom.

Female Students and Guests

- Dresses may not be cut below the bust line. Excessive cleavage is not allowed.
- Dress may be backless as long as it is not cut below the navel.

- Midriffs may not be exposed. This includes both the front and sides of the dress.
- Dresses must not have a slit that exceeds mid-thigh (fingertip length).
- No pinning will be allowed as an alteration for a dress if without the pinning the dress does not meet dress code.
- Dress length must be mid thigh (specifically must be longer than 5 inches above the middle of the knee both in the front and the back).

Male Students and Guests

- Canes will not be permitted at prom.
- Shirts must be buttoned up to the second button.
- Pants should fit properly on the hip and not sag below the waistline.

As you begin shopping for a prom dress/suit, please keep these guidelines in mind. While we will be reasonable in the interpretation of these guidelines, we want you to know that you will not be allowed into the prom if you are not dressed appropriately. If you have specific questions about the prom dress code, please see an assistant principal for clarification.

Any person who is not a student at BHHS but is a guest at prom must have prior approval from the principal. The guest will be required to fill out a form available through the principal's office.

Permission may be denied for any guest who has a history of disruptive or illegal behavior.

HOMECOMING GUIDELINES

There will be no Junior, Sophomore, or Freshman class Dukes and Duchesses or Senior Drivers.

The Homecoming Court shall consist of the following:

- Five (5) Female Candidates for Queen nominated from the Senior Class
- Five (5) Male Candidates for King nominated from the Senior Class
- Three (3) Female Court Members to serve as Crown Bearer, Flower and Sash Bearer, and Plaque Bearer nominated from the Senior Class (no parental escort)

Only the **Senior** class shall nominate potential candidates for Homecoming Queen, King and Court.

Nominees for homecoming court shall not have been placed DAEP at any time during their high school career nor have any ISS placements or tested positive in the High School Drug testing program during their junior or senior years.

Flyers or posters shall not be posted in the high school building encouraging students to vote for any one particular candidate.

Step #1 – Homeroom for nominations

Senior Class Homerooms will nominate 5 girls and 5 men per homeroom. After compiling the list of nominees for Queen and King, discipline records will be checked to determine any potential nominees that have been placed in ISS, DAEP or tested positive in the High School Drug testing program. Those names will then be removed from the list of nominees.

Step #2 – Senior Class Election – Conducted during lunches

Senior class members will vote to determine which nominees will serve as the five (5) candidates for Queen, the five (5) candidates for King and the three Court Members. The five (5) female nominees that receive the most votes will become the candidates for Queen. The next (3) female nominees that receive the 6th – 8th number of votes will serve as members of the court in this order: 6th – Crown Bearer, 7th – Flower/Sash Bearer, 8th – Plaque Bearer. The five (5) male nominees that receive the most votes will be named the candidates for King.

Step #3 – Final Homecoming Election – Conducted during lunches

Senior class members will vote in the final election to determine the Homecoming Queen and King.

On homecoming night, candidates for Queen and King shall be escorted by the parent or guardian of his or her choice. If at any time during the school year following homecoming night, the King or Queen should be placed in DAEP, receive an ISS assignment, or test positive in the high school drug testing program, he or she will not be invited to crown the new king or queen the following school year.

AWARDS AND HONORS

National Honor Society – All Sophomores and Juniors who have a cumulative GPA of 95 will be eligible to apply for membership in the National Honor Society. The Faculty Council will determine membership and consider the leadership, service, and character qualities of each applicant.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials--Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper, The BHHS Eagle Echo, and the BHHS Yearbook, are also available to students.

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 front office and foyer as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.] 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 superintendent or designee for prior review. The superintendent or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil.utexas.edu> 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.
- Students must have an average of 60 or higher in an exempt course (Pre-AP, AP, and Dual Credit) to remain eligible.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 15 absences not related to post-district competition, a maximum of 7 absences for post-district competition prior to state, and a maximum of 5 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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.

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

FEES

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

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

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

FUND-RAISING

A secondary campus may have one campus-wide fund-raiser per semester. Any campus club or organization may participate. A campus club or organization may NOT have its own separate fund-raiser unless it is conducted by a Booster Club and done so under specified guidelines.

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 and superintendent or designee at least 10 days before the event. [For further information, see policies at FJ and GE.]

GRADUATION SPEAKERS

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are academically ranked in the top ten or class officers to the graduating 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.[FNA (LOCAL) at OPENING AND CLOSING REMARKS]

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered will be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks. In addition to the opening and closing remarks, the Valedictorian and salutatorian may also have speaking roles at the graduation ceremony. [See FNA(LOCAL).]

