2016–2017
Academic Calendar

First Semester
August 24 – December 16, 2016

Second Semester
January 3 – June 1, 2017

Student/Teacher Holidays
Labor Day - September 5, 2016
Thanksgiving - November 21-25, 2016
Martin Luther King Day - January 16, 2017
President's Day - February 20, 2017
Spring Break - March 13-17, 2017
Easter - April 14, 2017
Memorial Day - May 29, 2017

Mentor/Protege In-Service
August 9, 2016
New Teacher In-Service
August 10-12, 2016
Teacher In-Service/Student Holiday
August 15-23, 2016
January 2, 2017
June 2, 2017

Parent Conference Day/Student Holiday
October 26, 2016

Early Release All Campuses
(3 hours early - state waiver for 180 minutes)
December 16, 2016 – June 1, 2017

Dickinson High School Graduation
7 p.m. May 30, 2017

Bad Weather
In the event that bad weather make-up days are needed, January 16 and February 20 will be given first consideration as dates used.

Nine Weeks Grading Cycle
1st 9-weeks
37 days 36,695 minutes
(08/24-10/14)
2nd 9-weeks
39 days 36,965 minutes
(10/17-12/16)
First Semester
76 days 33,000 minutes
3rd 9-weeks
47 days 20,445 minutes
(01/03-03/10)
4th 9-weeks
52 days 22,620 minutes
(03/20-05/31)
Second Semester
99 days 43,805 minutes
Total
175 days 76,225 minutes

* Early release days count as full days (455 minutes)

Dickinson Independent School District

August 2016

September 2016

December 2016

January 2017

February 2017

March 2017

April 2017

May 2017

June 2017

July 2017

New School Hours for the 2016-2017 school year
House Bill 2010 requires school districts to provide 75,600 minutes of instruction per year. In order for us to meet this requirement, it requires school days to be extended.
This calendar is based on a 435 minute day.

Starting August 2016, new school hours are:
Elementary (grades PreK-4)
8:20 a.m. – 3:35 p.m.
Secondary (grades 5-12)
7:20 a.m. – 2:35 p.m.

Board approved February 1, 2016
# Dickinson Independent School District

## Administration

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>Administration Building</td>
<td>281-229-6000</td>
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<tr>
<td>Dickinson Independent School District</td>
<td>2216 East FM 517 P.O. Drawer Z Dickinson, Texas 77539</td>
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<tr>
<td>Superintendent Of Schools</td>
<td>281-229-6011</td>
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<tr>
<td>Voci Mint</td>
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<tr>
<td>Deputy Supt. for Business and Operations</td>
<td>281-229-6000</td>
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<tr>
<td>Ryan Boone</td>
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<tr>
<td>Deputy Supt. for Educational Services</td>
<td>281-229-6000</td>
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<tr>
<td>Carla Voelkel</td>
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<tr>
<td>Assistant Supt. for Administration</td>
<td>281-229-6000</td>
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<tr>
<td>Robert Cobb</td>
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<tr>
<td>Executive Director of Human Resources</td>
<td>281-229-6000</td>
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<tr>
<td>Kimberly Rich</td>
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<tr>
<td>Executive Director of Facility Planning and Construction</td>
<td>281-229-6000</td>
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<tr>
<td>Jim Rubach</td>
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<tr>
<td>Director of Special Programs</td>
<td>281-229-6000</td>
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</tr>
<tr>
<td>Laurie Godin-Rodriguez</td>
<td></td>
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</tbody>
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## School Directory

### Bay Colony Elementary
- **Phone:** 281-229-6200
- **Fax:** 281-229-6201
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Amy Smith

### Silbernagel Elementary
- **Phone:** 281-229-6800
- **Fax:** 281-229-6801
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Leslie Burke

### Calder Road Elementary
- **Phone:** 281-229-7500
- **Fax:** 281-229-7501
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Sophia Acevedo

### Hughes Road Elementary
- **Phone:** 281-229-6700
- **Fax:** 281-229-6701
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Kelly Colburn Jackson

### K. E. Little Elementary
- **Phone:** 281-229-7000
- **Fax:** 281-229-7001
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Kenna Cotto

### San Leon Elementary
- **Phone:** 281-229-7400
- **Fax:** 281-229-7401
- **Pre-K:** 8:30 a.m. to 11:30 a.m.
- **Grades K-4:** 8:30 a.m. to 3:30 p.m.
  - **Principal:** Stephanie Williams

## Department Directory

### Administration
- **Phone:** 281-229-6000
- **Fax:** 281-229-6011

### Athletic Director
- **Phone:** 281-229-6578

### Business Manager
- **Phone:** 281-229-6011

### Career & Technology
- **Phone:** 281-229-6414

### Food & Nutrition Service
- **Phone:** 281-229-6012

### Communications Office
- **Phone:** 281-229-6018

### Computer Technology
- **Phone:** 281-229-6026

### Curriculum
- **Phone:** 281-229-6014

### Data Services
- **Phone:** 281-229-6108

### Human Resources
- **Phone:** 281-229-6016

### Insurance
- **Phone:** 281-229-6008

### Operations & Facilities
- **Phone:** 281-229-7250

### Payroll
- **Phone:** 281-229-6010

### Printing
- **Phone:** 281-229-6019

### Special Programs
- **Phone:** 281-229-6020

### Transportation
- **Phone:** 281-229-7300

## School Closing Information

In the event weather conditions such as icy roads prevent the opening of schools or cause early dismissal, an announcement will be released from the Office of the Superintendent to all major radio and television stations.

## Web Site

Visit the Dickinson ISD Web Site:

www.dickinsonisd.org

Dickinson ISD

Designated a

“Parents Want Most” School District

by the national School Match Public Priority Systems
# Table of Contents

PREFACE ..................................................................................................................................... 12

SECTION I: PARENTAL RIGHTS.............................................................................................. 14

CONSENT, OPT-OUT, AND REFUSAL RIGHTS ........................................................................ 14

Consent to Conduct a Psychological Evaluation ................................................................. 14
Consent to Display a Student’s Original Works and Personal Information .......................... 14
Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14........................................................................................................................................... 14
Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law ...... 14
Prohibiting the Use of Corporal Punishment ........................................................................... 15
Limiting Electronic Communications with Students by District Employees ....................... 15
Objecting to the Release of Directory Information ............................................................... 15
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only) .............................................................. 16

Participation in Third-Party Surveys .................................................................................... 16

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation ........................................................................................................................................... 16

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information ..................................................................................................................... 17

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION................................................................. 17

Human Sexuality Instruction ................................................................................................ 17
Reciting a Portion of the Declaration of Independence in Grades 3–12............................... 18
Reciting the Pledges to the U.S. and Texas Flags ................................................................. 18
Religious or Moral Beliefs .................................................................................................... 18
Tutoring or Test Preparation ................................................................................................. 18

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES .......................................................................................... 19

Instructional Materials ........................................................................................................ 19
Notices of Certain Student Misconduct to Noncustodial Parent .......................................... 19
Participation in Federally Required, State-Mandated, and District Assessments ................. 19
Student Records .................................................................................................................... 19

Accessing Student Records ............................................................................................... 19
Authorized Inspection and Use of Student Records ........................................................... 20
Teacher and Staff Professional Qualifications ....................................................................... 22

