COMANCHE HIGH SCHOOL AND

H.R. JEFFERIES JUNIOR HIGH



STUDENT HANDBOOK

2016-2017

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# PREFACE

To Students and Parents:

Welcome to school year 2016–2017! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Comanche High School/H.R. Jefferies Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

**Section II**—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic and where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Comanche High School and Jefferies Junior High Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found posted on the district’s Web site at [www.comancheisd.net](http://www.comancheisd.net). A copy may also be picked up at either Jefferies Junior High or Comanche High School.

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

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

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

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

If you or your child has questions about any of the material in this handbook, please contact the appropriate principal of that campus.

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

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

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

[See **Objecting to the Release of Directory Information** on page 13 and Consent Required before Student Participation in a Federally Funded Survey, Analysis, or Evaluation on page 3 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the district administration office [www.comancheisd.net](http://www.comancheisd.net).

# SECTION I: PARENTAL RIGHTS

This section of the Comanche High School/H.R. Jefferies Junior High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

## CONSENT, OPT-OUT, AND REFUSAL RIGHTS

## Consent to Conduct a Psychological Evaluation

## 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.

### Participation in Third-Party Surveys

### Consent Required Before Student Participation in a Federally 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, selling, or otherwise disclosing 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; whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

RIGHT TO ACCESS STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/Policies

### 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.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.

**Consent to Display a Student’s Original Works and Personal Information**

Teachers may display students’ work, which may include personally identifiable student information in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district’s Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication.

**Student Records**

### Accessing Student Records

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

* Attendance records
* Test scores,
* Grades,
* Disciplinary records,
* Counseling records,
* Psychological records,
* Applications for admission,
* Health and immunization information,
* Other medical records,
* Teacher and school counselor evaluations,
* Reports of behavioral patterns,
* State assessment instruments that have been administered to your child, and
* Teaching materials and tests used in your child’s classroom.
* Authorized inspection and use of Student Records
* A federal law, known as the Family Educational Rights and Privacy Act, or FERPA,
* Affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Objecting to the Release of Directory Information on page 12 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. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education.
* Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.
* 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 becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
* 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 instructional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software’s, 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 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 13 for the 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 1414 N. Austin Comanche, TX.
* The address(es) of the principals’ offices are: Comanche High School 1600 N. Austin, Comanche and H.R. Jeffries Junior High, 1 Valley Forge Dr, Comanche.
* 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 is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL), Report Cards/Progress Reports and Conferences on page 62, and Complaints and Concerns on page 25 for an overview of the process.]
* The district’s policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office or on the district’s Web site at www.comancheisd.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.

### 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: or
* When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See Video Cameras on page 77 for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

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

A child under the age of 14, must have parental permission to receive instruction in the district’s parenting and paternity awareness program; otherwise child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.

### 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.

**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.]

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

### Human Sexuality Instruction

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

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus 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.

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 60 and policy EC (LEGAL).]

### 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).]

### 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 or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

### Notices of Certain Student Misconduct to Noncustodial Parent

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

**Participation in Federally Required, State-Mandated, and District Assessments**

You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.

### Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook OR 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.

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.

### 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 superintendent for information.
* Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance.

[See **Bullying** on page 20, policy FDB, and policy FFI.]

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

STUDENT WITH EXCEPTIONALITIES AND SPECIAL CIRCUMSTANCES

Parental Role in Certain Classroom and School Assignments

### Multiple Birth Siblings

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

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

#### 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 in the Conservatorship of the State (Foster Care)

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

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

[See also Credit by Examination for Advancement/Acceleration on page 28, Course Credit on page 28, and students in Foster Care on page 69 for more information.]

***Students Who Are Homeless***

Children who are homeless will be provided flexibility regarding certain district provisions, including:

■ Proof of residency requirements;

■ Immunization requirements;

■ Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;

■ Credit-by-examination opportunities;

■ The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);

■ Eligibility requirements for participation in extracurricular activities; and

■ Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

[See also Credit by Examination for Advancement/Acceleration on page 28, Course Credit on page 28, and Homeless Students on page 52 for more information.]

#### Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her 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 making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district’s director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent a prior written notice of its proposal to evaluate the student, a copy of the *Notice of Procedural Safeguards*, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the *Notice of Procedural Safeguards*.

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

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

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families.

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is the campus principal.

### 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 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.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is the Principal at [3253565220].

[Also see policy FB.]

### Children of Military Families

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

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

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

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

#### 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. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating schoolwide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. “Directory information” will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year OR on a later date established by the district. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.]

#### Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: Honor roll, school newspaper, yearbook, recognition activities, news releases, and athletic programs.

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

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

#### Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education

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

# SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Should you be unable to find the information on a particular topic, please contact the principal at High School, 325-356-2581 or Junior High, 325-356-5220.

## ABSENCES/ATTENDANCE

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

### Compulsory Attendance

Age 19 and Older

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

Between Ages 6 and 19

State law requires that a student between the ages of 6 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 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

### Exemptions to Compulsory Attendance

All Grade Levels

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

* Religious holy days;
* Required court appearances;
* Activities related to obtaining United States citizenship;
* Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
* For students in the conservatorship (custody) of the state,
  + An activity required under a court-ordered service plan ; or
  + Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

Secondary Grade Levels

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

### Failure to Comply with Compulsory Attendance

All Grade Levels

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

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 Mr. Vinson Pierce and Mr. Joseph Simmons. 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 students’ 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 (K-12)

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. High School attendance is calculated by each period for credit purposes. 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 the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policy FEC.]

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

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

The student or parent may appeal the committee’s decision to the board by following 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. Students may not miss more than 8 days for the first semester and may not miss more than 10 days for the second semester to receive credit for the class.

### Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to TEA reflecting attendance at a specific time each day. Official attendance is taken every day during third period.

However, in order to receive credit, attendance is taken every period throughout the day.

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

### Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a Doctor’s note or a note signed by the parent that describes the reason for the absence. Students, who are in attendance and leave for a doctor’s appointment and then return with a Doctor’s note, will not have that absence count against their allotted days per semester. Parent notes will be limited to three per semester, anything beyond that will be considered unexcused (High School Only). A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor. Notes received later than 3 days after the absence will not be accepted.

### Doctor’s Note after an Absence for Illness (All Grade Levels)

Within three days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

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.

[See policy FEC (LOCAL).]

### Driver License Attendance Verification (Secondary Grade Levels Only)

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.

**ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All**

**Grade Levels)**

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

■ The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;

■ A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;

■ The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA;

■ The performance ratings of the district’s evaluation of community and student engagement using the indicators required by law; and

■ Information compiled by TEA for the submission of a federal report card that is required by the federal law.

Information about all of these can be found on the district’s website at [www.comancheisd.net](http://www.comancheisd.net). Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texasschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

## ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 27 of this handbook and policy EIF.]

## ADVANCED PLACEMENT / DUAL CREDIT / ASSOCIATE DEGREE

### Advanced Placement

WITHOUT PRIOR INSTRUCTION: Students in all grades may use advanced placement examinations to attain credit for a subject. In order to earn credit in this manner, a student must receive the principal’s approval and also provide evidence that the student has a reasonable chance of passing the exam. Students or parents who have questions about advanced placement examinations should discuss them with the counselor or principal.

Depending on the AP or Pre-AP/Honors course, students may have to meet certain requirements or pre-requisites to gain admission into that course. Information pertaining to these requirements or pre-requisites is made available to students through the teacher of that course. Removal from an AP or Pre-AP/Honors course will be determined by the students ability to maintain an appropriate grade in that course that will be determined by the principal and the teacher.

Students taking dual credit, Advanced Placement, Pre-Advanced Placement or Honors courses will not lose eligibility for participation in extracurricular activities unless they fall below the grade of 60 in these particular classes. This applies only for extracurricular purposes. This is in accordance with the provisions provided in the Texas Education Agency and University Interscholastic League Side by Side Manual. These provisions are supported by the Texas Administrative Code and Texas Education Code and approved by the Board of Trustees of the Comanche Independent School District.

### Dual Credit

Dual credit courses are offered at Comanche High School through Ranger College. Please see the counselor for assistance with enrolling in dual credit courses.

### ASSOCIATE DEGREE

Comanche High School is excited to offer students the opportunity to earn an associate degree while in high school. The associate degree will be awarded through Ranger College. This will be offered during 2015- 2016 to our sophomores and subsequent classes. In this example, the college courses are spread out over a three-year span. However, as long as students take the necessary courses at some point while in high school, they can earn the associate degree.

**Associate of Arts Degree**

**Summer Prior To Sophomore Year**

-SPCH 1315 (Public Speaking)-3 hrs

-EDUC 1100 (Learning Framework)- 1 hr

**Sophomore Year**

-HIST 2321 & 2322 (World Civ.)-6 hrs of elective credit

-MUSI 1306 (Mus Apprec) & ARTS 1301 (Art Apprec)- 3 hrs fine art & 3 hrs of elective credit

**Summer Prior To Junior Year**

-PSYC 2301(Gen Psych), PSYC 2314(Growth & Dev) , or SOCI 1301 (Intro to Soci)- 3 hrs of elective credit

**Junior Year**

-ENGL 1301 & 1302 (Composition I & II)- 6 hrs

-HIST 1301 & 1302 (US Hist)- 6 hrs

-MATH 1314 (Coll Alg) & 1316 (Trig); 1316 counts as elective- 3 hrs math & 3 hours of elective credit

**Summer Prior to Senior Year**

-GOVT 2306 (Texas Govt)- 3 hrs

**Senior Year**

-ENGL 2322 & 2323 (British Lit)- 6 hrs

-ECO 2301 (Macroeconomics) & GOVT 2305 (Federal Govt)- 6 hrs

-BIOL 2401 & 2402 (Anat & Phys I and II)- 8 hrs

**Total= 60 hours (45 hours + 15 hours of elective credit\*)**

\*Other college classes (excluding Welding) can be substituted for the electives highlighted above. (Example: Statistics, Calculus, etc.)