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.

PLEDGES OF ALLEGIANCE AND A MOMENT 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. State law requires that 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. [See policy EC(LEGAL) for more information.]

PRAYER

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

SCHOOL FACILITIES

Use by Students Before and After School--Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus after 3:00 p.m. Students will not be allowed to loiter in the building unattended. Students must leave campus by 3:10 p.m. unless involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB.

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. Information about a student's participation is confidential. See the Director of School Nutrition to apply.

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

LIBRARY SERVICES

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: From 7:00 a.m. until 2:50 p.m. with documentation/pass from the teacher. All students must sign in and out of the library.

MEETINGS OF GROUPS NOT RELATED TO CURRICULUM

Student organized, student led, non-curriculum related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office. Several clubs/organizations are established on the campus. Members of these non-curriculum related groups must complete an enrollment form which requires both student and parent signatures.

STUDENT SPEAKERS

Student speakers shall be given a limited public forum to introduce at all school events at which a student is to publicly speak. Students are eligible to introduce these events if they:

- Are in the highest two grade levels of the school
- Volunteer
- Are not in a disciplinary placement at the time of the speaking event

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the campus principal during the first full week of instruction each semester. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the first full week of instruction. The names of the students who volunteer to speak shall be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at the event.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See policy FNA(LOCAL) regarding other speaking opportunities and Graduation for information related to student speech at graduation ceremonies.]

LOST AND FOUND

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

VOTER REGISTRATION

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

GLOSSARY

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

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

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

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

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

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

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

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

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

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

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 10 and 11 and is required for graduation for students at these grade levels. .

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

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

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

SECTION III: STUDENT CODE OF CONDUCT

PURPOSE

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

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

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

This Student Code of Conduct has been adopted by the Barbers Hill ISD Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline.

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

'PARENT' DEFINED

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

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

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

SCHOOL DISTRICT AUTHORITY AND JURISDICTION

CAMPUS BEHAVIOR COORDINATOR

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the persons serving as a campus behavior coordinator in the student handbook or on the district's website at www.bhisd.net.

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

THE DISTRICT HAS DISCIPLINARY AUTHORITY OVER A STUDENT:

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

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

REPORTING CRIMES

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

REVOKING TRANSFERS

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

PARTICIPATING IN GRADUATION ACTIVITIES

The district has the right to limit a student's participation in graduation activities for violating the district's Code. Participation might include a speaking role, as established by district policy and procedures. Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she has engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

See DAEP—Restrictions during Placement for information regarding a student assigned to DAEP at the time of graduation.

STANDARDS FOR STUDENT CONDUCT

Each student is expected to:

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

GENERAL CONDUCT VIOLATIONS

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

DISREGARD FOR AUTHORITY

Students shall not:

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

MISTREATMENT OF OTHERS

Students shall not:

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

PROPERTY OFFENSES

Students shall not:

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

POSSESSION OF PROHIBITED ITEMS

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon;
- An air gun or BB gun;
- Ammunition;
- A stun gun;
- A pocketknife or any other small knife;

- Mace or pepper spray;
- Pornographic material;
- Tobacco products;
- Matches or a lighter;
- A laser pointer for other than an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

POSSESSION OF TELECOMMUNICATIONS OR OTHER DEVICES

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day in grades 5-12..
- Possess a telecommunications device, including a cellular telephone, or other electronic device at school during the school day in grades pre-K - 4.

ILLEGAL, PRESCRIPTION, AND OVER-THE-COUNTER DRUGS

Students shall not:

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

MISUSE OF TECHNOLOGY RESOURCES AND THE INTERNET

Students shall not:

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

SAFETY TRANSGRESSIONS

Students shall not:

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

REMOVAL FROM THE SCHOOL BUS

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

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

MISCELLANEOUS OFFENSES

Students shall not:

- Violate dress and grooming standards as communicated in the student handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

DISCIPLINE MANAGEMENT TECHNIQUES

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

STUDENTS WITH DISABILITIES

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail. In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct. In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

TECHNIQUES

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

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

NOTIFICATION

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

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

APPEALS

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office or the central administration office or through Policy On Line at the following address: <http://www.tasb.org/policy/private/036902/>. Consequences shall not be deferred pending the outcome of a grievance.

REMOVAL FROM THE REGULAR EDUCATIONAL SETTING

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

ROUTINE REFERRAL

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

FORMAL REMOVAL

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

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

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

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

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

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

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

RETURNING A STUDENT TO CLASSROOM

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

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

OUT-OF-SCHOOL SUSPENSION

MISCONDUCT

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

PROCESS

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

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

The number of days of a student's suspension shall be determined by the appropriate administrator, but shall not exceed three school days.