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES............................ 23
Children of Military Families ................................................................. 23
Parental Role in Certain Classroom and School Assignments ........ 23
  Multiple Birth Siblings ................................................................. 23
  Safety Transfers/Assignments ................................................... 23
Service/Assistance Animal Use by Students ..................................... 24
Students in the Conservatorship of the State (Foster Care) ............. 24
  Students Who Have Learning Difficulties or Who Need Special Education Services .... 25
  Students Who Receive Special Education Services with Other School-Aged Children in the Home .......................................................... 26
  Students Who Speak a Primary Language Other than English .......... 26
  Students With Physical or Mental Impairments Protected under Section 504 .... 26
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS .... 27
ABSENCES/ATTENDANCE .................................................................... 27
  Compulsory Attendance ................................................................ 27
    Age 18 and Older ...................................................................... 27
    Between Ages 6 and 18 .............................................................. 27
    Prekindergarten and Kindergarten ............................................ 27
  Exemptions to Compulsory Attendance ..................................... 28
    All Grade Levels ...................................................................... 28
  Failure to Comply with Compulsory Attendance ....................... 28
  Attendance for Credit or Final Grade ........................................ 29
  Official Attendance-Taking Time (All Grade Levels) .................. 30
  Documentation after an Absence ............................................... 30
  Driver License Attendance Verification ..................................... 32
  Doctor’s Note after an Absence for Illness (All Grade Levels) .... 32
  Driver License Attendance Verification (Secondary Grade Levels Only) .... 33
ACCOUNTABILITY UNDER STATE AND FEDERAL LAW .................... 33
AWARDS AND HONORS ..................................................................... 33
BULLYING ...................................................................................... 34
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS .......... 35
CELEBRATIONS (All Grade Levels) ................................................ 35
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels) .......................................................... 35
CLASS RANK / HIGHEST RANKING STUDENT .............................. 36
CLASS SCHEDULES ......................................................................... 37
COLLEGE AND UNIVERSITY ADMISSIONS ................................................................. 37
COLLEGE CREDIT COURSES ................................................................................... 38
COMPLAINTS AND CONCERNS ....................................................................... 39
CONDUCT ............................................................................................................... 39
  Applicability of School Rules ............................................................................. 39
  Disruptions of School Operations ....................................................................... 39
  Social Events ...................................................................................................... 40
COUNSELING .......................................................................................................... 40
  Academic Counseling ......................................................................................... 40
    High School Grade Levels ................................................................................ 40
  Personal Counseling .......................................................................................... 40
COURSE CREDIT ...................................................................................................... 40
CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels) .. 41
CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject ................................................................. 41
    Students in Grades 6–12 .................................................................................. 42
CRIME STOPPERS ...................................................................................................... 42
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION ...... 42
  Dating Violence .................................................................................................. 42
  Discrimination .................................................................................................... 43
  Harassment ......................................................................................................... 43
  Sexual Harassment and Gender-Based Harassment ............................................. 43
  Retaliation .......................................................................................................... 44
  Reporting Procedures ......................................................................................... 44
  Investigation of Report ...................................................................................... 44
DISCRIMINATION .................................................................................................... 45
DISTANCE LEARNING .............................................................................................. 45
  All Grade Levels .............................................................................................. 45
  Texas Virtual School Network (TxVSN) ............................................................. 45
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS ........................................................................................................... 46
  School Materials .............................................................................................. 46
  Nonschool Materials ......................................................................................... 46
    From Students ............................................................................................... 46
    From Others .................................................................................................. 46
Graduation Expenses ................................................................. 61
Scholarships and Grants .......................................................... 62
HARASSMENT .............................................................................. 62
HAZING ....................................................................................... 62
HEALTH-RELATED MATTERS .................................................. 62
    Student Illness ........................................................................ 62
    Bacterial Meningitis ............................................................. 63
    Also refer to Immunizations for more information ................. 64
    Food Allergies (All Grade Levels) ......................................... 64
    Head Lice .............................................................................. 65
    Physical Activity Requirements .......................................... 65
        Elementary School ...................................................... 65
        Junior High/Middle School ........................................... 65
    School Health Advisory Council (SHAC) ............................ 65
    Student Wellness Policy/Wellness Plan ............................... 65
    Other Health-Related Matters ............................................. 66
        Physical Fitness Assessment (Grades 3–12) ...................... 66
        Vending Machines ....................................................... 66
        Tobacco and E-Cigarettes Prohibited ............................ 66
        Asbestos Management Plan ........................................ 66
        Pest Management Plan .............................................. 66
HOMLESS STUDENTS .................................................................. 67
HOMEWORK ................................................................................ 67
ILLNESS ..................................................................................... 67
IMMUNIZATION .......................................................................... 67
LAW ENFORCEMENT AGENCIES ........................................... 68
    Questioning of Students ................................................... 68
    Students Taken Into Custody ............................................ 68
    Notification of Law Violations ......................................... 69
LEAVING CAMPUS ..................................................................... 69
    During Lunch ..................................................................... 70
    At Any Other Time During the School Day ......................... 70
LOST AND FOUND ..................................................................... 70
MAKEUP WORK .......................................................................... 70
Use by Students Before and After School (All Grade Levels) ............................................. 79
Conduct Before and After School .......................................................................................... 79
Use of Hallways During Class Time ...................................................................................... 79
Cafeteria Services (Food and Nutrition) ............................................................................... 80
Library ................................................................................................................................... 81
Meetings of Noncurriculum-Related Groups ....................................................................... 81
SEARCHES .............................................................................................................................. 81
Students’ Desks and Lockers ............................................................................................... 81
Telecommunications and Other Electronic Devices ............................................................... 82
Vehicles on Campus .............................................................................................................. 82
Metal Detectors ..................................................................................................................... 82
Drug-Testing ......................................................................................................................... 82
SEXUAL HARASSMENT ....................................................................................................... 83
SPECIAL PROGRAMS ........................................................................................................... 83
STANDARDIZED TESTING .................................................................................................. 83
Secondary Grade Levels ....................................................................................................... 83
PSAT ......................................................................................................................................... 83
     SAT/ACT (Scholastic Aptitude Test and American College Test) .................................. 83
     TSI (Texas Success Initiative) Assessment ..................................................................... 84
     STAAR (State of Texas Assessments of Academic Readiness) .................................... 84
     High School Courses—End-of-Course (EOC) Assessments ......................................... 84
STEROIDS ............................................................................................................................... 85
In School Suspension Guidelines and Expectations ................................................................. 86
Fighting ..................................................................................................................................... 87
Out of School Suspension Guidelines and Expectations .......................................................... 87
STUDENTS IN FOSTER CARE ............................................................................................. 87
STUDENT SPEAKERS ............................................................................................................. 87
SUBSTANCE ABUSE PREVENTION AND INTERVENTION ............................................ 88
SUICIDE AWARENESS ......................................................................................................... 88
SUMMER SCHOOL ................................................................................................................ 88
   Summer school information will be available in May 2017 .............................................. 88
TARDINESS ............................................................................................................................. 88
TARDY POLICY ......................................................................................................................... 88
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS ............................................................... 89
DISD MISSION STATEMENT
The Mission of the Dickinson Independent School District is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

PREFACE
To Students and Parents:
Welcome to school year 2016-17! 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 Dickinson High School 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 Dickinson ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.dickinsonisd.org and is available in hard copy upon request.

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 Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. 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 a teacher, the school counselor, or the principal.

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 for information regarding contact with parents during an emergency situation.

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

Please note that references to policy codes are included so that parents can refer to current board policy. The district’s official policy manual is available for review in the superintendent’s office, and an unofficial electronic copy is available at www.dickinsonisd.org.
SECTION I: PARENTAL RIGHTS

This section of the Dickinson 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.

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 website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A child under the age of 14 must have parental permission to receive instruction in the district’s parenting and paternity awareness program; otherwise, the 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.

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 cocurricular or extracurricular activity;
- 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.
Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may NOT 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.

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.

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student’s parent as recipients on all text messages.

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.

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. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the forms packet.]
As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status. If you do not object to the use of your child’s information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, honors and awards received, dates of attendance, grade level, participation in officially recognized activities and sports, and enrollment status. If you do not object to the use of your child’s information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also review the information at Authorized Inspection and Use of Student Records.

**Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

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

**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.

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.

In accordance with state law, below is a summary of the district’s curriculum regarding human sexuality instruction: the district presents abstinence as the preferred choice of behavior for unmarried persons of school age.

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 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).]

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 and policy EC(LEGAL).]

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 state law.

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.]

RIGHT OF ACCESS TO 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.

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.

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**, are:

• The right to inspect and review student records within 45 days after the day the school receives a request for access.

• The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

• The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.

• The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

Federal law requires that, as soon as a student 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 institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals or entities granted access in response to a subpoena or court order.

- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

- In connection with financial aid for which a student has applied or which the student has received.

- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

- To appropriate officials in connection with a health or safety emergency.

- When the district discloses information it has designated as directory information [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].

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

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent 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 2218 FM 517; Dickinson, TX 77539.

The address of the principal’s office is: 3800 Baker Drive; Dickinson, TX 77539.

A parent (or eligible student) may inspect the student’s records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

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

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s website at http://pol.tasb.org/Policy/Code/498?filter=FL.

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.

**Teacher and Staff Professional Qualifications**

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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.
STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

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

Additional information may be found at http://tea.texas.gov/index2.aspx?id=7995.

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).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.

- 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 for a transfer to another campus. [See Bullying, 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.]
• Request the transfer of your child to another district 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.

Service/Assistance Animal Use by Students
A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing to the principal for approval at least ten district business days before bringing the service/assistance 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, Course Credit, and Students in Foster Care 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 Course Credit, and Homeless Students for more information.]

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

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, A Guide to the Admission, Review, and Dismissal Process. Both documents may also be found at http://framework.esc18.net/display/Webforms/LandingPage.aspx.

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 Director of Special Programs, Laurie Goforth Rodriguez at (281) 229-6020.
**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).]

**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 Laurie Goforth Rodriguez at (281) 229-6020.

[Also see policy FB.]
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Age 18 and Older

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Between Ages 6 and 18

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

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

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

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.
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;
- Service as an election clerk;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, 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.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the district’s board of trustees has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences.

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

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.
Between Ages 6 and 19

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

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

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

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

See policy FEA(LEGAL).

Attendance for Credit or Final Grade

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

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

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 review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.

• The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.

• The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.

• The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

• The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee’s decision to the board by following policy FNG(LOCAL).

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

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

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second OR fifth instructional hour as required by state rule.

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

**Documentation after an Absence**

When a student is absent from school, the student—upon arrival or returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. Notes for an absence shall be submitted to the school within 3 days of the student’s return. A phone call from the parent may be accepted, but the district reserves the right to require a written note. Absence notes received after the three day requirement may not be accepted as documentation for an absence and the absence will be documented as an unexcused absence.