**Associate of Science Degree**

The Associate of Science Degree requires 2 math courses (MATH 1316 would no longer be considered an elective but would be required) and 3 English classes (ENG 2323 would be considered an elective). All other courses would remain the same as the Associate of Arts Degree.

Some of the courses will be taught by CHS faculty members, and some will be offered online.

Any course taken during the summer or outside of the school day will not count as dual credit or be figured into GPA.

The plan above describes one path that students can follow to earn the associate degree in art or science. In this example, the college courses are spread out over a three-year span. However, as long as students take the necessary courses at some point while in high school, they can earn the associate degree.

## BULLYING (All Grade Levels)

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

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

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

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

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

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

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

The principal may, in response to an identified case of bullying, decide to transfer a student or students to another classroom. 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 within the district.

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s Web site, and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district’s Web site.

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

[Also see **Safety Transfers/Assignments** on page 10, **Hazing** on page 47 policy FFI (LOCAL).]

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

The district offers career and technical education programs in business , computer technology , agriculture , automotive technology , career planning , professional communications , and home economics . Admission to these programs is based on interest, age appropriateness, class space, and class availability.

These programs will be offered without regard to race, color, national origin, sex, or disability Comanche ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 58 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

**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 this with the child’s teacher prior to bringing any food in this circumstance.

Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[Also see Food Allergies on page 50]

## CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\_and\_Early\_Intervention/Programs\_Available\_In\_Your\_ County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_%20County/default.asp).

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

■ https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf

■ http://kidshealth.org/en/parents/child-abuse.html

■ http://taasa.org/resources-2/

■ https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child- abuse-1

■ https://www.texasattorneygeneral.gov/cvs/what-we-can-do-about-child- abuse-2 Reports of abuse or neglect may be made to:

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

## CLASS RANK / HIGHEST RANKING STUDENT(Secondary Grade Level Only)

VALEDICTORIAN AND SALUTATORIAN

For a student to be eligible for valedictorian or salutatorian, the student shall have attended Comanche High School for the previous four semesters prior to the end of the school day on or before graduation exercises of their last year in high school. Students who choose to graduate early shall not be considered for valedictorian or salutatorian.

HONOR GRADUATES AND HONOR STUDENTS

For a student to be identified as an honor graduate, the student shall have a cumulative grade point average of 4.0 or better over the course of their high school career. For any student to be identified as an honor student for any individual year, the student shall have a grade point average of 4.0 or better for that particular school year. Students shall be honored for this purpose near the end of each school year.

CLASS RANKINGS

Class rank shall be established by a grade point average calculated from the summation of grade points earned in only the core subjects (English, Math, Science, and Social Studies) during the regular school day of the fall and spring semesters during grades 9-12, and all high school level core subjects taken in the 8th grade. Correspondence courses, credit recovery courses, courses taken as local credit, summer school courses, credit by examination courses, yearbook, advanced animal science, and journalism shall not be included in the GPA. For GPA purposes, advanced courses include all core classes that are considered Pre AP/Honors, AP, and Dual Credit taken during the regular school day of the fall and spring semesters. For GPA purposes, basic classes will include any core class in which the course requirements have been altered to a level below the regular class requirements. The following weighted system shall be used to determine the GPA:

GRADE BASIC REGULAR ADVANCED

70-79 0.0-.9 2.0-2.9 3.0-3.9

80-89 1.0-1.9 3.0-3.9 4.0-4.9

90-99 2.0-2.9 4.0-4.9 5.0-5.9

100 3.0 5.0 6.0

## CLASS SCHEDULES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Comanche High School** | |  |  |  |
| Regular Bell Schedule | |  |  |  |
| **2016-2017** |  |  |  |  |
|  |  |  |  |  |
| 1st |  | 8:00 |  | 8:46 |
| 2nd |  | 8:50 |  | 9:36 |
| 3rd |  | 9:40 |  | 10:26 |
| 4th |  | 10:30 |  | 11:16 |
| 5-A |  | 11:20 |  | 12:06 |
| 5-B |  | 11:50 |  | 12:36 |
| 1st Lunch |  | 11:16 |  | 11:46 |
| 2nd Lunch |  | 12:06 |  | 12:36 |
| 6th |  | 12:40 |  | 1:26 |
| Tutorial |  | 1:30 |  | 2:05 |
| 7th |  | 2:09 |  | 2:55 |
| 8th |  | 2:59 |  | 3:45 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **H.R. Jeffries Junior High** | |  |  |  |
| Regular Bell Schedule | |  |  |  |
| **2016-2017** |  |  |  |  |
|  |  |  |  |  |
| 1st |  | 8:00 |  | 8:48 |
| 2nd |  | 8:52 |  | 9:40 |
| 3rd |  | 9:44 |  | 10:32 |
| 4th |  | 10:36 |  | 11:24 |
| 5th |  | 11:28 |  | 12:16 |
| 6th |  | 12:20 |  | 1:07 |
| 7th |  | 1:11 |  | 1:58 |
| 8th |  | 2:02 |  | 2:49 |
| 9th |  | 2:53 |  | 3:47 |
| 6th Lunch |  | 11:28 |  | 11:58 |
| 7th Lunch |  | 12:20 |  | 12:50 |
| 8th Lunch |  | 1:11 |  | 1:41 |

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

## COLLEGE AND UNIVERSITY ADMISSIONS (Secondary Grade Level Only)

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top seven percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

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

[See also **Class Rank/Highest Ranking Student** on page 23 for information specifically related to how the district calculates a student’s rank in class].

## COLLEGE CREDIT COURSES (Secondary Level Only)

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

* Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
* Enrollment in an AP or dual credit course through the Texas Virtual School Network;
* Enrollment in courses taught in conjunction and in partnership with Ranger Junior College.
* Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student’s grade level and the course, an end-of-course assessment may be required for graduation and, if so, will affect a student’s final course grade.

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

## COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district’s policy manual. 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.comancheisd.net](http://www.comancheisd.net) ].

Should a parent or student feel the need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in the policy FNG (Local). In general, the student or parent should submit the written complaint for to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

## CONDUCT (All Grade Levels)

### Applicability of School Rules

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

### Campus Behavior Coordinator

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

The campus behavior coordinator at each district campus is listed below:

■ Joseph Simmons – HR Jefferies Junior High

■ Vinson Pierce – Comanche High School

### Disruptions of School Operations

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

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

### Social Events

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

## COUNSELING

### Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career

High School Grade Levels

High School students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades \_6\_–\_11\_ will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

### Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns.

## COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 9–12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student’s grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed.

In the process of regaining credits for a two semester course in which the student failed both semesters, a student may retake only one semester and receive full credit for the course if the grade of the semester retaken is averaged with the grade from the opposite semester and the final average is equal to or greater than a 70.

## CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit 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.

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

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

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

## CREDIT BY EXAM For ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2016–2017 school year are TBD.

A student will earn course credit with a passing score of at least 90 on the exam. Depending on the student’s grade level and course for which the student seeks to earn credit by exam, and end-of-course assessment (EOC) may be required for graduation.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies,

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. For current testing dates please contact the campus counselors. The district may honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student’s parent will be responsible for the cost of the exam. [For further information, see policy EHDC (LOCAL).]

## DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

### Dating Violence

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

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

### Discrimination

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

### Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. A copy of the district’s policy is available in the principal’s office or at [www.comancheisd.net](http://www.comancheisd.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.

Two other types of prohibited harassment are described below.

### Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

### Retaliation

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

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

### Reporting Procedures

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

### Investigation of Report

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

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

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI]

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

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

## DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28]

## DISTANCE LEARNING (All Grade Levels

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 36.] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction..

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

TEXAS VIRTUAL SCHOOL NETWORK

The Superintendent or designee shall establish procedures for stu-dents to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

OTHER DISTANCE LEARNING

The Superintendent or designee shall establish procedures govern-ing the use of other distance learning courses, including corre-spondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

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

### School Materials

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

The school newspaper and the yearbook are available to students.

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

### Non-school Materials

### From Students

Students must obtain prior approval from the principal before posting, circulating, or distributing 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 non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated main office as the location for approved non-school materials to be placed for voluntary viewing by students. [See policy FNAA.]

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

### Non-school Materials

### From Others

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

Prior review will not be required for:

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

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

## DRESS AND GROOMING (All Grade Levels)

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

In order to create an atmosphere conducive to learning and to minimize disruptions attributable to personal appearance, conduct, grooming and hygiene, and attire, the policy concerning dress and grooming shall be as follows:

**Boys:**

1. Hair will be clean and well groomed at all times, but should not extend below the eyebrows or over the top of the collar of a shirt. Mohawks or Fauxhawks are not allowed. Sideburns may not extend below the bottom of the earlobe.

2. Boys will be clean-shaven at all times.

3. Earrings are not permitted.

4. No sleeveless tops/shirts will be allowed.

**Girls:**

1. Hair will be clean and well groomed at all times.

2. Dresses, skirts and shorts shall be within 5 inches of the top of the kneecap at all times. No low-cut attire is acceptable. Foundation garments must be worn.

3. No bare torso, halter tops, or tops with strap less than 2” wide shall be worn. No backless attire is acceptable. Garments that expose cleavage and/or bare backs and shoulders will not be allowed. No exposed undergarments.

4. Apparel worn over spandex, leggings, or Jeggings must meet all dress code requirements. Tights, spandex, leggings, or Jeggings may not be worn on their own as pants.

**Student Body:**

* + - 1. Prohibited are pictures, emblems, clothing or writing on clothing that are suggestive, lewd, offensive, vulgar or obscene; that directly or indirectly depict the occult, promote violence, represent gang membership, tobacco products, alcoholic beverages, drugs, or any other substance prohibited under school policy. Also prohibited is any clothing or grooming that, in the principal’s judgment, may reasonably be expected to cause disruption of or interfere with normal school operations.
      2. Specifically prohibited for school are displays of body piercing with the exception of earrings for girls. This also prohibits spacers in any visible body part.
      3. No visible tattoos, brands or other forms of body modification.
      4. No sunglasses may be worn within the school building.
      5. No hats, caps, hoods or other head coverings will be worn in the school building during the school day.
      6. Students are to wear shoes or sandals at all times (no house shoes).
      7. Shorts and pants must be worn at the natural waistline- no sagging is permitted. No holes in pants above the knee that reveal skin.
      8. Dress for social functions and activities will be determined by the sponsor and announced prior to the date of the function. Any student not meeting the appropriate dress code will be removed from the function.
      9. Clothing must be worn as it was designed to be worn. Cut off shorts are not allowed.
      10. Attire must be gender appropriate.
      11. Lounge, undershirts or pajama style clothing are prohibited.
      12. Hair color must be a naturally occurring color and /or color pattern in the human genome. Extreme styles, as determined by school authorities, which might disrupt normal school procedures, will not be allowed.