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

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

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

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM (DAEP) PLACEMENT

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

For purposes of DAEP, elementary classification shall be kindergarten–grade 6 and secondary classification shall be grades 7–12.

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

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

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

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

DISCRETIONARY PLACEMENT: MISCONDUCT THAT MAY RESULT IN DAEP PLACEMENT

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

MISCONDUCT IDENTIFIED IN STATE LAW

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

- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See glossary.)
- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.

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

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

MANDATORY PLACEMENT: MISCONDUCT THAT REQUIRES DAEP PLACEMENT

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
- Engages in conduct punishable as a felony.
- Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - a. The student receives deferred prosecution (see glossary),
 - b. A court or jury finds that the student has engaged in delinquent conduct (see glossary),
or
 - c. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

SEXUAL ASSAULTS AND CAMPUS ASSIGNMENTS

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

EMERGENCIES

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

PROCESS

Removals to a DAEP shall be made by the campus administrator.

CONFERENCE

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

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

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

CONSIDERATION OF MITIGATING FACTORS

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

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

PLACEMENT ORDER

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent. Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code. If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

COURSEWORK NOTICE

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete coursework required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

LENGTH OF PLACEMENT

The duration of a student's placement in a DAEP shall be determined by the campus administrator. The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements. The maximum period of DAEP placement shall be one calendar year except as provided below. The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

EXCEEDS ONE YEAR

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

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

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

EXCEEDS SCHOOL YEAR

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

For placement in a DAEP to extend beyond the end of the school year, the campus administrator must determine that:

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

EXCEEDS 60 DAYS

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

APPEALS

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the campus administrator in accordance with policy FOC(LEGAL). All other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: <http://www.tasb.org/policy/pol/private/036902/>. Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

RESTRICTIONS DURING PLACEMENT

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities. The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

PLACEMENT REVIEW

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus administrator at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

ADDITIONAL MISCONDUCT

If during the term of placement in a DAEP the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator may enter an additional disciplinary order as a result of those proceedings.

NOTICE OF CRIMINAL PROCEEDINGS

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

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

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

WITHDRAWAL DURING PROCESS

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the district may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

NEWLY ENROLLED STUDENTS

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

EMERGENCY PLACEMENT PROCEDURES

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

PLACEMENT AND/OR EXPULSION FOR CERTAIN SERIOUS OFFENSES

This section includes two categories of serious offenses for which the Education Code provides unique procedures and specific consequences.

REGISTERED SEX OFFENDERS

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement. If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester. If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

REVIEW COMMITTEE

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation. The placement review of a student with a disability who receives special education services must be made by the ARD committee.

NEWLY ENROLLED STUDENTS

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

APPEAL

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

CERTAIN FELONIES

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student **may** be expelled and placed in either DAEP or JJAEP if the board or its designee makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

HEARING AND REQUIRED FINDINGS

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

LENGTH OF PLACEMENT

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

NEWLY ENROLLED STUDENTS

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district will take into consideration:

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

DISCRETIONARY EXPULSION: MISCONDUCT THAT MAY RESULT IN EXPULSION

ANY LOCATION

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security.

AT SCHOOL, WITHIN 300 FEET, OR AT A SCHOOL EVENT

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary.)

WITHIN 300 FEET OF SCHOOL

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

PROPERTY OF ANOTHER DISTRICT

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

WHILE IN DAEP

A student **may** be expelled for engaging in serious offenses or persistent misbehavior (see glossary) that violates the district's Code, while placed in a DAEP.

MANDATORY EXPULSION: MISCONDUCT THAT REQUIRES EXPULSION

FEDERAL LAW

A student **must** be expelled for bringing to school a firearm, as defined by federal law, when the offense occurs on school property or while attending a school-sponsored or school-related activity on or off school property. "Firearm" under federal law includes:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm weapon.
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

TEXAS PENAL CODE

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:

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
- A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
- An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

- A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
- 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, a zip gun, or a tire deflation device. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
 - Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses, with the exception of a federal firearm offense, on or off school property or at a school-related activity.

UNDER AGE TEN

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

EMERGENCY

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

PROCESS

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

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

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

HEARING

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the district's witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends. The board of trustees delegates to the superintendent or designee authority to conduct hearings and expel students.

BOARD REVIEW OF EXPULSION

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

EXPULSION ORDER

Before ordering the expulsion, the board or campus administrator shall take into consideration:

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

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent or designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

LENGTH OF EXPULSION

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

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

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis. Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

WITHDRAWAL DURING PROCESS

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student. If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district. If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

ADDITIONAL MISCONDUCT

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the appropriate administrator or the board may issue an additional disciplinary order as a result of those proceedings.