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

- Written on a full sheet of paper
- Full legal name and school Id# of the student
- The reason for the absence of each date listed
- A contact phone number for the parent/guardian
- The date the excuse is written
- The signature of the parent/guardian listed on the enrollment form as the person who enrolled the student.
- Example provided below:

  September 3, 2015
  Please excuse John Doe (Id#15432) for his absences on September 1-2, 2014. He was ill with fever and flu like symptoms.
  Kathy Doe 281-433-1649

- A student is not allowed to sign a parent’s name even with the parent’s permission. Such a signature may be considered forgery and will result in disciplinary action.
- Absences not documented with written excuses will be considered unexcused.

**Credit Recovery**

The law also allows for districts to set a procedure for students to make up work and/or seat time to regain credit lost through excessive absences. The DHS procedure to regain lost credit will be assigned by an assistant principal and may be accomplished through the following methods:

- On-line learning through Edgenuity (must be approved and assigned by the grade level assistant principal and the grade level counselor),
- Saturday Credit Recovery School from 8:00 AM to 12:00 Noon ($15.00 charge)
- After-School Detention scheduled on Tuesday and Thursday afternoons from 2:45 to 4:00 PM.

At each three week progress report, the attendance clerk will print a list of all students who have recorded less than 90% attendance in any class. All students whose name appears on the list will receive a directive from their grade level assistant principal to recover credit through one of the methods listed above. The student’s parent will also be notified that a student has been assigned to a credit recovery process. Any student who fails to complete the credit recovery program by the last day of the semester will be denied credit for the course.
Tentative times/dates for Saturday Credit Recovery:
- September 24, 2016; 8:00 AM to Noon
- October 15, 2016; 8:00 AM to Noon
- November 12, 2016; 8:00 AM to Noon
- December 3, 2016; 8:00 AM to Noon
- December 10, 2016: 8:00 AM to Noon
- January 28, 2017; 8:00 AM to Noon
- February 25, 2017; 8:00AM to Noon
- March 25, 2017; 8:00 AM to Noon
- April 8, 2017; 8:00 AM to Noon
- April 29, 2017; 8:00 AM to Noon
- May 6, 2017; 8:00 AM to Noon
- May 13, 2017; 8:00 AM to Noon

Expectations for students attending Saturday Credit Recovery School:
- Be on Time. The door opens at 7:45 AM and is closed and locked at 8:00 AM. No student will be admitted after 8:00 AM.
- Cost is $15.00. May be paid in advance or at the door. Receipt is required if paid in advance. No late payments accepted.
- Must be in standardized dress.
- Students are expected to bring study and/or reading materials to work on during the session.
- Must follow all DHS school rules.

Expectations for students attending After-School Credit Recovery:
- Report on Time. The door closes at 2:45 PM. No student will be admitted after 2:45 PM.
- Students are expected to bring study and/or reading materials to work on during the session.
- Cost is $5.00. May be paid in advance or at the door. Receipt is required if paid in advance. No late payments accepted.

Driver License Attendance Verification
For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. A request for a Verification of Enrollment (VOE) may be denied if the student failed to meet the DISD attendance requirement of 90% attendance for the current semester or was denied credit for any course the previous semester due to attendance.

Doctor’s Note after an Absence for Illness (All Grade Levels)
A student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the
student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws. Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

**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**

Dickinson 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 federal law.

Information about all of these can be found on the district’s website at www.dickinsonisd.org. 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.texaschoolaccountabilitydashboard.org and http://www.tea.texas.gov.

**AWARDS AND HONORS**

There are several award and honor ceremonies throughout the school year. Check the school website and/or check with your coach/director/sponsor for specific ceremonies, dates, and times.
BULLYING

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

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

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called “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, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

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

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

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

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s website, and is included at the end of this handbook in the form of an appendix.

Procedures related to reporting allegations of bullying may also be found on the district’s website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).
[Also see Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technical education programs in the following areas: Agriculture; Architecture; Graphic Design and Audio Visual Technology; Communications; Business; Education; Health Sciences; Marketing and Sales; Information Technology; Law Enforcement and Security; Manufacturing and Welding; Automotive Technology; and Robotics. Admission to these programs is based on interest, aptitude, age appropriateness, prerequisites, and available class space. Please review the Dickinson High School 2015-2016 Academic Handbook for additional information and/or specific requirements for each course. If CTE classes need to be limited due to size we will give preference to seniors who need the class for graduation and then will begin a random selection to ensure nondiscrimination.

These programs will be offered without regard to race, color, national origin, sex, or disability. Dickinson 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 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

**CELEBRATIONS (All Grade Levels)**

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

[Also see Food Allergies.]

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

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at http://www.dickinsonisd.org/default.aspx?name=parentstudent.home. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).
Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

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

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

- http://taasa.org/resources-2/

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at http://www.txabusehotline.org).

**CLASS RANK / HIGHEST RANKING STUDENT**

- Rank in class shall be based on grade point average. Class ranking for each student in the graduating class shall be determined by averaging the semester grade points from all semesters of high school. No distinction is made between four year and three-year graduates. All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from accredited high schools. No grades for courses in which credit was earned outside the regular school year shall be included in the computation of a student's Grade Point Average (GPA). Courses for which high school credit was earned before the student entered high school shall not be included in the computation. Credit shall be awarded for course work according to the high school course description guide.
• **VALEDICTORIAN/SALUTATORIAN**
  
  - To be eligible for valedictorian and salutatorian honors, a student must have been enrolled in and attended Dickinson High School for his or her entire junior and senior years. The eligible student having the highest GPA calculation at the end of the first semester of their senior year shall be recognized as the valedictorian. The eligible student with the second highest GPA resulting only from the calculation at the end of the first semester of their senior year shall be recognized as salutatorian. No distinction shall be made between four-year and three-year graduates when determining valedictorian and salutatorian. Students graduating through the College of the Mainland Collegiate High School, Dickinson Continuation Center or other alternative programs are not eligible for recognition as valedictorian or salutatorian.

• **TIES**
  
  - If there is a tie for valedictorian or salutatorian, the GPA of the students involved will be recalculated based on the numerical averages earned in each high school course.

[For further information, see policy EIC.]

**CLASS SCHEDULES**

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 11–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule. It is in the educational interest of all students, including grade 12 students, to attend school for the entire school day. Having “off periods” during the senior year is not an educationally sound decision for students who are seeking college or technical school admission.

[See Schedule Changes for information related to student requests to revise their course schedule.]

**COLLEGE AND UNIVERSITY ADMISSIONS**

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

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

*Beginning with ninth graders in the 2015–16 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.
In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

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 2017 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 school counselor for further information about automatic admissions, the application process, and deadlines.

[See also Class Rank/Highest Ranking Student for information specifically related to how the district calculates a student’s rank in class and Graduation Requirements for information associated with the foundation graduation program].

**COLLEGE CREDIT COURSES**

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, or Advanced Placement (AP);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with College of the Mainland.
- Enrollment in courses taught at the following institutions in the district: College of the Mainland and
- Certain CTE courses.

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

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

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

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 website at http://pol.tasb.org/Policy/Code/498?filter=FNG

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form 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

Applicability of School Rules

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

Disruptions of School Operations

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

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

• Interference with the transportation of students in vehicles owned or operated by the
district.

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

A student attending a social event will be asked to sign out when leaving before the end of the
event; anyone leaving before the official end of the event will not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school
social events.

COUNSELING

Academic Counseling

High School Grade Levels
High school students and their parents are encouraged to talk with a school counselor, teacher, or
principal to learn more about course offerings, graduation requirements, and early graduation
procedures. Each year, high school students will be provided information on anticipated course
offerings for the next school year and other information that will help them make the most of
academic and CTE opportunities, as well as information on the importance of postsecondary
education.

The school counselor can also provide information about entrance exams and application
deadlines, as well as information about automatic admission, financial aid, housing, and
scholarships as these relate to state colleges and universities. The school counselor can also
provide information about workforce opportunities after graduation or technical and trade school
opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling
The school counselor is available to assist students with a wide range of personal concerns,
including such areas as social, family, emotional or mental health issues, or substance abuse. A
student who wishes to meet with the school counselor should contact the counselor’s secretary.
As a parent, if you are concerned about your child’s mental or emotional health, please speak
with the school counselor for a list of resources that may be of assistance.

[Also see Substance Abuse Prevention and Intervention on page and Suicide Awareness on
page.]

COURSE CREDIT
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. All mathematics courses and year one of a foreign language course will only be eligible for yearly averaging if the student earns a passing grade the second semester and the two semesters’ grades average to a 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. To be eligible for the NCAA Clearinghouse, each semester grade in all core classes must be a 70 or above.

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 or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

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

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

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, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2016–17 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]
Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

CRIME STOPPERS

Crime Stoppers is a peer driven program to reduce weapons and drug violations on campus and increase safety awareness. Students are oriented each year as to how to report emergency situations and staff are trained in dealing with student information and confidentiality. This program encourages students to confide potentially dangerous situations to the proper authority. The number to call for Crime Stoppers is: 281-229-STOP

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office http://pol.tasb.org/Policy/Code/498?filter=FFH. [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.

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

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

**Sexual Harassment and Gender-Based Harassment**

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

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

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

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

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

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

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

Reporting Procedures

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

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

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

Investigation of Report

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency’s investigation.

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

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.
All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

**DISCRIMINATION**

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

**DISTANCE LEARNING**

**All Grade Levels**

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

The distance learning opportunities that the district makes available to district students are Edgenuity, Texas Tech, or other approved programs.