Where there is a question on the dress or appearance of a student, the school authorities’ decision will be final. The dress and grooming standards may be changed if they interfere with students’ education or cause a disruption on the campus. Regulations in reference to groom and dress for special activities such as athletics, fine arts, cheerleading, drill team, etc. are governed by the sponsors of that activity and are under the direction of the principal. School administration may approve dress code variances for special occasions.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned school apparel to wear for the remainder of the day, or assigned to in-school suspension for the remainder of the school day, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Honor.

## ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

### Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

**Comanche High School**

Students will be allowed to use personal devices during breakfast, lunch and in classrooms when deemed appropriate and with the permission of the classroom teacher.

If a student uses a telecommunications device without authorization during the school day, the following will occur:

1st offense- Device will be confiscated and kept in the principal’s office for the remainder of the day.

2nd offense- Device will be confiscated and will need to be picked up by (student/parent) for a fee of $15.

3rd offense- Device will be confiscated and will be picked up by parent for a fee of $15 in addition to appropriate discipline by principal.

**Comanche Junior High School**

Personal devices used anywhere in the building is prohibited unless given permission by a teacher to use in his or her classroom.

1st offense- - Device will be confiscated and kept in the principal’s office for the remainder of the day.

2nd offense- Device will be confiscated and will need to be picked up by (student/parent) for a fee of $15.

3rd offense- Device will be confiscated and will be picked up by parent for a fee of $15

Excessive offenses could warrant additional discipline by principal.

Additionally, devices may be confiscated upon the first offense for the following actions:

* Used for cheating
* Containing inappropriate, vulgar or pornographic pictures or messages
* Used to send threatening messages

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.]

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

### Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See **Searches** on page 65 and policy FNF.]

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

### Instructional Use of Personal Telecommunications and Other Electronic Devices

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

### Acceptable Use of District Technology Resources

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

### Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

## END-OF-COURSE (EOC) ASSESSMENTS

See **Graduation** on page 40 and **Standardized Testing** on page 67

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR L, as mentioned at Standardized Testing on page 67, may be administered to an English language learner or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

## EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [Also see **Transportation** on page 71]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at https://www.uiltexas.org/athletics/manuals; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See http://www.uiltexas.org for additional information on all UIL-governed activities.]The following requirements apply to all extracurricular activities:

* A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
* A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
* An ineligible student may practice or rehearse.
* The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the board of trustees.
* A student shall be allowed unlimited absences for participation in extracurricular activities.
* School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.
* An absence for participation in an activity that has not been approved will receive an unexcused absence.

### Standards of Behavior

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

### Offices and Elections

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

Athletics, band, UIL Academics, cheerleading, One Act Play, student council, KEY club, yearbook staff, DECA, VICA, National Honor Society, Fellowship of Christian Students, Future Homemakers of America, FFA, Science Olympiad.

## FEES (All Grade Levels)

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

* Costs for materials for a class project that the student will keep.
* Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
* Security deposits.
* Personal physical education and athletic equipment and apparel.
* Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
* Voluntarily purchased student accident insurance.
* Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
* Personal apparel used in extracurricular activities that becomes the property of the student.
* Parking fees and student identification cards.
* Fees for lost, damaged, or overdue library books.
* Fees for driver training courses, if offered.
* Fees for optional courses offered for credit that requires use of facilities not available on district premises.
* Summer school for courses that are offered tuition-free during the regular school year.
* A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 71.]
* A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
* In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

## FUND-RAISING (All Grade Levels)

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 submitted to the Superintendent for approval and Board for final approval 30 days before the event. [For further information, see policies at FJ and GE.]

## GANG-FREE ZONES (All Grade Levels)

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

## GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28]

## GRADE LEVEL CLASSIFICATION (9-12 Only)

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

Credits Earned Classification

5 Grade 10 (Sophomore)

10 Grade 11 (Junior)

15 Grade 12 (Senior)

## GRADING GUIDELINES (All Grade Levels)

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

**High School & Jr. High Grading Procedures**

-Students will receive a minimum of 10 grades per six-weeks with at least two of those grades consisting of tests.

Student grades for each grading period will be determined by using the following method.

Tests (including 6 weeks exam): 40%

Quizzes/Projects/Homework/etc. (Teacher Discretion) 60%

No category under teacher discretion may account for more than 30% of the 60% allotted

Also see **Report Cards/Progress Reports and Conferences** on page 62 for additional information on grading guidelines.

## GRADUATION (Secondary Grade Levels Only)

|  |
| --- |
| **Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year** |
| To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:   * Complete the required number of credits established by the state and any additional credits required by the district; * Complete any locally required courses in addition to the courses mandated by the state; and * Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law. |

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

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

Beginning with students who entered grade 9 in the 2011–2012 school year, students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

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

**Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment, should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Also see **Standardized Testing** on page 67 for more information.

### Graduation Programs

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

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

| **Courses** | **Number of credits Minimum Program** | **Number of credits Recommended Program** | **Number of credits Advanced/ Distinguished  Achievement Program** |
| --- | --- | --- | --- |
| English/Language Arts | 4 | 4 | 4 |
| Mathematics | 3 | 4 | 4 |
| Science | 2 | 4 | 4 |
| Social Studies, including Economics | 3 | 4 | 4 |
| Academic elective | 1 |  |  |
| Physical Education\* | 1 | 1 | 1 |
| Speech | 0.5 | 0.5 | 0.5 |
| Language other than English |  | 2 | 3 |
| Fine Arts | 1 | 1 | 1 |
| Locally required courses |  |  |  |
| Electives\*\* | 6.5 | 5.5 | 4.5 |
| Miscellaneous |  |  | Completion of 4 Advanced Measures\*\*\* |
| TOTAL | 22 credits | 26 credits | 26 credits |

\* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

\*\* State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

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

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
   1. A score of three or above on an Advanced Placement (AP) exam;
   2. A score of four or above on an International Baccalaureate (IB) exam; or
   3. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

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

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

**Foundation Graduation Program**

Every student in a Texas public school who enters entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 40. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course, on an AP or IB exam; on certain national college readiness or college entrance exams; or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

|  |  |  |
| --- | --- | --- |
| **Number of credits**  **Foundation**  **Course Area** | **Graduation Program** | **Number of credits**  **Foundation**  **Graduation Program**  **with an Endorsement** |
| English/Language Arts | 4 | 4 |
| Mathematics | 3 | 4\* |
| Science | 3 | 4 |
| Social Studies, including Economics | 3 | 3 |
| Physical Education\*\* | 1 | 1 |
| Language other than English\*\*\* | 2 | 2 |
| Fine Arts | 1 | 1 |
| Locally required courses | credit in  credit in | credit in  credit in |
| Electives | 5 | 7 |
| Miscellaneous |  | Available Endorsements\*\*\*\*:  Science, Technology, Engineering, and Math  Business and Industry  Public Services Arts and Humanities  Health Science  Multidisciplinary |
| TOTAL | 22 credits | 26 credits |

\* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student’s transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

\*\* A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

\*\*\* Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

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

**Personal Graduation Plans for Students Under The Foundation Graduation Program**

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement.

Please also review TEA’s Graduation Toolkit, available here: [http://tea.texas.gov/communications/brochures.aspx.](http://tea.texas.gov/communications/brochures.aspx)

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

**Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

### Certificates of Coursework Completion

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

### Students with Disabilities

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

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

[See policy FMH (LEGAL).]

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student’s ARD committee will determine whether the general EOC assessment is an accurate measure of the student’s achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** page 67 for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student’s chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets other requirements for graduation under state law.

### Graduation Activities

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

### Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[For student speakers at other school events, see **Student Speakers** on page 70.]

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

### Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 38.]

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

## HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28]

## HAZING (All Grade Levels)

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

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

[Also see **Bullying** on page 20 and policies FFI and FNCC.]

## HEALTH-RELATED MATTERS

### Student Illness (All Grade Levels)

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

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

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

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

### Bacterial Meningitis (all Grade Levels)

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

* What is meningitis?

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

* What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

* How serious is bacterial meningitis?

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

* How is bacterial meningitis spread?

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

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

* How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

* Where can you get more information?

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

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

Also refer to **Immunizations** on page 52 for more information.

### Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, 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.comancheisd.net](http://www.comancheisd.net).

Also see policy FFAF.

### Head Lice (All Grade Levels)

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

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

### Physical Activity Requirements

Elementary School

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

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

**Junior High/Middle School**

In accordance with the policies at EHAB, EHAC, EHBG, and FFA the district will ensure that students in middle and junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least 4 semesters.

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

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

During the preceding school year, the district’s School Health Advisory Council held four meetings. [See also policies at BDF and EHAA.] Additional information regarding SHAC is available from the school nurse.

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

[See policies at BDF and EHHA. See **Human Sexuality Instruction** on page 9 for additional information.]

**Student Wellness Policy/Wellness Plan (All Grade Levels)**

Comanche 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 school nurse with questions about the content or implementation of the districts wellness policy and plan.

### Other Health-Related Matters

#### Physical Fitness Assessment ( Grades 3-12)

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

#### Vending Machines

The district has adopted 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 campus principal. [See policies at CO and FFA.]

#### Tobacco and E-Cigarettes Prohibited ( all Grade Levels and All others on School Property)

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, 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 (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Gary Bear, the district’s designated asbestos coordinator, at 325-356-3263.

#### Pest Management Plan ( All Grade Levels)

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact Gary Bear, the district’s IPM coordinator, at 325-356-3263.