RESTRICTIONS DURING EXPULSION

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

NEWLY ENROLLED STUDENTS

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

EMERGENCY EXPULSION PROCEDURES

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP PLACEMENT OF EXPELLED STUDENTS

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

4. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town,
 - 2) Knowing that it is insured against damage or destruction,
 - 3) Knowing that it is subject to a mortgage or other security interest,
 - 4) Knowing that it is located on property belonging to another,
 - 5) Knowing that it has located within it property belonging to another, or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
5. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
6. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is written or oral expression or physical conduct that a school district's board of trustees or the board's designee determines:

1. To have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subject another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious offenses include but are not limited to:

- Murder.
- Vandalism.
- Robbery or theft.
- Extortion, coercion, or blackmail.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Hazing.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Fighting, committing physical abuse, or threatening physical abuse.
- Possession or distribution of pornographic materials.
- Leaving school grounds without permission.
- Sexual harassment of a student or district employee.
- Possession of or conspiracy to possess any explosive or explosive device.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; 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. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

SECTION IV: PARENTAL RIGHTS AND RESPONSIBILITIES

LEGISLATIVE MANDATES

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds. FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law. Under FERPA, parents and eligible students have the following rights:

- 1) To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. To request access to your child's record, please contact the principal's office. You will be notified of the place and time the record(s) may be available for review.
- 2) To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify: (a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. To request an amendment to your child's record, please contact the principal.
- 3) To control the disclosure of their child's personally identifiable information from their education record. Parents may request that the school, with certain exceptions, obtain their written consent prior to the disclosure of student information. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interests, such as a person employed by the district; a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility.
- 4) To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

NOTIFICATION OF PUPILS' RIGHTS AMENDMENT

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

~ Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

~ Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

~ Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

Barbers Hill ISD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Barbers Hill ISD will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. Barbers Hill will also directly notify parents and eligible students, such as through U.S. Mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- . Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- . Administration of any protected information survey not funded in whole or in part by ED.
- . Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

NONDISCRIMINATION STATEMENT

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

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

Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Assistant Superintendent of Personnel.

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Coordinator of Elementary Curriculum & Instruction and Testing.

For all other concerns regarding discrimination, please contact the superintendent at 281-576-2221 ext.1202.

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

TECHNOLOGY

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action. Students and their parents should be aware that e-mail and other electronic communications using district computers are not private and will be monitored by district staff. [For additional information, see policies at CQ.]

The Internet is an association of diverse communication and information networks. Through the District's electronic communications system, students will have worldwide access to databases, libraries, and computer services. With this access, comes the availability of areas of adult content and some material that might be considered objectionable. The District is making reasonable efforts to restrict access to controversial materials. However, on a global network, it is not possible to absolutely prevent such access. The District believes, though, that the benefits of the valuable information and interaction available on the worldwide network far exceed the disadvantages of providing Internet access. The smooth operation of the network relies upon the proper conduct of the end user who must adhere to strict guidelines. These guidelines are specified in a special Electronics Communication Handbook for Barbers Hill High School. In general, all users must utilize the network in an efficient, ethical, and legal manner. Should a district user violate any of the provisions in the Electronics Communication handbook, his or her account will be terminated, future access may be denied and disciplinary action may be taken under the Student Code of Conduct. In addition, violations can lead to investigation and prosecution by law enforcement agencies. Parents can also be held responsible for damage caused by a minor under Parental Liability Statutes.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

State-approved textbooks are provided free of charge for each subject or class. The student will have available two sets of textbooks to utilize at Barbers Hill H.S. One set will be checked out to the student and their guardian for use at home. This set will remain in the home for homework and research. As always these textbooks are the responsibility of the student. The student will be responsible for checking the textbooks back into the school at the end of a course or if the student leaves B.H.I.S.D. The second set of textbooks will be available as classroom sets to be utilized in the classroom during the school day. These books are not to leave the classroom and are the responsibility of the teacher.

Lost or damaged textbooks must be paid for in the principal's office. A receipt will be issued for the money received. The student should retain his receipt in case the lost book is found. If the lost book is found, the student must bring the book and receipt to the office for reimbursement. Money will not be refunded without the receipt.

Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent. However, a student will be provided the necessary instructional resources for use at school during the school day. A student will not be able to take final exams during the regular scheduled time unless the student brings the assigned textbook or a payment receipt to the teacher. A student who has outstanding textbook obligations will not be issued final report cards until all records are clear.