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

**Texas Virtual School Network (TxVSN)**

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see Extracurricular Activities, Clubs, and Organizations] In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the student’s grade level counselor.
DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

School Materials
Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. An annual high school yearbook is produced and made available for purchase during the spring of each school year. The high school yearbook is produced under the direction and supervision of a teacher, sponsor, and the principal.

Nonschool Materials

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

The principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

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

The principal has designated a location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
• Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

• Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The district’s Standard of Dress 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 Dickinson ISD Board approved Standard of Dress.

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 may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

Dickinson High School Technology Integration - Cell Phone/Electronic Devices

• Students may use their cell phones/electronic devises for texting and listening during their designated lunch period.

• Students may use their cell phones/electronic devices for texting and listening during passing periods in the hallways. For safety reasons, students may only use earbuds and may have only one ear bud in their ear at any time. Headphones will NOT be allowed at any time during school hours or while on campus. Students must be able to hear instructions and/or directives at all times. If used on campus, headphones will be confiscated and returned to the parent on Thursday from 2:35 to 4:00 PM.

• Students may not use their cell phones/electronic devices in the classroom for any reason including checking the time of day unless otherwise directed by the teacher for instructional purposes. Any space used for the delivery of instruction is considered a classroom i.e. gym, library, LGI room, barn, field house, athletic fields, weight room, computer labs.

• Voice conversation will not be allowed at any time from 7:20AM to 2:35 PM in any location on the Dickinson High School property during the school day. If an emergency situation occurs, students must have permission from an administrator to use voice conversation, and the conversation must occur in the privacy of an office area.
• Cell phones/electronic devices may **not** be used in the halls/restrooms/common areas during a student's class time. A student found using his/her cell phone/electronic device when he/she is assigned to a classroom but is in the hallway or in a restroom (with or without permission) will be considered in violation of this policy and the phone/electronic device will be confiscated.

• Students may **not** use their cell phones/electronic devices to take pictures or streaming video of other students, teachers, or classrooms without the expressed written permission of the person(s) being photographed. This is a violation of a person's privacy and will not be tolerated at school. Any violation of this policy will result in a disciplinary action.

• Texting or listening to music during class changes or during lunch will not be considered a valid reason for being tardy to class.

• If students are found to be in violation of any of the above policies, the working phone/electronic device will be confiscated as authorized by state law and returned to the student and/or parent on the following Thursday from 2:35 to 4:00 for a $15 fee. There will be **no exceptions to this policy.** Refusal to comply with a DHS staff member’s directive to surrender a phone/electronic device will be considered insubordination and will result in a two day suspension. Repeated failure to follow the school Cell Phone/Electronic Device Policy will result in a student's privilege to carry and use a cell phone/electronic at school to be suspended or revoked permanently.

• All administrators, teachers and/or staff member are authorized to confiscate cell phones and/or electronic devices during class time, during a testing situation, and/or any time the student is in violation of the Electronic Device policy.

• Dickinson ISD and its employees will make every effort to ensure the security of electronic devices that are confiscated in accordance with campus rules and/or District policy. However, the district accepts no liability for a device that is lost, stolen, or damaged after the item is confiscated in accordance with the campus rules and/or District policy.

• DISD is not responsible for cell phone plan data use and access on campus. However, all district acceptable use guidelines still apply.

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. Confiscated telecommunications devices that are not retrieved by the student or the student’s parents will be disposed of after the notice required by law. [See policy FNCE.]

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

Dickinson ISD and its employees will make every effort to ensure the security of electronic devices that are confiscated in accordance with campus rules and/or District policy. However, the district accepts no liability for a device that is lost, stolen, or damaged after the item is confiscated in accordance with the campus rules and/or District policy.

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. Students are not allowed to share their username/passwords nor use other students’ usernames/passwords. 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](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 and Standardized Testing on page.]

**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 LPAC 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, 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**

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.]
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.state.tx.us.

[See http://www.uiltexas.org for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement 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 who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student shall be allowed in a school year a maximum of 10 extracurricular absences. 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.

**Travel**

Students who have the opportunity to travel in connection with the DHS extracurricular activity/organization are representatives of the District and must exhibit exemplary behavior at all times.
Students who dress or act inappropriately while traveling to or from or during a DHS activity may be suspended or removed from the activity or organization, depending upon the nature of the misconduct.

Students involved in travel shall:

Dress neatly and in compliance with the grooming requirements of the organization as instructed by the Teacher/Coach/Sponsor/Director and/or the district dress code.

Be on their best behavior in restaurants and hotels; care for any equipment assigned to the student and return it to the proper storage location upon return to the school;

Be on their best behavior while on the bus or other vehicle; and promptly obey all instructions given by the Teacher/Coach/Sponsor/Director or any adult chaperone.

If a student traveling with a DISD or DHS student group chooses to participate in an activity that warrants a disciplinary action by the sponsor or coach, the student will be immediately sent home at the parent’s or guardian’s expense. The student’s parents and the DHS administrators will be notified immediately should this action be taken.

Attendance and discipline records will be reviewed by the director/coach/sponsor to determine eligibility to participate in all travel opportunities.

Disciplinary Infractions and Loss of Extracurricular Privileges

A student’s participation in a particular extracurricular activity is conditioned upon the student’s compliance with the requirements and standards of behavior set forth in the individual activity guidelines, the DISD Student Code of Conduct, the DHS Student Handbook and these Extracurricular Standards. Students who commit infractions that result in ISS, Suspension, DALC, and JJAEP placements are subjected to additional consequences and/or removal from a program. The following consequences will be a minimum for all extracurricular activities:

Behaviors resulting in In-School Suspension (ISS)
Additional consequences as determined by the coach/sponsor and parent contact.

Behaviors resulting in Out-of-School Suspension
1\textsuperscript{st} Offense Out of School Suspension-
Additional consequences as determined by the coach/sponsor and parent contact
2\textsuperscript{nd} and further Offense Out of School Suspension-
In season - 1 event suspension in addition to suspension time.
Out of season - Additional consequences as determined by the coach/sponsor and parent contact.

Behaviors resulting in AEP (Alternative Education Placement) Assignment
1\textsuperscript{st} Offense-
Additional consequences as determined by the coach/sponsor and parent contact.
Students assigned to an AEP placement will be required to appeal to a campus advisory
committee consisting of a grade level administrator, a counselor, and a panel of coaches/directors before being reinstated into an extra-curricular program.

2nd Offense-
9-12 may result in the loss of the opportunity to participate in extra-curricular activities. A campus level committee will be convened to review the situation and make a recommendation regarding extra-curricular participation.

Off-Campus Violations
The following list of actions will receive additional consequences as determined by the coach/sponsor and parent contact.
(a) Using, possessing, or being under the influence of an alcoholic beverage;
(b) Using, possessing, or being under the influence of a controlled substance, illegal or dangerous drug, steroids, aerosol paint, or any other mood altering drug;
(c) Theft or stealing;
(d) Lewd, disruptive, or other offensive conduct that offends or affronts school district standards of propriety;
(e) Engaging in conduct that contains the elements of any criminal offense identified in state or federal law, with the exception of minor traffic offenses;
(f) Any arrest by a law enforcement official.

Offices and Elections
Certain clubs, organizations, and performing groups will hold elections for student officers. A list of clubs, organizations, and performing groups can be found at http://www.dickinsonisd.org and in the counselors’ offices.

FAMILY ACCESS (Student Information Access for Parents)
Family Access (SKYWARD) is a web-based program used by the Dickinson Independent School District to help parents keep track of their child’s academic progress on a regular basis. Family Access is a secure environment that is available 24 hours a day on the Internet. Only verified legal guardians are granted access to their own child’s information. Most of the data is current as of the previous school day. Information about how to register for Family Access will be coming home during the first weeks of school and is available on the district website at www.dickinsonisd.org. Contact the DHS College and Career Center to find out how to register.

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
• Voluntarily purchased student accident insurance.
• Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
• Personal apparel used in extracurricular activities that becomes the property of the student.
• Parking fees and student identification cards.
• Fees for lost, damaged, or overdue library books.
• Fees for driver training courses, if offered.
• Fees for optional courses offered for credit that 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.]
• A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form. This policy does not apply to summer school fees charged for credit recovery and/or initial credit.
• 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 of Dickinson High School or grade level counselor. [For further information, see policy FP.]

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. Most fundraisers should be approved by June 30 of the year prior to which they are to be implemented. An application for permission for fundraising for special events must be made to the campus principal at least 10 days before the event. For further information, see policies at FJ and GE.

Except when approved by the principal, fundraising is not permitted on school property.

GANG-FREE ZONES

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

**GENDER-BASED HARASSMENT**

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

**GRADE LEVEL CLASSIFICATION (Grades 9–12 Only)**

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>12</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>19</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>

**GRADING GUIDELINES**


**GRADUATION**

**Requirements for a Diploma for a Student Enrolled in High School Prior to the 2015–16 School Year**

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2015–16 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.

[Also see Standardized Testing for more information.]

**Requirements for a Diploma Beginning with the 2014–15 School Year**

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.

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 to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

[Also see Standardized Testing for more information.]