## HOMELESS STUDENTS (All Grade Levels)

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

Delete if the campuses within the district are not required to post information on the campus website: Please also check the campus website for information related to services available in the area that can help families who are homeless.

For more information on services for homeless students, contact the district’s homeless education liaison, the superintendent, at 325-356-2727.

## HOMEWORK (All Grade Levels)

## ILLNESS

[See **Student Illness** under **Health-Related Matters** on page 51.]

## IMMUNIZATION (All Grade Levels)

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

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

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

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

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

## LAW ENFORCEMENT AGENCIES(All Grade Levels)

### Questioning of Students

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

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

### Students Taken Into Custody

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

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

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

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

### Notification of Law Violations

The district is required by state law to notify:

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

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

## LEAVING CAMPUS(All Grade Levels)

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

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

* For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student’s return. Documentation regarding the reason for the absence will also be required.
* For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
* If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student’s parent and document the parent’s wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

### During Lunch

Comanche High School and H.R. Jefferies Junior High are closed campuses. Students are not permitted to leave campus unless a parent checks them out through the office. Parents may bring lunches for their student only and may not bring food for other students.

### At Any Other Time During the School Day

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

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

## LOST AND FOUND(All Grade Levels)

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

## MAKEUP WORK

### Makeup Work Because of Absence(All Grade Levels)

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also **Attendance for Credit or Final Grade** on page 16]

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

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

### DAEP Makeup Work

Elementary and Middle/Jr. High School Grade Levels

Grades 9-12

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

### In-school Suspension (ISS) Makeup Work(All Grade Levels)

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

## MEDICINE AT SCHOOL(All Grade Levels)

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

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

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

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

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

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

### Psychotropic Drugs

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

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

## NONDISCRIMINATION STATEMENT(All Grade Levels)

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

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: Superintendent, 1414 N. Austin, 325-356-2727.
* ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jerome Hall, 1414 N. Austin, 325-356-2727.
* All other concerns regarding discrimination: See the superintendent, Superintendent, 1414 N. Austin, 325-356-2727.

[See policies FB, FFH and GKD.]

## NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

[See **Requirements for a Diploma** on page 40]

## PARENT and Family Engagement (All Grade Levels)

## Working Together

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

■ Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

■ Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

■ Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.

■ Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

■ Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.

■ Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling on page .]

**■** Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at [phone number] for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 62.]

■ Becoming a school volunteer. [For further information, see policy **GKG and**

**Volunteers** on page 73.]

■ Participating in campus parent organizations. Parent organizations include: [list current organizations].

■ Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact [3253562727].]

■ Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 51.]

■ Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further Information, please contact the campus principal.

■ Being aware of the school’s ongoing bullying and harassment prevention efforts.

■ Contacting school officials if you are concerned with your child’s emotional or mental well-being.

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

## PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics’ Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health- care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 9]

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

## PRAYER( All Grade Levels)

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

## PROMOTION AND RETENTION( All Grade Levels)

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

**In grades 1-7** promotion is based on an overall average of 70 on a scale of 100 on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in four of the following areas: reading, language arts, mathematics, science and social studies.

**In grade 8,** promotion is based on an overall average of 70 on a scale of 00 based on course-level, grade level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science and social studies.

**A student in grades 9–12** will be advanced a grade level based on the number of course credits earned. [Also see **Grade Level Classification** on page 39.]

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

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

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

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

[See **Standardized Testing** on page 67.]

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 40 and **Standardized Testing** on page 67 for more information about EOC assessments.]

Certain students—some with disabilities and some classified as English language learners—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school 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 school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the school counselor or principal and policy EIF (LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

## RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 54.]

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

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

At the end of the first three weeks of a grading period, parents receive a written progress report if their child’s performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 59 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy. [See policy EIA (LOCAL) and **Grading Guidelines** on page 39.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28.]

## SAFETY( All Grade Levels)

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

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

### Accident Insurance

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

### Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

### Emergency Medical Treatment and Information

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

### Emergency School-Closing Information

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

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real- time or automated messages. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

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

## SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 67.

## SCHEDULE CHANGES(Middle/Junior High and High School Grade Levels)

## SCHOOL FACILITIES

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

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

The following areas are open to students before school, beginning at7:15 a.m.

* High School- Commons Area
* Junior High- Cafeteria

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

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

### Conduct Before and After School

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

### Use of Hallways During Class Time( All Grade Levels)

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

### Cafeteria Services( All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. . Information about a student’s participation is confidential; however, disclosure of a student’s eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district’s child nutrition programs. A student’s name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed. A parent’s decision will not affect the child’s eligibility for free and reduced price meals or free milk. See Amy Brooks, 325-356-2440 ext.5120 to apply for free or reduced price meal services.

Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to \_\_\_\_\_ days or up to $\_\_\_\_, whichever occurs first, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student’s parent on replenishment of the student’s meal account and payment of any outstanding balance, the student will receive an alternate meal.

### Library(All Grade Levels)

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

7:45-3:45

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

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

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

## 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(All Grade Levels)

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

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

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

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

### Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated 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) and Electronic Devices and Electronic Resources for more information.]

### Vehicles on Campus (Secondary Grade Levels only)

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

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

### Trained Dogs(All Grade Levels)

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(All Grade Levels)

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

### Drug-Testing(Secondary Grade Levels Only)

[For further information, see policy FNF (LOCAL). Also see **Steroids** on page 69]

## SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 28]

## SPECIAL PROGRAMS(All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, English language learners, 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 campus principal.

## STANDARDIZED TESTING

## Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

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

#### Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 61 for additional information.

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student’s Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

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

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation.

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

STA AR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student’s ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for English language learners who require this type of testing accommodation.

Also see **Graduation** on page 40 for additional information.

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

TAKS is a state-mandated assessment currently being transitioned to the STAAR program.

Except in limited circumstances, a student in grade 12 during the 2013–2014 school year will be required to retake what is termed the “exit-level” TAKS in the subject areas of mathematics, English/language arts, social studies, and/or science, for which satisfactory performance is required for graduation, if the student did not pass any of these areas while in grade 11.

Also see **Graduation** on page 40 for more information.

### TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Beginning in fall 2013, all Texas public colleges and universities will begin administering a new TSI assessment, which will assist as one of several factors in determining whether the student is considered ready to enroll in college-level courses or whether the student needs to enroll in what is termed developmental education courses prior to enrollment in college level courses.

## STEROIDS(Secondary Grade Levels Only)

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

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.

## FOSTER CARE(All Grade Levels)

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

Please contact the Superintendent, who has been designated as the district’s liaison for children in the conservatorship of the state, at 325-356-2727with any questions.

[See also Students in the Conservatorship of the State on page 11 for more information.]

## STUDENT SPEAKERS(All Grade Levels)

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

* + - 1. Football
      2. Any other athletic events designated by the District
      3. Opening announcements and greetings for the school day
      4. Any additional events designated by the District, which may include, without limitation, assemblies and pep rallies.

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

[See policy FNA (LOCAL) regarding other speaking opportunities and **Graduation** on page 40 for information related to student speakers at graduation ceremonies.]

## SUBSTANCE ABUSE PREVENTION AND INTERVENTION(All Grade Levels)

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

## MANDATORY DRUG-TESTING PROGRAM

The District requires drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities, school organizations, or requests a permit to park a vehicle on school property.

**Covered Activities**

School-sponsored extracurricular activities for which testing is required include all school-sponsored campus and student organizations, extracurricular activities, and who request permits to park on campus.

**Scope**

A student participating in these activitiesor requesting a parking permitshall be tested for the presence of illegal drugs and alcohol at the beginning of each school year, prior to receiving a parking permit, and prior to joining an extracurricular program at any time during the school year.

In addition, students shall be randomly tested throughout the school year.

**Purpose**

The purposes of the drug-testing program are to prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol; help enforce a drug-free educational environment; deter student use of illegal and performance-enhancing drugs or alcohol; and educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

**Distribution of Policy**

The District shall provide each parent and student a copy of the drug-testing policy and consent form prior to the student’s participation in an affected activityor receipt of a parking permit.

**Orientation Meetings**

The District shall conduct meetings with parents and interested student participants prior to the beginning of the fall practice period.

District employees shall explain the drug-testing program, review the policy and consent form, and provide an educational presentation on the harmful effects of drug and alcohol abuse.

Student attendance at the orientation meeting is mandatory; however, parent attendance is not required.

**Consent**

Before a student is eligible to participate in school-sponsored campus and student organizations, extracurricular activitiesor to receive a parking permit, the student shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student’s parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in school-sponsored campus and student organizations, extracurricular activitiesor to receive a parking permit.

**Use of Results**

Drug test results shall be used only to determine eligibility for a parking permit andparticipation in school-sponsored campus and student organizations, and extracurricular activities. Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties.

Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

**Confidentiality**

Drug-testing results shall be confidential and shall be disclosed only to the student, the student’s parents, and designated District officials who need the information in order to administer the drug-testing program. Drug test results shall not be maintained with a student’s academic record. Results shall not be otherwise disclosed except as required by law.

**Testing Laboratory**

The Board shall contract with a certified drug-testing laboratory to conduct testing of students’ urine samples.

Testing laboratories shall not release statistics regarding the rate of positive drug tests to any person or organization without consent of the District.

**Substances For Which Tests Are Conducted**

The District shall make available to students and parents a list of the exact substances for which tests will be conducted.

**Collection Procedures**

Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student shall be escorted to the school’s testing site by a District employee and shall remain under employee supervision until the student provides a sample. A student shall produce a sample within a closed restroom stall. A District employee of the same gender as the student shall be present when any samples are collected.

**Random Testing**

Random tests shall be conducted on as many as ten dates throughout the school year.

No less than five percent and no more than 25 percent of the students participating in the program shall be randomly selected for each random test date. The drug-testing laboratory shall use a random selection method to identify students chosen for random testing. Students shall not receive prior notice of the testing date or time.

**Refusal to Test or Tampering**

A student who refuses to be tested when selected or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences depending on previous positive test results, if any.