PARENTAL RIGHTS

CONSENT REQUIRED BEFORE STUDENT PARTICIPATION IN A FEDERAL FUNDED SURVEY, ANALYSIS, OR EVALUATION

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

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

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

"OPTING OUT" OF PARTICIPATION IN OTHER TYPES OF SURVEYS OR SCREENINGS AND THE DISCLOSURE OF PERSONAL INFORMATION

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. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS

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.

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.

CONSENT TO DISPLAY A STUDENT'S ORIGINAL WORKS AND PERSONAL INFORMATION

Teachers may display students' work, which may include personally identifiable student's information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's Web site, a website affiliated or sponsored by the district, such as campus or classroom website, and in district publications, which may include printed materials, videos, or other methods 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,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

CONSENT TO VIDEO OR AUDIO RECORD A STUDENT WHEN NOT OTHERWISE PERMITTED BY LAW

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

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

The district will seek parental consent through a written request before making any video or voice recording of your child not otherwise allowed by law.

RELIGIOUS OR MORAL BELIEFS

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, the district's curriculum regarding human sexuality instruction can be found at EHAA (legal).

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 director of auxiliary services for additional information.

RECITING THE PLEDGES TO THE U.S. AND TEXAS FLAGS

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. 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 or distract others.

RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE IN GRADES 3-12

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

TUTORING OR TEST PREPARATION

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal. The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

LIMITING ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES

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.

NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT

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

PROHIBITING THE USE OF CORPORAL PUNISHMENT

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

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

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

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

CHILDREN OF MILITARY FAMILIES

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parents return from deployment. Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

MULTIPLE BIRTH SIBLINGS

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

SAFETY TRANSFERS/ASSIGNMENTS

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information. [See policy FDB.]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance. [Policy FDB and FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

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.

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**. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>.

For information regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services, please contact the Director of Special Services.

STUDENTS WITH PHYSICAL OR MENTAL IMPAIRMENTS PROTECTED UNDER SECTION 504

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

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.

STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICES WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

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

SERVICES FOR TITLE I PARTICIPANTS

For more information about students participating in Title I programs, please contact the Coordinator of State and Federal Programs.

Gifted and talented (GT) children are those identified as having a high level of intellectual ability by professionally qualified persons through a specified screening and selection process. These are children who require a differentiated program in order to realize their full potential.

SERVICES FOR GIFTED AND TALENTED STUDENTS

Students identified as GT may choose to enroll in Pre-AP, AP, or academically advanced courses in the four core subjects. GT students will be clustered in these classes with GT-trained teachers. Courses will be characterized by expanded breadth and depth of learning. Satisfactory performance, as measured by a 75 or higher grade each six weeks, is the minimum standard expected from all GT students in all classes.

Students may be nominated for the gifted and talented program by a professional staff member at BHISD, their parents, or themselves. This is done by submitting the name(s) to the campus GT coordinator. Students may be nominated and screened for GT each 6 weeks, but an individual student will be screened no more than once each 12 months. Prior to February 1st each year, a district-wide call for GT nominations will be conducted. Transfer students that were identified as GT in their previous district will be screened for placement in the GT program within a two week period and if testing is required it will be completed within a six week period or during the next district screening. Nominations received during the last six weeks of the year will be considered during the first six weeks of the following year.

A gifted and talented professional resource library is available to teachers and parents. It contains information related to instructional planning and delivery, professional development and student support. Parents and community members will be involved in decisions regarding program modifications through annual surveys and through advisory committee participation.

For more information contact your child's counselor. The Barbers Hill ISD Gifted and Talented Plan may be accessed at www.bhisd.net

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page _____, are:

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

- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—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 reaches the age of 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.

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

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** on page ____ for opportunities to prohibit this disclosure].

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 9600 Eagle Drive, Mont Belvieu, Texas 77580

The address(es) of the principals' offices are: 9600 Eagle Drive Mt. Belvieu, TX 77580.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL)].

The district's policy regarding student records found at policy FL is available from the principal's, superintendent's office, or on the district's website at www.bhisd.net.

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.

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This "directory information" will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year.

DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES

The district often needs to use student information for the following school-sponsored purposes:

- school-sponsored activities
- school-sponsored publications

For these specific school-sponsored purposes, the district has designated the following as directory information:

- Name
- Photograph
- Honors and awards received
- Dates of attendance

- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities
- Weight and height of members of athletic teams. [(FL(LOCAL).)]

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

RELEASE OF STUDENT INFORMATION TO MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

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

COMPLAINTS AND CONCERNS

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

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.

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the counseling office for more information and to complete an application.