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2015–16 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2015–16 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section 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 who were enrolled in high school prior to the 2015–16 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program:
<table>
<thead>
<tr>
<th>Courses</th>
<th>Number of credits Minimum Program</th>
<th>Number of credits Recommended Program</th>
<th>Number of credits Advanced/ Distinguished Achievement Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2 or 3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3 or 4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Language other than English</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives**</td>
<td>6.5 credits</td>
<td>5.5 credits</td>
<td>4.5 credits</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>Completion of 4 Advanced Measures***</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22 credits</td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
</tbody>
</table>

* 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:
   a. A score of three or above on an Advanced Placement (AP) exam;
b. A score of four or above on an International Baccalaureate (IB) exam; or

c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under a new program called 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 and diploma. 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. 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 diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a 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.

The foundation graduation program requires completion of the following credits:
<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of credits</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation Graduation Program</td>
<td>Foundation Graduation Program with an Endorsement</td>
</tr>
<tr>
<td>English/Language Arts</td>
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<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>4*</td>
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<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
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<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Language other than English***</td>
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<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
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<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Miscellaneous</td>
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<td>Available Endorsements****:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Technology,</td>
</tr>
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<td></td>
<td></td>
<td>Engineering, and Math</td>
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<td>Business and Industry</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22 credits</strong></td>
<td><strong>26 credits</strong></td>
</tr>
</tbody>
</table>

* 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.


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.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with 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,
if that program is applicable based on the school year in which the student entered high school, 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 Alternate 2 is the alternative assessment currently allowed by the state. [See Standardized Testing 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.

**Graduation Activities**

Graduation activities will include:

- Senior Breakfast
- Senior Honor Walk
- Mandatory Graduation Practices

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on 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.

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see Student Speakers.]

**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.] Seniors’ school financial records including but not limited to textbooks, library books/fine, activity fees and/or organization fees must be clear in order for students to
receive their diploma and/or official transcripts. Outstanding balances do not preclude participation in the graduation ceremony.

**Scholarships and Grants**

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program, for as long as those programs are in place, or who complete the foundation graduation 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.]

**HAZING**

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

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

[Also see Bullying and policies FFI and FNCC.]

**HEALTH-RELATED MATTERS**

**Student Illness**

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

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.
The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

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

**Bacterial Meningitis**

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

- **What is meningitis?**

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

- **What are the symptoms?**

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

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

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

- **How serious is bacterial meningitis?**

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

- **How is bacterial meningitis spread?**

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

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

- **How can bacterial meningitis be prevented?**

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

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* 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 websites 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 age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to Immunizations 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.dickinsonisd.org.

[Also see policy FFAF and Celebrations.]
Head Lice

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

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

Physical Activity Requirements

**Elementary School**

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

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

**School Health Advisory Council (SHAC)**

During the preceding school year, the district’s School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district’s SHAC is available from the SHAC Coordinator, Laurie Goforth Rodriguez at (281) 229-6020.

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

[See policies at BDF and EHAA. See Human Sexuality Instruction for additional information.]

**Student Wellness Policy/Wellness Plan**

Dickinson ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to
implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district’s wellness policy and plan.

**Other Health-Related Matters**

**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 and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal.

**Tobacco and E-Cigarettes Prohibited**

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

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

**Asbestos Management Plan**

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 Jimmy Anderson, the district’s designated asbestos coordinator, at (281) 229-7250.

**Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their
child’s school assignment area may contact Gary Botello, the district’s IPM coordinator, at (281) 229-7250.

**HOMELESS STUDENTS**

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.

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, JoEllen Allen at (281) 229-7421.

**HOMEWORK**

Students are expected to come to class with all needed supplies and prepared to fully participate in classroom activities. This means having read assigned material and/or completed work assigned as homework. Homework grades are important to the student’s overall average and are computed as practice and/or daily grades. Any missed homework due to student absences must be completed and submitted to the teacher for grading in accordance with the District Grading Policy.

**ILLNESS**

[See Student Illness under Health-Related Matters.]

**IMMUNIZATION**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [https://corequest.dshs.texas.gov/](https://corequest.dshs.texas.gov/). 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 website: http://www.dshs.state.tx.us/immunize/school/default.shtm.]

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**

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

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

**Students Taken Into Custody**

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

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

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

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

The district is required by state law to notify:

• All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

• All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

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

LEAVING CAMPUS

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

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

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

• For students in high school, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a 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.

• Once students arrive on campus regardless of the mode of transportation, they are not allowed to leave campus. All policies and procedures stated in the previous paragraphs must be followed anytime a student leaves campus once arriving.

**During Lunch**
Dickinson ISD has closed campuses and no students are allowed to leave during lunch without a parent or guardian signing them out through the attendance office. Students found to be in violation of this policy will be considered truant and subject to disciplinary action and possible curfew violation(s).

**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.

Students who drive a car to school and are found to be in violation of the closed campus policy will forfeit their driving privileges.

**LOST AND FOUND**
A “lost and found” collection box is located in the Vintage Gym. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester. Athletic, Fine Arts, and CTE lockers are available for students to use to secure their personal items during class and/or after school practices. Valuable instructional time will not be used by teachers and/or administrators trying to locate lost or stolen items that have not been secured in a locker.

**MAKEUP WORK**
Make sure this policy is in compliance with the District Grading Policy. Makeup work is addressed in the new policy.
DAEP Makeup Work

Grades 9–12

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

In-school Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).] Students assigned to ISS will be required to complete class work assigned by the ISS monitor or the classroom teacher. The work assigned will correspond as closely as possible to the student’s current schedule.

MEDICINE AT SCHOOL

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.
Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

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

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

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

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

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

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

**Psychotropic Drugs**

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

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

**NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination and as required by law, Dickinson 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 the 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 sex, including sexual harassment or gender-based harassment: Robert Cobb, Assistant Superintendent for Administration, 2218 FM 517, Dickinson, TX 77539; 281-229-6024.
• ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Laurie Goforth Rodriguez, Director of Special Programs, 2218 FM 517, Dickinson, TX 77539; 281-229-6020.
• All other concerns regarding discrimination: See the superintendent, Vicki Mims. Superintendent, 2218 FM 517, Dickinson, TX 77539; 281-229-6101.
[See policies FB(LOCAL) and FFH(LOCAL).]

PARENT AND FAMILY ENGAGEMENT

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.]

• 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 (281) 229-6400 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]

• Becoming a school volunteer. [For further information, see policy GKG and Volunteers.]

• Participating in campus parent organizations, serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the campus principal].]
• Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council.]

• 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
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 to be submitted annually to the district.

Other Exams and Screenings
Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[Also see policy FFAA.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

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

[See policy EC for more information.]
PRAYER
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.

PROHIBITED ITEMS

ALL confiscated items must be picked up by the parent or guardian. These items will not be returned to the student. Additional consequences may be given.

Balloons/Food
Balloons and food (provided by students for student consumption), will not be allowed on campus during school hours. Balloons, flowers, and food will not be delivered to the classroom for any reason.

Head Coverings
Students are not allowed to wear head coverings including hats, caps, scarves while on school property for safety reasons. Jackets and/or sweatshirts with hoods may be confiscated if a student has his/her head covered.

Laser Pointers
Students are not allowed to possess a laser lighting device at school or school related activities on or off campus. Laser pointers and other devices such as this will be confiscated.

Musical Instruments
Musical instruments other than those used for band, will not be allowed on campus at any time. Exceptions may be made for school projects with prior approval from the teacher. Confiscated instruments will be returned to the student’s parent/guardian. A second offense will result in the prohibited item being held until the end of the semester.

Dickinson ISD and its employees will make every effort to ensure the security of electronic devices that are confiscated in accordance with campus rules and/or District policy. However, the district accepts no liability for a device that is lost, stolen, or damaged after the item is confiscated in accordance with the campus rules and/or District policy.

Skateboards
Skateboards are not allowed on school property at any time. Skateboards will be confiscated and returned to a parent/guardian. A second offense will result in the prohibited item being held until the end of the semester. Bicycles should be securely parked at the bicycle racks provided at the front of the school and for safety reasons.

PROMOTION AND RETENTION
A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the
student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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.

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.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated 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 Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level 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.

[For information related to the development of personal graduation plans for high school students, see Personal Graduation Plans for Students Under the Foundation Graduation Program.]

**High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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

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

**RELEASE OF STUDENTS FROM SCHOOL**

[See Leaving Campus.]
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents at least once every 9 weeks.

At the end of the first three weeks of a grading period and distributed during the fourth week of a nine-week grading period, parents will be given a written progress report if their child’s performance [in any course/subject area OR in English language arts, mathematics, science, or social studies] 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 for how to schedule a conference.]

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

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

The report card or progress report reflecting a grade below 70 in any course or subject is an indication that tutorials and/or extra time be dedicated to the course. Parents and students are encouraged to communicate with the teacher to determine a plan of action.

RETRIALATION

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

SAFETY

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, 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 or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

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

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

**SEVERE WEATHER CONDITIONS**
Should a severe weather alert and/or heavy rains that cause flooding occur at dismissal times, children will be retained in their classrooms until it is deemed safe to dismiss them, unless they are picked up by their parents.

**EMERGENCY SCHOOL CLOSING INFORMATION**
Monitor local radio (KTRH 740AM) and television for information regarding school closures. Information on school closures is also available on the Web at [www.school-closings.net](http://www.school-closings.net). Parents may also be notified using School Messenger.