**Confirmation of Positive Results**

An initial positive test shall be confirmed by a second test of the same specimen before being reported as positive.

Upon receiving results of a positive drug test, the District shall schedule a meeting with the student, the student’s parent if the student is under the age of 18, and the coach or sponsor of the extracurricular activity, as applicable, to review the test results and discuss consequences.

If a student is absent on the day of the random test, a sample shall be collected on the next random testing date. If a student is absent for three consecutive testing dates, the student shall be assumed to have tested positive and shall be subject to the consequences listed below.

The student or parent shall have three school days following the meeting to provide a medical explanation for a positive result.

**Retesting**

If the student wishes to return to participation in school-sponsored campus and student organizations, extracurricular activitiesor have a parking permit reinstatedafter any applicable consequences, the student must be retested at the end of the period of suspension and have a negative test result; following that, the student shall be retested on the next three random test dates so long as the student wishes to participate in school-sponsored campus and student organizations, extracurricular activitiesor park a vehicle on school property.

**Consequences**

Consequences of positive test results shall be cumulative through the student’s enrollment in the District.

**First Offense**

Upon a first offense of receiving a confirmed positive drug test, a student shall be suspended from any school-sponsored campus or student organization, extracurricular activity*,* and the student’s parking permit shall be suspended, for 30 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

**Second Offense**

Upon a second offense of receiving a confirmed positive drug test, a student shall be suspended from any school-sponsored campus or student organization, extracurricular activity*,* and the student’s parking permit shall be suspended, for 90 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student may participate in practices but not in any competitive activities or performances.

**Third Offense**

Upon a third offense of receiving a confirmed positive drug test, a student shall be suspended from participation in any school-sponsored campus and student organization, extracurricular activity,and the student’s parking permit shall be suspended, for 365 calendar days following the date the student and parent are notified of the test results.

During the period of suspension, the student shall not be permitted to participate in practices.

Any subsequent offense after the third occurrence of receiving a confirmed positive drug test, a student shall be suspended from participation in any school-sponsored campus and student organization, extracurricular activity, and the student’s parking permit shall be suspended, for 365 calendar days following the date the student and parent are notified of the test results.

End-of-Semester Suspensions

If a student’s suspension from participation in school-sponsored campus and student organizations, extracurricular activitiesand parking privileges is not completed by the end of the semester, the student shall complete the assigned period of suspension during the following semester or during the first semester of the following school year.

**Appeals**

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The student shall be ineligible for participation in school-sponsored campus and student organizations, extracurricular activitiesor reinstatement of parking privileges while the appeal is pending.

**Voluntary Student Participants**

Any parent or guardian who wants his or her student who is not participating in any school-sponsored campus and student organization, interscholastic extracurricular activity or requesting a parking permit to be included in the drug-testing program may voluntarily give written consent for his or her student to be included in the program. If the student is 18 or over, the student shall give written consent for inclusion in the drug-testing program.

## SUICIDE AWARENESS(All Grade Levels)

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

## SUMMER SCHOOL(All Grade Levels)

## TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

See **Standardized Testing** on page 67.

## TARDIES (All Grade Levels)

A student who is tardy to class up to 10 minutes will be considered tardy. Beyond 10 minutes, the student will be considered absent. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

**Comanche High School**

After 3 tardies, students will be issued a five hour detention. On the sixth tardy per semester, student will be assigned a five hour detention and a parent conference will be called.

Repeated instances of tardiness will result in severe disciplinary action. The attendance clerk will contact the parents of students who are tardy to first period three times or more during the course of the semester. Further tardiness may warrant the referral of the parent to the County Attorney for contributing to the truancy of a minor. First bell begins at 7:55 and instruction begins at 8:00.

**H.R. Jeffries Junior High**

After 3 tardies students will be issued lunch detention.

Repeated instances of tardiness will result in severe disciplinary action. The attendance clerk will contact the parents of students who are tardy to first period three times or more during the course of the semester. Further tardiness may warrant the referral of the parent to the County Attorney for contributing to the truancy of a minor. First bell begins at 7:55 and instruction begins at 8:00.

\*Student tardies will count against perfect attendance honors at the end of the school year.

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

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

## TRANSFERS(All Grade Levels)

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

[See **Safety Transfers/Assignments**, on page 10, **Bullying**, on page 20 and **Students Who Have Learning Difficulties or Who Need Special Education Services**, on page 46 for other transfer options.]

## TRANSPORTATION(All Grade Levels)

### School-Sponsored Trips

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

### Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district’s Web site. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Gary Bear at 325-356-3263.

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

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

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

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

## VANDALISM(All Grade Levels)

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

## VIDEO CAMERAS(All Grade Levels)

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

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

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self- contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment.

## VISITORS TO THE SCHOOL(All Grade Levels)

### General Visitors

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

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

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

### Visitors Participating in Special Programs for Students

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students. These visitors must also check in at the front office and must comply with all applicable district policies and procedures.

## VOLUNTEERS(All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the appropriate campus office for more information and to complete an application.

**VOTER REGISTRATION (Secondary Grade Levels Only)**

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

## WITHDRAWING FROM SCHOOL(All Grade Levels)

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

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

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

# Glossary

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

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

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

**Attendance review committee** is responsible for reviewing a student’s absences when the student’s attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

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

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

**ESSA** is the Every Student Succeeds Act passed by the federal government in December 2015.

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

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

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student’s eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

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

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

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

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

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

**STAAR A** is an accommodated version of the STAAR that is available for certain students that receive special education services or student who have been identified as dyslexic

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

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

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

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

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

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

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

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

# APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [www.comancheisd.net](http://www.comancheisd.net) . Below is the text of Comanche ISD’s policy FFI (LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI (LOCAL)

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

Bullying Prohibited

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

Definition

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

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

This conduct is considered bullying if it:

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

examples

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

retaliation

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

examples

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

False claim

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

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

EMPLOYEE REPORT

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

Report format

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

prohibited conduct

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

Investigation of report

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

CONCLUDING THE INVESTIGATION

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

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

Notice to parents

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

DISTRICT ACTION

Bullying

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

discipline

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

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

CORRECTIVE ACTION

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

TRANSFERS

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

Counseling

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

Improper conduct

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

CONFIDENTIALITY

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

APPEAL

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

RECORDS RETENTION

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

ACCESS TO POLICY and procedures

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

**APPENDIX II:**

# ACCEPTABLE USE POLICY



# Comanche Independent

**School District**

**Acceptable Use Policy for Electronic C**omm**unications**

**And Mobile Devices Handbook**

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Acceptable Use Policy

For Electronic Communications System

INTRODUCTION:

Internet access is available to students, teachers, administrators and community members of Comanche ISD. We believe these services will offer vast, diverse and unique resources to both students and teachers. Our goal is to promote educational excellence in the Comanche Independent School District (further referenced as the District) by facilitating resource sharing, innovation and communication.

The Internet is an electronic highway connecting thousands of electronic devices all over the world and millions of individual subscribers. Our students, teachers and administrators will have access to local resources and to the WWW (World Wide Web), a graphical interface to other sites all over the world. Through this platform, one may link to resources from thousands of archives worldwide. A filtering system to eliminate access to questionable sites and materials will be in place as mandated by statute. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents, and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

**TERMS AND CONDITIONS FOR USE OF THE CISD NETWORK AND THE INTERNET**

*Parents of CISD* Students:

All students of the Comanche ISD will automatically be granted the right to use technology equipment in accordance with the following guidelines. Recognition of students and/or team accomplishments and projects may be displayed as part of the school district’s web page. This may include pictures and/or names. Students’ rights may be restricted by failure to comply with these policies or by a written parental request.

Any parent wishing to restrict their children’s access to any electronic device or online resources will provide this restriction request in writing. Parents will assume responsibility for imposing restrictions only on their own children.

USER RESPONSIBILITIES:

Users are responsible for educator professionalism and proper student behavior on school electronic networks just as they are in a classroom, school hallway or on a school sponsored trip. Always be aware that communications on the network are often public in nature.

All users will be assigned accounts on this system. Community members need to request access to the system prior to use of the system. It is expected that anyone having an account with the District network will accept and abide by the following policies:

Access to District electronic devices and online services is a privilege and not a right. **Each employee, student and/or parent will be required to sign the Acceptable Use Policy Agreement form and adhere to the policy therein at all times.** ***Users found accessing electronic systems or materials in a way deemed inappropriate or causing physical damage to the machines or associated equipment will be denied privileges and appropriate disciplinary action will be taken.*** All must abide by existing Federal and State laws in force regarding electronic communication. This includes accessing information without authorization, giving passwords out, or causing a system to malfunction. These laws can carry penalties of up to 20 years in prison.

Individual users of the district electronic networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor this agreement. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network. Network storage areas may be treated like a school locker. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers would always be private. Within reason, freedom of speech and access to information will be honored.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system.

You can find this policy and updates for this policy on the Comanche ISD Webpage: <http://www.comancheisd.net>

**General Guidelines**

* Users must respect the privacy of others. Users shall not intentionally obtain copies of or modify files, passwords, or data that belong to anyone else. No one should represent himself or herself as someone else by using another account. No one should forward personal material without prior consent.
* Be careful to protect your password. Never give your password to anyone. Contact the system administrator if you forget your password. Any abuse of your account by someone else is your responsibility. If you believe someone else may have your password, you should immediately change it and report the problem to the system administrator.
* Users will have access to all available forms of electronic media devices, communications and resources which are in support of education, research, goals and objectives supported by the District and campus plans.
* Users are responsible for their ethical and educational use of the electronic device online services at the Comanche Independent School District.
* No advertising for profit or campaigns for political office is allowed through the Network.
* All policies and restrictions of electronic device online services must be followed.
* When placing, removing, or restricting access to specific databases or other online services, school officials shall apply the same criteria of educational suitability used for other education resources.
* Transmission of any material which is in violation of any federal or state law is prohibited. This includes, but is not limited to: confidential information, copyrighted material, threatening or obscene material, and computer viruses.
* Any attempt to alter data, the configuration of an electronic device, or the files of another user, without the consent of the individual, campus administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the CISD Student Code of Conduct.
* The use of Web 2.0 tools (ex: wikis, forums, etc.) will be limited to authorized use for educational activities. A user must show subject relationship when utilizing these internet applications.
* Vandalizing and/or tampering with equipment, programs, files, software, system performance or other components of the network is prohibited. Use or possession of hacking software is strictly prohibited.
* During the class period, student use of electronic devices and the internet is only allowed when supervised or permission has been granted by an instructional staff member.
* Although the District has an Internet safety plan in place, users are expected to notify an administrator whenever they come across information or messages that are inappropriate, dangerous, threatening, or make the user feel uncomfortable.
* Users who identify or feel there may be a security problem on the District network are expected to convey the details to an administrator without discussing it with others.