**SAT, ACT, AND OTHER STANDARDIZED TESTS**
[See Standardized Testing.]
SCHEDULE CHANGES

Student schedules are set by state graduation requirements and student/parent course requests. Any modification to a student’s schedule must be initiated within the first two weeks of the semester and must be made in writing and signed by the student and the parent. The request must be approved by the grade level counselor and/or the grade level assistant principal and is subject to class availability. A grade earned in a course will be transferred to the new course when a course or schedule change is requested. This grade will be calculated into the proper grading period (nine weeks and semester). The student assumes all responsibility for the requirements in the course he/she is entering. (see academic handbook: student schedules)

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. Students are not allowed to linger or gather in hallways before or after school without adult supervision and/or permission from an administrator or teacher. Students will be asked to report to a classroom or a designated area such as the dining hall or gym if found in the hallways before school. Students who fail to follow this directive will be considered insubordinate and subject to disciplinary action.

The Dining Hall and the Vintage Gym are open to students before school beginning at 6:45 a.m. The library is open to students before school beginning at 7:00 a.m. Students are required to report to the Vintage Gym or the Dining Hall prior to the 7:20 a.m. bell.

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. Transfer students must have transportation home at 2:35 each day. Students will not be allowed to loiter on the campus waiting for a ride home.

Conduct Before and After School

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

Use of Hallways During Class Time

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

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 the district website, www.dickinsonisd.org to apply for free or reduced price meal services.

“Please keep in mind we are required to offer every parent with the opportunity to apply for free or reduced meals.” After the application is processed, notification will be sent to those who qualify. Free or reduced meals will begin after the application is processed. Students who received free or reduced meals in the previous year may eat the first 30 calendar days until the new application is processed. If a new application is not received after 30 days, students will be changed to paid status.

• Free & Reduced Meal Applications Online – will be available August 1 and can be completed very easily using any computer, smartphone or any device with internet access. Public computers are available at all schools, Food and Nutrition Services, and the Education Service Center. Paper applications will be available upon request.

• Lunch Money Now (LMN) – We encourage all parents to set up a LMN reminder at the beginning of the school year. It is a convenient way for parents to receive not only an email but also a text that your student’s balance is low or has reached a preset dollar amount. LMN also allows parents to set up recurring payments to your student’s account and view account balances Visa, MasterCard, and PayPal can be used to make deposits on the secure (SSL) site and are available on the student’s account within an hour of the transaction. There is a small $2.50 charge per transaction and multiple students can have money deposited in a single transaction.

• Meal Prices
  Breakfast: Full price students will pay $1.00 (PK-4) or $1.25 (5-12)
  Lunch: Full price students will pay $1.40 (PK-4), $2.00 (5-8), or $2.25 (9-12)
  Reduced price students will remain $0.30 (PK-12) Breakfast, $0.40 Lunch (PK-12)

• District Meal Charge Policy:
  Parents are responsible for all meal charges for their children. Dickinson ISD will collect on all unpaid meal charges. Parents must pay all charges before the end of the school year or before withdrawing students. When account balance is negative an automated call and an email will occur and continue daily until the account has a positive balance. Parents may use Lunch Money Now online or bring cash or check to cashier before 2 p.m. If payment is not received, FNS will
send a letter to the parent to remind them we have been feeding the child in good faith, and that money is owed to the student’s account. Automated calls will continue and the school office will make contact with the parent. All charges made prior to application approval are the parent’s responsibility.

**In-Sufficient Checks:** Checks returned for insufficient funds will not be accepted for future payments and will be charged a fee and assessed to the student account. Cash, money orders, or LMN must be used for payments.

State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

**Library**

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

- 7 AM to 7:20 AM
- 2:35 PM to 3:15 PM

**Meetings of Noncurriculum-Related Groups**

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

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

**SEARCHES**

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

**Students’ Desks and Lockers**

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

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

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

The parent will be notified if any prohibited items are found in the student’s desk or locker.
Telecommunications and Other Electronic Devices
Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

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

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion 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. All vehicles parked on the Dickinson High School property must have a valid school issued parking permit/decal. In order to purchase a parking permit/decal, a student must provide a copy of a valid Texas drivers’ license, vehicle license plate number, and an insurance policy with the student’s name listed as a driver on the policy. Parking permit/decals are $30.00 each and will be valid for the entire school year. Any vehicle parked on the school property without a valid parking permit/decal will be towed at the owner’s expense.

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

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

Drug-Testing
[For further information, see policy FNF(LOCAL). Also see Steroids.]
SEXUAL HARASSMENT

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

SPECIAL PROGRAMS

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

STANDARDIZED TESTING

Secondary Grade Levels

PSAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT®. It also gives students in grade 10 a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures: Critical reading skills, Math problem-solving skills, and Writing skills.

The most common reasons for taking the PSAT/NMSQT are to:

- Receive feedback on the strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.
- See how performance on an admissions test might compare with that of others applying to college.
- Enter the competition for scholarships from NMSC (grade 11).
- Help prepare for the SAT. Students become familiar with the kinds of questions and the exact directions they will see on the SAT.

PSAT will be administered to all DHS students in Grades 9-11 on October 14, 2015

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

**TSI (Texas Success Initiative) Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering college freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances. Scores on SAT/ACT may exempt students from the requirement to take the TSI Assessment. See the Academic Handbook or call a counselor for more information.

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

**High School Courses—End-of-Course (EOC) Assessments**

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

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

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

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

STAAR-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 students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

[Also see Graduation for additional information.]

**STEROIDS**

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

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

**STUDENT CODE of CONDUCT-**

*Disciplinary Procedures not covered in the DISD Student Code of Conduct*

Dickinson High School is implementing the research-based Safe and Civil Schools Initiative in 2016-2017. The Dickinson High School Student Behavior Management Plan will be distributed to all students during the first week of school and posted on the campus website for parent reference.

If an office referral is made by the teacher, the grade level assistant principal will determine the consequence(s) as outlined in the Student Code of Conduct and/or the Dickinson High School Student Behavior Management Plan. The following behaviors may be assigned ISS if the student commits any of the following offenses on school property, or while attending a school-sponsored or school-related activity on or off school property.

- Academic Dishonesty- see Cheating
- Displaying inappropriate pictures, photos, or drawings (including on cell phones)
- Using profanity, vulgar language, or inappropriate obscene gestures, pictures, photos, or drawings or innuendos.
- Physically aggressive behavior such as, but not limited to, pushing and scuffling which is not defined as a fight or assault.
- Stealing from students, staff, or the school.
- Damaging or vandalizing property owned by others. (Also may be required to make restitution). Depending on the seriousness of the damage, further consequences may be applied.
- Possession of prohibited items not covered under the Student Code of Conduct.
- Hazing as defined by Board Policy FNCC (LEGAL) and the Education Code, Section 37.151.
- Name-calling, ethnic or racial slurs, or derogatory statements that school officials have reason to believe will substantially disrupt the school program or incite violence.
- Insubordination
- Aggressive, disruptive action or group demonstration that school officials believe does or may substantially disrupt or materially interfere with the school program, school
activities, or incites violence. (This may also result in involvement of the Liaison Officer.

- Falsification of records, passes, or other school-related documents including, but not limited to, computer hacking, theft of, or misuse of software.
- Smoking, use of, or possession of tobacco products including E-cigarettes.
- Repeated general misconduct violations. (Repeated is defined to be 2 or more infractions of the general misconduct violations. These may be different violations or repeated violations of the same offense.)
- Gambling on school property
- Truancy
- Written or verbal offensive or threatening remarks not covered under the Student Code of Conduct.
- Bullying, harassment, or making hit lists not covered under the Student Code of Conduct.
- Violating computer policies, rules, or agreements signed by the student or the student’s parent, engaging in any conduct that compromises or attempts to compromise any media, internet, and/or computer software, equipment, communication, or engaging in any activity that causes a substantial disruption to the educational environment.

The minimum length of assignment to ISS shall be one day and the maximum ten days per offense, unless the student commits a violation of the ISS rules, the Student Code of Conduct, or the Student Handbook while assigned to ISS. Misconduct while in ISS could result in the assignment of additional up to ten days, suspension from school, or assignment to a disciplinary alternative education program depending upon the seriousness of the offense.

Please note that the above behaviors may result in the involvement of the Liaison Officer in addition to school consequences when the behavior has disrupted the educational process.

**In School Suspension Guidelines and Expectations**

- Students are required to surrender cell phones and all electronic devices when assigned to ISS.
- Students assigned to ISS will be required to follow an academic schedule.
- Students assigned to ISS must be in dress code. Failure to do so will result in an additional assignment to ISS.
- Students should arrive to ISS with all textbooks and needed materials.
- Students will be required to copy and turn in to the ISS instructor all ISS rules prior to beginning their class work.
- All rules in the student handbook and Student Code of Conduct will be observed. Students may not talk or communicate in any way, including writing notes. Students may not pass items to other students without teacher permission.
- Students may not sleep. Students should sit appropriately at all times facing forward.
- Students should raise their hand and wait to be called on by the teacher to ask a question.
- Students may not move from their desks without permission from the teacher.
- Students should remain on task at all times- working on school/teacher assignment.
- When a student has completed all assignments the ISS teacher should be notified.
• Students should bring an appropriate book to read to remain on task after assignment completion and/or waiting for assistance. Students may purchase a sack lunch from the school cafeteria.

Students will have scheduled restroom breaks and lunch.
• Students may not have food or drink at any time other than during the lunch break.
• Students should take inventory of their desk and the back of the desk in front of them. Any markings not listed by you that are found will be assumed to have been made by you.
• Students may be required to participate in community service during the day.
• Students will be given the consequences guidelines the first day of arrival.
• Students who reach suspension level from ISS will return to ISS and complete any unfinished time.
• Students who are absent or leave school early should return to ISS and complete any time missed prior to being dismissed from ISS.
• Students should attend after school tutorials when extra assistance is needed to understand an assignment.

Fighting

1st Offense – suspension from school 1-3 days, possible DALC placement.
2nd and subsequent Offenses – suspension from school 2-3 days, possible DALC placement.
An off campus DAEP assignment will be based on the elements of the offense. The campus Liaison Officer may be involved in a disciplinary situation if a violation of law has occurred. Any behavior of a criminal nature may result in the involvement of the campus Liaison Officer.

Out of School Suspension Guidelines and Expectations

Teachers will be notified of the suspension and school work missed may be made up at the discretion of the teacher. Parents are required to report to school with the student when he/she returns after a suspension and attend a conference with the assistant principal.
During the time of suspension (from parent pick-up to the morning of return) a student may not attend any school function or activity on or off campus. Suspended students may not come onto any DISD school property during the time of suspension and should adhere to city and/or county curfew laws. Failure to adhere to these guidelines will result in criminal trespass activity.

STUDENTS IN FOSTER CARE

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) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

Please contact Robert Cobb who has been designated as the district’s foster care liaison at 281-229-6102 with any questions.

STUDENT SPEAKERS

See Graduation for information related to student speech at graduation ceremonies.
SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

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

SUMMER SCHOOL

Summer school information will be available in May 2017.

TARDINESS

A student who is tardy to class may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TARDY POLICY

To ensure a safe and orderly learning environment for all students, the following procedures will be followed.

Definitions:

Tardy is defined as being in the hallway when the tardy bell rings.

Truancy is defined as being in an unauthorized area without written permission from a Dickinson High School administrator, teacher, or other staff member. An unauthorized area includes any area of the school to which the student is not assigned during the time in question. Areas may include any of the following: parking lot, field house, gym, locker rooms, dining hall, hallways, library, and classrooms.

Procedures:

Students are allowed five minutes of passing time between each period during which time they are expected to efficiently manage their time and attend to personal needs such as restroom visits, getting a drink at a water fountain, securing their belongings in a locker, etc.

Students arriving after the 7:20 AM tardy bell must be accompanied by a parent/guardian and signed-in by the parent in the Attendance Office.

- Students are expected to be in the classroom and in their seats ready to begin working when the tardy bell rings.
• Tardy Sweep stations will be strategically located in multiple areas of the building to document student tardies in the DHS student management system.
• Teachers/administrators will sweep the halls when the tardy bell rings moving students who are not in their classrooms to the tardy sweep stations.
• Consistent tardies will be considered a Persistent Behavior Issue that will result in one or more of the following actions: Assignment to In School Suspension, Assignment to a long-term Alternative Educational Placement off Campus, Referral to Truancy Court.
• Students with excessive tardies in any class (five or more) may be in danger of losing credit for that class and may be required to make up time. A parent conference will be scheduled by the assistant principal to discuss a course of action to correct the behavior.
• Students must report directly to the classroom once a Tardy Sweep pass is issued. Failure to do so will result in additional disciplinary action.
• Students will not be allowed out of class for any reason during the first and last fifteen minutes of each class period. This means that teachers will not write hall passes nor give permission for students to leave the classroom during this time. Students leaving class without permission will be considered insubordinate and truant and will be assigned an appropriate disciplinary action. Teachers will use their discretion regarding emergency medical and/or personal situations that would warrant an exception to this rule.
• Students with medical conditions that require additional restroom privileges and/or additional hallway time, must produce a note signed by a physician. The condition must be reported to the school nurse who will provide a medical permission note.
• Students in the hallways during class periods are expected to have a yellow hall pass signed and dated by a teacher or other DHS staff member. Students in the hallways during class without a hall pass will be considered truant and will be assigned an appropriate disciplinary action.

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

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

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.
[See Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services, for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district’s 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 the campus at (281) 229-6400.

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.

Please see Appendix for complete information for bus riders.

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

VANDALISM

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

VEHICLES AND PARKING

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists. Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to
others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action. Searches of vehicles may be conducted at any time there is reasonable suspicion, with or without the permission of the student.

All motor vehicles parked on campus by persons enrolled or employed at Dickinson High School must be registered and must display a current parking decal. To obtain parking permits, students will be required to present a copy of their driver's license, license plate number of each car they wish to register, and a copy of their proof of insurance. The student’s name must appear on the vehicle insurance policy. A fee of $30.00 will be charged for each parking decal issued. Parking decals must be visibly displayed on the front windshield of the vehicle (lower corner on the passenger side). Motorcycles will have the parking decal affixed on the vehicle so that it is easily seen.

Parking permits may be purchased by senior, junior and sophomore students. Limited parking spaces are available and will be assigned based on grade level with seniors receiving first priority. Each vehicle will be assigned a specific parking space in accordance with the parking permit issued. Students may not park in any other parking area located on the school district property.

If the parking sticker is confiscated, the parking fee is non-refundable. Leaving campus without permission will result in the parking sticker being confiscated. The unsafe operation of a vehicle may result in a fine and/or suspension of parking privileges. Students may not go to the parking lot during school hours without written permission from an administrator.

The school reserves the right to tow and have impounded at the owner's expense any vehicle parked in violation of these regulations: abandoned motor vehicles, vehicles without license plates, vehicles parked in such a way as to create a serious hazard to traffic flow, vehicles parked in areas not designated for parking, or vehicles that do not display a Dickinson High School parking decal. Vehicles towed may be recovered at Taylor Towing, 4401 Nicolini, Dickinson TX (282)332-7477.

Violations of any of the preceding regulations can result in suspension of parking privileges. The administration reserves the right to revoke the parking permit and parking privileges for disciplinary and/or attendance issues.

**VIDEO CAMERAS**

For safety purposes, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. Due to the confidentiality of students, school videos will not be made available for parental review.

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

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

VOLUNTEERS
We appreciate 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 campus principal for more information and to complete an application. Volunteers will be required to complete and submit a Criminal History Background check for approval prior to volunteering.

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

WITHDRAWING FROM SCHOOL
A student 18 years and younger 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-Aspire** refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**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 95 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 are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.
ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

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.

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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 who receive special education services or students 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 STAAR EOC assessments 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.

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

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

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

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

2016-2017 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) shall not reflect gang affiliation, cause a distraction, nor conceal contraband. ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.

GRADERS 7-12

PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, (NO SHORTS OR SKORTS), SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized with no holes or tears, fitting at the waist, and cuffed/hemmed at or below mid-calf
- The length/sits of skirts, dresses, and jumpers must be clearly below, and remain below, the mid-thigh, including the front, back, and sides when standing, sitting, or walking.
- Shirts, blouses, or pullovers must have sleeves. Must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may not be sheer, lace, or any see-through material (even if worn with an undergarment/ camisole/slip), backless, cut-out, off-the shoulder, spaghetti strap, sundress, tank-style, sleeveless, low-cut, back exposed, or revealing in any way.
- No vinyl, leather, suede, fleece, spandex/stretch, oversized pockets, pajamas, overalls, sweatpants, or coveralls.
- No inappropriate pictures or messages allowed.
- Underclothes may not be worn as outer clothing including men’s T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are ¾ lengths (or less) are acceptable.
- “Trench” coats or “Dusters” are not allowed.
- No inappropriate pictures or messages allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or unnatural coloring (pink, green, blue, etc.).

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Glitter, writing or drawing on the face or skin
- Tattoos (temporary and permanent)
- Sunglasses
- Any type of head covering (no cap, hat, hair net, hair rollers, combs, or picks may be worn inside the building)
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.

Board Approved April 4, 2016
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 policy code FFI. Below is the text of Dickinson ISD’s policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

Dickinson ISD
084901

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
LOCAL)

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**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.

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**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.

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**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.

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**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.

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**RETAIATION**

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.

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**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.

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DATE ISSUED: 3/5/2012
UPDATE 93
FFI(LOCAL)-A
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.

**DATE ISSUED:** 3/5/2012

**UPDATE 93**

**FFI(LOCAL)-A**

**ADOPTED:** 3 of 3
Dear Parents,

The Dickinson Independent School District provides bus transportation to and from school as a courtesy service for students residing in the District. The state of Texas prescribes the conditions governing school bus operations and partially funds the service by allotting the District a given amount for eligible students and hazardous students transported. Eligible students are defined by the State statute as those residing in the District at least two miles from the school they should attend, as measured by the nearest practical route. The nearest practical route is the nearest traveled public road which may or may not be the road used by the school bus. Hazardous students are defined by the State statute as those residing in the District under two miles from the school they should attend, as measured by the nearest practical route and who have to cross a major highway, bridge, railroad tracks or lack of sidewalks.