**Network Etiquette**

* Be polite.
* Users must respect the rights of other individuals and not use language that is abusive, profane, or sexually offensive.
* Do not reveal data (home address, phone number, etc.) about yourself or other users.
* Remember that the other users on the District network or Internet are human beings whose culture, language, and humor have different points of reference from your own.

**Copyright**

* All users are expected to follow existing copyright laws. Copyright guidelines are posted and/or available in the media center (library) of each campus as well as posted on the District website.
* All applicable laws and statutes that protect the creative rights of intellectual material as defined in the copyright laws will be respected at all times by all students of the District and all persons employed by the District.
* Copyrighted materials, including computer software, video films, and computer generated art, will not be utilized on any equipment owned by the District unless a license has been obtained granting such rights to the District.
* Copyrighted materials legally licensed by the District for use by its students and/or employees will not be copied or removed from the District for use on equipment owned by individuals unless the license obtained by the District specifically grants rights for such use.
* Copyrighted materials for which individual students or employees have obtained a license may not be installed or utilized on equipment owned by the District.
* The District will establish and maintain a central inventory database where all license for use of copyrighted materials will be recorded.
* If any user of the District acquires the legal license to use copyrighted materials for the District, it is the responsibility of the person acquiring the materials to notify the Technology Director of such acquisition, the date of the acquisition, the source from which the materials were acquired, and the number of copies legally permitted by such license. If the acquiring individual does not properly notify the Technology Director, all copies of the software will be deleted from all District equipment.
* Additional References – Comanche ISD Handbook

**Email**

* Email should be used for educational or administrative purposes only.
* Email transmissions, stored data, transmitted data, or any other use of the electronic device online services by users shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
* Email is not guaranteed to be private. Messages dealing with illegal activities will be reported to the appropriate authority. All email and all contents on a District device are property of the District.
* Unauthorized use of another individuals USER ID to send, receive, or read electronic mail is improper.
* Use of District email facilities should NOT be extended to Non-District employees or Non-District students.
* Unauthorized alteration or deletion of email is inappropriate.

**District email facilities may NOT be used for any of the following purposes:**

1. Sending chain letters;
2. Sending copies of documents in violation of copyright laws;
3. Forwarding e-mail messages without a legitimate District business purpose and/or forwarding messages under circumstances likely to lead to the embarrassment of the sender or to violate the clearly expressed desire of the sender to restrict additional dissemination;
4. Sending messages that have restricted access due to federal, state, or District regulations; or
5. Sending or soliciting messages that are obscene, that harass, or that are sent to promote a religious, political or other personal position not associated with duties as an employee of District.

*If a user is unwilling to see the message on the evening news or in the newspapers, it should not be sent.*

**Website and Media Publishing Standards**

The following Standards will apply to all web sites developed and published in the name of the District on the World Wide Web.

* Any web pages that are created and maintained in the name of any part of the District must follow all policy regulations of the school board even if the web pages are maintained on a server not owned and operated by the District.
* Web pages, housed within the District website or another site will support and adhere to District and/or campus plans and follow District policies and regulations.
* To access the District web page, an account will be established in the name of a District employee. Only this employee will have access privileges.
* Individual campus’ or departments are responsible for maintenance and upkeep of their portion of the website.
* Any links connected to a District approved website must meet District policy and regulations.
* All copyright laws must be followed. One should assume that use of anything found on the Internet or the World Wide Web is restricted unless the author gives notice that it is not.
* Students or employees must obtain a release form to electronically display original work.
* A signed release form must be provided to the District from a parent or guardian **if they wish to prohibit** a photograph of their child or any other personally identifiable information to be posted on an Internet page under the District’s control.
* The District will not host or endorse any user’s personal website. If a user creates a website for educational purposes, District guidelines apply. (See Student Media Release Policy for details)
* The District may restrict the size of a website because of server space.
* If the user does NOT want to claim copyright for a work published on the Web, the user must include a statement that allows copying and specifies the conditions for such permission.
* **Social networks such as Facebook are currently blocked by the District filtering system**

**Classroom Assignments, Websites and Data Files**

* Many classes will have online assignments posted on the District website or within the users Texas Education Agency Project Share Epsilen Account. These can be accessed through any electronic device with internet access. Talk with the classroom teacher about the availability of coursework and assignments online.
* Comanche ISD is committed to the importance of a user being able to continue with his/her work when their mobile device is experiencing problems. To assist with this problem the District encourages each student to obtain a Flash Drive to save their work on. They may also save to the virtual drop box in their Internet based Epsilen account or Google Drive.
* Do not delete any system folders or files that you did not create or that you do not recognize. Deletion of certain files will result in computer failure and will interfere with your ability to complete class work and may affect your grades.

**Graphics, Photos, Audio, Video, Games, or Programs**

* Any items downloaded or streamed over the Internet must be appropriate as per District policy and have an instructional objective. Use of the District network for unauthorized downloading of graphics, photos, audio, video, games, music, or forwarding non-educational materials (files, folders, or email messages) is not considered acceptable, as this places a heavy load on scarce resources.
* All software on a District owned device must be District approved.
* All software on privately owned devices, including Flash drives or other forms of removable media, must meet the ethical standards found in the Student Code of Conduct and throughout the Acceptable Use Policy.
* All copyright laws will be enforced.

**Mobile Devices Handbook**

CISD has developed the following *Mobile Devices Handbook* to provide users with a specific guide for the administration and consequences of mobile device use and misuse. This document is an extension for the Acceptable Use Policy in the use of a District provided electronic device and/or the use of a personal electronic device.

**Addendums**

1. Internet Safety Tips and Resources
2. Student Mobile Device Pledge
3. Acceptable Use Policy Signature Page
4. Parent/Student Mobile Device Loan User Agreement and Payment Form

# Unauthorized Access -Reference Board Policy CQ Local at www.Comancheisd.net

CISD Mobile Devices Handbook

**Terms of Mobile Device Loan**

Students will pay an annual, nonrefundable maintenance fee of $25 before taking possession of a district mobile device. Students will comply at all times with the CISD Mobile Device Handbook and Acceptable Use Policy, incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession effective immediately and the District may repossess the mobile device. Special Programs may offer the use of iPads to students in the program at no additional usage fee.

**Title:** Legal title to the mobile device is in the District and shall at all times remain with the District. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the Mobile Device Handbook.

**Loss or Damage**: If a mobile device is damaged, lost or stolen, you are responsible for the reasonable cost of repair or its fair market value on the date of loss. Loss or theft of the device must be reported to the District by the next school day after the occurrence. Damage repair fees will be charged but will not exceed the actual cost of the parts or $100, whichever is lower. Seniors must clear all records and pay all fees before participating in graduation ceremonies.

**Repossession**: If you do not timely and fully comply with all terms of this Agreement and the CISD Mobile Device Handbook, including the timely return of the device, the District shall be entitled to declare you in default and come to your place of residence, or other location of the device, to take possession of it.

**Term of Agreement**: Your right to use and possession of the mobile device terminates no later than the last day of the school year unless earlier terminated by the District or upon withdrawal from the District.

**Appropriation:** Your failure to timely return the device and the continued use of it for non-school purposes without the District’s consent may be considered unlawful appropriation of the District’s mobile device.

**Maintenance Fee**

1. Students will make arrangements to pay all fees before taking possession of a mobile device.
2. In case of theft, vandalism, and other criminal acts, a police report MUST be filed by the student or parent within 48 hours of the occurrence. Incidents happening off campus must be reported to the police by the parent and a copy of the report be provided to the school. Upon completion of the investigation the District may assess a replacement fee for the mobile device.
3. If a mobile device is lost, students/parents are responsible to pay for the fair market value to replace the system.
4. Student will be charged the full price of the mobile device if deliberately damaged or vandalized.
5. Seniors must clear all records and pay all fees before participating in graduation.
6. Students/Parents are responsible for reasonable cost of repair for damaged mobile devices.

The costs of any parts needed for repairs will be based on manufacturer’s current price list.  
**Deliberate damage will be priced according to the actual cost of repair.**

**financial Hardships**

Based on TEC 11.158, the school District may require payment of a reasonable fee, not to exceed the actual annual maintenance cost for the use of items owned or rented by the District. If this fee creates a financial hardship on the student or parent which prevents their ability to obtain a device, please contact the campus administration about options regarding payment of the fee.

The administration will:

1. Provide payment options for the student to pay out the fee over time
2. Allow the student to provide hardship qualification information to campus administration

***Use of Privately Owned Mobile Devices (laptop, tablet, netbook, smartphone)***

Students using privately owned mobile devices must follow the policy stated in this document while on school property, attending any school-sponsored activity, or using the District network.

1. System users may not connect non-district purchased technology equipment to the CISD Electronic Communications System. Personal mobile devices are permitted for use by all staff and students. These personal devices should only be connected to the Districts public wireless network called CISD WiFi.
2. All users with personal mobile devices being used for instruction or other district business must use the district provided wireless network which is filtered according to the Children’s Internet Protection Act (CIPA) requirements.
3. Personal wireless laptops are never to be plugged into the Districts wired network. They are only authorized for wireless connectivity on CISD WiFi.
4. Personal mobile devices are never to be connected to non-district wireless services providers while on district property (e.g., MiFi, wireless cards, data cards, etc.)
5. Personal mobile devices (other than cell phones) must be clearly labeled with the user’s name.
6. Personal mobile devices (other than cell phones) must be carried in an approved sleeve or bag/backpack.
7. It is recommended that personal mobile devices be outfitted with a GPS location program in the event they are lost or stolen. Free or for fee ones can be found on the internet (ex: Prey, LoJack, etc…).
8. Damage or theft of a personal mobile device is not the responsibility of the District. Disciplinary action will be taken if a user other than the owner maliciously abuses another user’s personal property, but monetary responsibility lies with the owner.
9. **Do NOT** loan electronic devices or other equipment to other students (personal or district provided). **Do NOT** borrow an electronic device from another student and **DO NOT** share passwords or usernames with others.

**Student Code of Conduct – Misbehaviors & Consequences**

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| **Phase I Misbehaviors**  Phase I misbehaviors include any student action deemed by instructors and/or administrators to negatively affect the educational efficiency of the program.  In addition to the infractions from Board Policy – Phase I Misbehavior will also include:   * Downloading screensavers, games, and/or music that is not instructional. * Deleting instructional applications. * Loss or vandalism of power cords * Sharing an identification or password with another person. * Using another person’s password. * Trespassing, deleting, examining, copying, or modifying files, data, or work belonging to others without prior consent. * Intentionally wasting limited resources, including the distribution of “chain letters.” * Employing the network for commercial purposes, political activities, or private business. * Revealing the personal address, Social Security number, account number(s), or phone number of yourself or any other person. * Plagiarizing material or information from any electronic technological resources. | **Phase I Consequences**  Consequences of Phase I misbehaviors include, but not limited to, the following:  First Offense:   * Documentation in the Event Log found in Technician Workroom. * $15 re-imaging charge to correct misuse. * Cost to replace lost part   Second Offense:   * Written Warning * Call to parents * $15 re-imaging charge to correct misuse. * Cost to replace lost part   Third Offense:   * Removal of mobile device pending Parent Conference * Parent Conference * $15 re-imaging charge to correct misuse. * Cost to replace lost part |
| **MISBEHAVIOR:**  LEAVING MOBILE DEVICE UNATTENDED OR USING MOBILE DEVICES IN A MANNER THAT MAY CAUSE DAMAGE OR IS IN DIRECT VIOLATION OF DISTRICT POLICY. | **CONSEQUENCE:**  MOBILE DEVICE WILL BE CONFISCATED AND HELD BY ADMINISTRATION PENDING A PARENT CONFERENCE. |
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| **Phase II Misbehaviors**  Phase II misbehaviors are more severe and persistent, this may be the fourth or more offenses of Phase I misbehaviors. In Phase II, student’s conduct infringes upon the rights of others has negatively impacted learning. Damages and vandalism to hardware are included in Phase II misbehaviors:  In addition to the infractions from Board Policy – Phase II Misbehavior will also include:   * Keyboard, hard drive, screen… damaged and requires replacement. * Student distributes illegally obtained electronic materials. * A violation of policy that negatively impacts the rights of another student. * Creating, accessing, or processing offensive or pornographic messages or pictures; obscene or threatening language; and harassing, hate related or discriminatory remarks. * Damaging or injecting viruses into electronic devices, computer systems, or computer networks. * Employing the network for commercial purposes, political activities, or private business. * Revealing the personal address, Social Security number, account number(s), or phone number of yourself or any other person. * Transmission of any material in violation of any U.S. or state regulation. * Violating copyright laws, including installation of copyrighted software. | **Phase II Consequences**  **Student is responsible for expenses incurred for intentional hardware damage.**  Consequences of Phase II misbehaviors are at the discretion of the campus administrator and include, but are not limited to, the following:   1. Removal of mobile device pending Parent Conference 2. Mandatory Parent Conference 3. Behavior contract. 4. In-School Suspension 5. Suspension (based on repeated Phase II and behavioral offenses) 6. Notification of outside agency and/or police with filing of charges where appropriate. 7. Reasonable charges for repairs.   If misbehavior results in legal action – assignment to an alternative education program will be a possible consequence. |

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| **Phase III Misbehaviors**  Phase III misbehaviors are such that the student has disrupted or threatens to disrupt the school’s efficiency to such a degree that his/her presence is not acceptable. Common signs of Phase III misbehaviors include, but are not limited to, the following offenses committed on school property or within 300 feet of school property, or while attending a school sponsored or school related activity except as noted.  In addition to the infractions from Board Policy – Phase III Misbehavior will also include:   * Electronic threats * Habitual violation of Level I & Level II offenses. * Transmission of any material in violation of any U.S. or state regulation. * Engaging in conduct that contains the element of breaching computer security under Section 33.02(b)(1) of the Texas Penal Code. * Use or possession of hacking software or any other software capable of causing harm. | **Phase III Consequences**  **Student is responsible for expenses incurred for intentional hardware damage.**  Consequences of Phase II misbehaviors are at the discretion of the campus administrator and include, but are not limited to, the following:   1. Removal of mobile device pending Parent Conference 2. Mandatory Parent Conference 3. Behavior contract. 4. In-School Suspension 5. Suspension (based on repeated Phase II and behavioral offenses) 6. Assignment to an alternative education program and notification of placement sent to the juvenile justice system 7. Notification of outside agency and/or police with filing of charges where appropriate. 8. Permanent loss of mobile device privileges. |
| **Sec. 33.02. BREACH OF COMPUTER SECURITY.**  (a) A person commits an offense if the person knowingly accesses an electronic device, computer network, or computer system without the effective consent of the owner.  (b) *[amended 9/1/97]* An offense under this section is a Class B misdemeanor unless in committing the offense the actor knowingly obtains a benefit, defrauds or harms another, or alters, damages, or deletes property, in which event the offense is:  (1) a Class A misdemeanor if the aggregate amount involved is less than $1,500;  (2) a state jail felony if:  (A) the aggregate amount involved is $1,500 or more but less than $20,000; or  (B) the aggregate amount involved is less than $1,500 and the defendant has been previously convicted two or more times of an offense under this chapter;  (3) a felony of the third degree if the aggregate amount involved is $20,000 or more but less than $100,000;  (4) a felony of the second degree if the aggregate amount involved is $100,000 or more but less than $200,000; or  (5) a felony of the first degree if the aggregate amount involved is $200,000 or more.  A person who is subject to prosecution under this section and any other section of this code may be prosecuted under either row, both sections. | |

**Addendum I**

*commonsense*

*Internet Safety Tips for Parents*

**Online tips for parents:**

1. LOCATION: The computer or mobile device should be in a central location in the home where you can see it and monitor use.
2. You should be able to see their electronic device screen while they are online.
3. If they take the laptop or mobile device to other friends’ homes, talk with their parents about how they monitor online access.
4. Spend time with your children online. Have them teach you about their favorite online destinations.
5. MONITOR: Monitor your child’s electronic device use. Limit Internet, email, instant messaging, and chat room access.
6. Make sure you know where your child is going online, where he/she’s been, and with whom.
7. Closely monitor your child’s participation in any chat room.
8. Make sure you understand how your children are using the electronic device, what web sites they are visiting, and who they are communicating with online.
9. Always maintain access to your child's online account and randomly check his/her email. Be upfront with them about your access and the reasons why.
10. COMMUNICATE with your child about your expectations and what you consider appropriate for him/her while they are online.

**Online tips to discuss with your student:**

1. Never give out any type of personal information to anyone on the Internet. (Including name, address, phone, age, family income, friend’s names, school location, photos, etc.)
2. Never use your parent’s credit card on the Internet without their permission and supervision. Credit cards should never be used on sites that are not secure.
3. Never share passwords with anyone. When selecting passwords to use on the Internet, do not pick something that could easily be figured out or deciphered or is a common term.
4. Never arrange a face-to-face meeting with anyone you have met on the Internet. People you meet in a chat room may not be who they appear to be; Sally who says she’s 12 can really be Bob who is 45.
5. Never open emails if you do not know who they are from or if they make you feel uncomfortable in any way. Unsolicited e-mail that is opened could give you a virus and be the cause of unwanted mail (spam).
6. Never click on banner ads in a site. Most of the time, they will add your address to a database and you will receive unwanted spam mail.
7. Never use bad language or send mean or threatening email. Never joke around about inappropriate things when emailing others. Likewise, never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.
8. Never upload (post) pictures of yourself or your friends/family to the Internet or online service to people you do not personally know.

There are many sites on the Internet that can be potentially dangerous to minors. These sites are blocked while students are logged on to the District network, and will be protected at home by a connection to the school district’s content filter program. Students are in violation of District policy if they access these sites through other proxies. Parents may want to oversee their home access.

Additional Sources of Internet Safety Information:

FBI Parent’s Guide to Online Safety: http://www.fbi.gov/publications/pguide/pguidee.htm

Internet Safety: http://www.isafe.org

NetSmartz: http://www.netsmartz.org/netparents.htm

Common sense media: http://www.commonsensemedia.org/advice-for-parents

**Addendum II**

*Student Mobile Device Pledge*

1. I will take good care of my mobile device (personal or school loaned).
2. I will never leave my mobile device unattended and know where it is at all times.
3. I will never loan out my mobile device to other individuals and will not borrow others device.
4. I will charge my mobile device’s battery daily.
5. I will keep food and beverages away from my mobile device since they may cause damage.
6. I will not disassemble any part of my mobile device or attempt any repairs if District loaned.
7. I will protect my mobile device by only carrying it a campus approved bag, sleeve or backpack.
8. I will use my mobile device in ways that are appropriate and educational.
9. I will not place decorations (such as stickers, markers, etc.) or write on a District mobile device, power cords or carrying case.
10. I understand that my mobile device and carrying case are subject to inspection at anytime without notice.
11. **I will follow the policies outlined in the Mobile device Handbook and the Acceptable Use Policy while at school, as well as outside the school day.**
12. I will file a police report in case of theft, vandalism, and other acts not covered by insurance.
13. I will be responsible for all damage or loss caused by neglect or abuse.
14. I understand that the district is not responsible for any damage or loss of my personal mobile device.
15. I agree to pay for the replacement of my power cords, battery, or mobile device case in the event any of these items are lost, stolen, or damaged.
16. I agree to return the District mobile device and power cords in good working condition.

**APPENDIX III:**

# By-Laws of the Stephen F. Austin Chapter of National Honor Society Comanche High School

**ARTICLE I – NAME AND PURPOSE**

Section 1. The name of this chapter shall be the Stephen F. Austin Chapter of the National Honor Society of Secondary Schools.

Section 2. The object of this chapter shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Comanche High School.

**ARTICLE II – MEMBERSHIP**

Section 1. Membership in this chapter shall be known as active and graduate. Active members become graduate members at graduation. The graduate members have no vote.

Section 2. Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of Scholarship, Service, Leadership, and Character.

Section 3. To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period of one semester at Comanche High School.

Section 4. Candidates eligible for selection to this chapter must be members of the sophomore, junior, or senior class. Candidates eligible for selection to the chapter shall have a minimum cumulative grade point average of 91 (a 4.1 on a 5 point scale). Class ranking GPA’s shall be used to determine scholastic eligibility. This scholastic level of achievement shall remain fixed, and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such standard may be admitted to candidacy for selection to membership. Their eligibility shall then be considered based on their service, leadership, and character.

Section 5. In addition, candidates eligible for selection to this chapter must demonstrate scholarship by being enrolled in AP, Pre-AP, or dual credit classes and must be actively participating in an approved academic competition from the following list: any UIL academic competition, Science Olympiad, Texas Association of Community Schools Academic Competition, Livestock Judging, Meat Judging, Dairy Judging, Land Judging, Poultry Judging, Farm Business Management, Vet Tech, Prepared Speaking, or Extemporaneous Speaking.

**ARTICLE III – SELECTION OF MEMBERS**

Section 1. The final selection of members to this chapter shall be by a majority vote of the Faculty Council consisting of five faculty members appointed by the principal. The chapter adviser shall be the sixth, non-voting, el-officio member of the Faculty Council.

Section 2.Prior to the final selection, the following shall occur:

a. Student’s academic records shall be reviewed to determine scholastic eligibility.

b. Students who are eligible scholastically shall be notified and asked to complete the Student Activity Information Form for further consideration for selection.

c. The faculty shall be requested to comment on candidates determined to be scholastically eligible.

d. The Student Activity Information Form and faculty comments shall be reviewed by the Faculty Council.

Section 3. The selection of active members shall be held once a year during the second semester of the school year.

Section 4. An active member of the National Honor Society who transfers from this school will be given a letter indicating the status of his/her membership and signed by the Principal.

Section 5. An active member of the National Honor Society who transfers to this school will be automatically accepted for membership in this chapter. This transfer member will attain within *one semester* and then maintain the membership requirements for this chapter in order to retain his/her membership.

**ARTICLE IV – DISMISSAL**

Section 1. Any member who falls below the standards of scholarship, leadership, character, or service may be dismissed from the Stephen F. Austin Chapter of the National Honor Society. A member of the National Honor Society is expected to maintain an active role in service and leadership to his/her school and community.

Section 2. If a member’s cumulative grade point average falls below the standard in effect when he/she was selected, he/she will be given written warning and a time period for improvement. If the cumulative grade point average remains below the standard at the end of the warning period the student may be dismissed from the chapter.

Section 3. Violation of criminal law or school regulations can result in dismissal of a member. These violations include, but are not limited to, DWI, stealing, destruction of property, cheating, truancy, or possession, selling, or being under the influence of drugs or alcohol at school or school-related activities.

Section 4. Offenders of the school conduct code (such as use of profanity, failure to comply, unexcused absence, excessive tardiness, etc.) will receive written warning notification. A conference may be requested by either party (Faculty Council or student/parent). If the member is involved in another violation of the school conduct code, the member may be dismissed.

Section 5. In the case of pending dismissal:

a. The member will receive written notification of the reason for possible dismissal from the adviser/Faculty Council. The member and adviser will discuss the written notification in a conference.

b. The member will be offered a hearing with the Faculty Council prior to dismissal (in accordance with due process identified in the National Constitution). The member has the opportunity to present his/her defense. The Faculty Council will then vote on whether to dismiss.

c. A letter of dismissal will be sent to the principal, student, and parents. Dismissed members must surrender any membership emblems to the adviser.

d. The member may appeal the Faculty Council’s decision to the Principal.

e. When a student is dismissed or resigns, he/she is no longer a member and may never again be considered for membership in the National Honor Society.

Section 6. In lieu of dismissal, the Faculty Council may impose disciplinary sanctions upon a member as deemed appropriate.

Section 7. Any member who has not fulfilled all of their obligations prior to one week before graduation (including service hours, dues, participation in the service project, etc.) will not be recognized as a National Honor Society member at graduation, and will not be allowed to wear the NHS collar.

**ARTICLE V – OFFICERS**

Section 1. The officers of the chapter shall be president, vice-president, secretary, treasurer, and reporter.

Section 2. Student officers shall be elected at the first meeting of each school year. All returning members (seniors) are eligible to run for a position as an officer, so long as they are not on probation at the time of election.

Section 3. A majority vote shall be necessary to elect any officer of this chapter. If the first vote does not yield a majority, a second vote shall be taken of the two candidates receiving the highest number of votes.

Section 4. It shall be the duty of the president to preside at the meetings for this chapter.

Section 5. The vice-president shall preside in the absence of the president and shall also keep a record of members’ contributions to leadership and service.

Section 6. The secretary shall keep the minutes of meetings and be responsible for correspondence.

Section 7. The treasurer shall keep the record of business expenses, dues, etc.

Section 8. The reporter shall be in charge of all publicity with the local paper and radio stations.

**ARTICLE VI – EXECUTIVE COMMITTEE**

Section 1. The executive committee shall consist of the faculty adviser and the chapter officers.

Section 2. The executive committee shall have general charge of the meetings and the business of the chapter, but any action by the executive committee is subject to the review of chapter members.

**ARTICLE VII – MEETINGS**

Section 1. Meetings of the chapter shall be monthly.

**ARTICLE VIII – ACTIVITIES**

Section 1. The chapter shall determine one or more service projects for each year.

Section 2. All members shall regularly participate in these projects.

Section 3. These projects shall have the following characteristics: fulfill a need within the school or community, have the support of the administration and the faculty, be appropriate and educationally defensible, and be well-planned, organized, and executed.

Section 4. Each member shall have the responsibility for choosing and participating in an individual service project, which reflects his or her particular talents and interests, and as approved by the chapter adviser. This is in addition to the chapter projects to which all members contribute.

Section 5. The chapter shall publicize its projects in a positive manner.

**ARTICLE IX – EMBLEM**

Section 1. Each member of this chapter shall be entitled to wear the emblem adopted by the National Honor Society.

Section 2. Any member who withdraws or is dismissed from the chapter shall return the emblem to the chapter.

**ARTICLE X – DUES**

Section 1. Dues for this chapter shall be $20.00.

Section 2. Dues will be payable before or at the induction ceremony.

**ARTICLE XI – AMENDMENTS**

Section 1. These by-laws may be amended by a 2/3 vote of the chapter. The exceptions are Articles III and IV which are developed by the Faculty Council with the approval of the principal.

Section 2. By-laws and amendments must be consistent with the Constitution of the National Honor Society.

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adviser \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX IV:**

**Flex Days**

Flex days of instruction have been built into the 2016-2017 calendar to provide additional small group instruction and accelerate the learning of our students. These dates of instruction include:

* September 16 • May 19
* October 21 • May 22
* November 11 • May 23
* January 16 • May 24
* February 20 • May 25
* April 7

Criteria for students required to participate in these flex days include:

1. Attendance
   * (Less than 90% attendance reported) To maintain 90% attendance or greater the student typically cannot experience more than 3 absences per 6 weeks grading period. Students experiencing less than 90% attendance will be required to attend the flex day of instruction following their failed attempt at maintaining the attendance requirement for the previous 3/6 weeks grading period.
2. Grades
   * (If a student is missing an assignment (has a zero in the grade book), is failing a subject, or at the elementary level has a 75 or below in a subject area) Students with these specifications must attend the flex day of instruction following their failed attempt at maintaining grades at the specified level for the previous 3/6 weeks grading period.
3. State Assessment Results
   * (If a student failed to achieve a passing score on their EOC or STAAR assessment the previous school year) The student will participate in all of the flex days as part of their Accelerated Instruction Plan
4. Principal Determination
   * Campus principal maintains the authority to deviate from this criteria on an individual student basis.

COMANCHE ISD

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| July 2016 | | | | | | | 2016‐17  Aug 9‐12: Staff Workdays/Comp Time Aug 11: New Staff Orientation  Aug 15‐19: Staff Development August 22: First Day of School Sept 5: Labor Day Holiday Sept 16: Flex Day  Sept 30: End of 1st Six Week Period Oct 10: Columbus Day Holiday Oct 21: Flex Day  Nov 11: Flex Day; End 2nd Six Week Period Nov 22: Early Release  Nov 23‐25: Thanksgiving Holidays  Dec 21: Early Release; End 1st Semester Dec 22 ‐ Jan 3: Christmas Holidays  Jan 3: Staff Development  Jan 9: Staff Development/Comp Day Jan 16: Flex Day  Feb 10: End 4th Six Weeks Period Feb 20: Flex Day  Mar 10: Early Release Mar 13‐17: Spring Break  March 31: End 5th Six Week Period April 7: Flex Day  April 13: Early Release April 14: Good Friday Holiday April 16: Easter  April 28: Bad Weather Day May 12 Bad Weather Day May 18: Early Release  May 19: Flex Day/Graduation May 22‐25: Flex Days  May 25: Last Day of Service for Teachers May 29: Memorial Day Holiday | January 2017 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 |  |  |  |  |
| 31 |  |  |  |  |  |  | February 2017 | | | | | | |
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| 27 | 28 | 29 | 30 |  |  |  | June 2017 | | | | | | |
| December 2016 | | | | | | |  |  |  |  | 1 | 2 | 3 |
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