In order to meet the conditions outlined by the State and provide safe, prompt movement of all students, the school district has adopted standard regulations and procedures and has provided restrictive measures for violations of procedures and rules. They are herein outlined for your information and for the guidance of your child.

The District is pleased to provide transportation for all of its students and solicits your assistance in helping create a safe, healthy operation. You may do so by reading the attached material and discussing the safety rules with your children. We ask your cooperation in developing proper behavior patterns for students who ride buses. Please remind your child(ren) the school bus is an extension of the classroom.

If you need to contact the Transportation Office please call 281-229-7300.

Thank you,

Brian J. Cmaidalka
Brian J. Cmaidalka
Director of Transportation

**BUS RIDER’S SAFETY MANUAL**

**PARENTS AND BUS RIDERS**
The goal of this Safety Manual is to help provide a safe and enjoyable experience for children and adults who ride school buses. Parents should take time to read and discuss the materials in this manual with their children. Riding a school bus is a privilege provided by the school district and should be treated as such.

**GENERAL SAFETY RULES**
1. Obey the instructions of the bus driver. At no time should a student be disrespectful or refuse to cooperate with the driver.
2. Board and leave the bus at designated stops only.
3. All students must ride their assigned bus.
4. Do not ask to ride home on another bus with a friend.
5. It is the responsibility of the parent to provide transportation to school if a child misses the bus.

**PROCEDURES FOR WAITING FOR THE BUS**
1. Be at your bus stop five minutes before scheduled pickup time. The driver will not wait or honk, nor will he/she stop for late students or students running to the bus.
2. Students should be no closer than 10 feet from the bus, which is called the “Danger Zone”. Be in plain sight of the approaching bus driver and other traffic. Be watchful and don't play around.
3. Before the bus approaches, form a line and be prepared to load immediately.
4. Stand still and clear of the bus. Move toward the bus ONLY after door opens and/or driver signals you to load.
5. If you miss the bus, go home immediately.
6. Parents should instruct their children on what procedures to follow if they miss the bus.

**LOADING THE BUS**
1. Do not push or shove.
2. Stay out of the bus "Danger Zone." Wait until the door opens or driver gives signal before approaching the bus.
3. Use the handrail and steps.
4. Go directly to your assigned seat. The bus will not move until all students are seated. Delays affect traffic and schedules.
5. Seating arrangement will be assigned. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus “Danger Zone.”

At campuses while loading in the afternoon, students will not be allowed to board a bus after the doors are closed without administrative approval.
CONDUCT ON THE BUS

Classroom dress code and conduct rules shall be followed. Students wearing gym clothes will not be allowed to ride the bus. Shoes must be worn while riding the bus.

1. Remain seated while the bus is moving.
2. Do not change seats.
3. A student shall not refuse to sit in an assigned seat or deny another student a place to sit.
4. Normal conversation is permitted; avoid loud noises that may distract the driver and create an unsafe condition.
5. Scuffling, fighting and the use of obscene, vulgar or profane language and gestures are forbidden.
6. Do not throw objects inside or out of the bus.
7. Do not litter, mark, cut or scratch any part of the bus.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual extreme emergency.
9. Students shall never attempt to operate the passenger door or other controls except in case of extreme emergency.
10. Students shall face forward for the duration of the trip, and shall keep their feet in front of them and out of the aisle.
11. All outer wear such as coats, jackets, and sweaters must be worn at all times or placed in a secure location such as a bag or backpack. In addition no hoods from jackets, beanies, caps, etc. may be worn at any time while on the bus.

GETTING OFF THE BUS

1. Stay seated until the bus is completely stopped, brakes have been set and the door has been opened.
2. Use the handrail and take one step at a time when leaving the bus.
3. Wait for your turn to leave the bus. Pushing and crowding will only slow exiting and may cause an accident.
4. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone."
5. If an article drops or rolls near or under the bus, do not go after it! After the driver acknowledges and signals to you, only then should you go to the bus door and ask the driver for help.

DROPPING OFF PRE-KINDERGARTEN & KINDERGARTEN STUDENTS

Parents or a designee must be at the bus stop to receive PK and K students. If no one is there to receive the student, the student will be returned to the campus. It is the responsibility of the parent/guardian to see that students who are returned to school are picked up. Any student returned three times a semester will have their riding privileges suspended until a conference with the parents and transportation representative is held and an agreement is made. It is the responsibility of the parent/guardian to make an appointment with the Transportation Office. If riding privileges are reinstated and the student is returned for the fourth time a 3 day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the fifth time a 5 day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the sixth time a 1 month suspension or suspension for the remainder of the semester may be issued after a conference is held.

Name(s) of persons eligible to receive student must be registered with the campus.

DAYCARE FACILITIES

An employee representative should be waiting at the designated bus to receive students. If no one is there to receive the student(s), they will be returned to the campus. Any student(s) returned 3 times a semester will have their riding privileges suspended until a conference with the parents or daycare representative is held and an agreement is made. If riding privileges are reinstated and the student is returned for the fourth time a 3 day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the fifth time a 5 day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the sixth time a 1 month suspension or suspension for the remainder of the semester/year may be issued after a conference is held.

DESIGNATED STOP/CHANGES

Students will be picked up and dropped off at the designated bus stop. Only one location for pick-up and one location for drop-off will be allowed. Any request for change must be made and approved by the Campus at which the student is enrolled. All requests must be made 2 days prior to needed change and must be for a minimum of 5 days. Changes to Student pick-up and drop-off locations can be made a maximum of two times per semester.

CELLULAR PHONES/ELECTRONIC DEVICES

Students will be allowed to possess cellular phones/electronic devices (i.e. iPods) while on the bus. These devices must not be heard. Phone conversations, taking pictures or videos are not permissible. If a cell phone/electronic device creates a distraction or disturbance to the driver the request may be made to put the device away in a secure location or may be confiscated. Confiscated cellular phones/electronic devices will be returned to the student’s parent or guardian only. A $15.00 administrative fee may be charged for this return. Unclaimed cellular phone or electronic devices will be disposed of after 30 days. Lost or stolen phones/electronic devices are not the responsibility of Dickinson ISD, and no administrative effort will be spent in investigating lost or stolen phones/electronic devices.
CROSSING THE STREET OR HIGHWAY
1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 15 feet in front of the right bumper and wait for the driver to signal that it is safe to cross. Be alert for the danger signal (Driver will honk horn) if the situation changes, and the driver detects a danger, look to the driver for instructions.
2. Check in both directions and walk directly across the road.
3. Never cross the road behind the bus.
4. CAUTION! Be alert for vehicles that do not stop when the bus is loading or unloading students.
5. Obey all traffic signals and signs on your way to and from the bus stop.

PROHIBITED ITEMS
1. Tobacco.
2. Live animals or insects.
4. Alcoholic beverages, harmful drugs or chemicals.
5. Weapons and explosive devices.
6. Any object (i.e. musical instrument, shop project) too large to be carried by the student. All other items must be kept on the student’s lap or within the seating compartment and may not deny another student a seat.
7. Balls or Balloons
8. Skateboards
9. Matches and cigarette lighters.
10. Food or drinks (no eating or drinking on the bus is permitted).
11. Radios, tape players, headphones, CD players or any other electronic device that is too large to fit in a pocket or backpack.
12. Chewing gum.
13. Lasers or mirrors used to reflect light.
   *The above list of prohibited items may not include all prohibited items. At the discretion of the Transportation Department an item may be determined to be inappropriate or prohibited from the bus.

ACCIDENTS OR EMERGENCIES
1. Follow the driver’s instructions.
2. If you must leave the bus, stay in a group. Move to a safe place.
3. The following procedures will be used for evacuation in an emergency situation:
   a. The driver will make the decision on which exit to use during the evacuation.
   b. Follow the driver’s instructions completely.

School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Field Trips
Educational field trips shall be provided when planned with a definite purpose and objective. Only school buses and principal-approved staff-driven SUV-type automobiles may be used for transportation. A signed permission from the parent(s) or legal guardian(s) of each student participating is required for each field trip. (Forms are available in each school office.) The school must have on file a signed Emergency Medical Information Form. Please complete this form yearly and keep information up-to-date. All chaperones must complete a Criminal History Check form at least two (2) weeks prior to the field trip. NO EXCEPTIONS.

Extracurricular Trips
1. Bus riders' rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal, the sponsor and the driver.
3. The bus must return clean when returning from the trip.

DISCIPLINE
The school bus is an extension of the classroom and discipline will be administered by the Director or designee with assistance from the principal and the bus driver. All school board policies that apply to student conduct and other student-related activities apply to the school bus.
The following procedures shall be followed when discipline concern arises on a bus serving a regular route or an extracurricular activity:
1. The driver shall attempt to correct the misbehavior of the passenger(s)
2. If the passenger refuses to comply with a reasonable request, the driver will report the incident to the Director or designee upon returning to the Transportation Department. The notification shall be made in writing on the School Bus Safety Report and parent contact will be attempted.

3. The Director or designee shall investigate the incident and notify the driver of the action taken.

4. The student will be given a copy of the report to take home for the parent’s signature and return one copy to the driver.

5. A conference involving the Director or designee, the student(s), the driver and parent(s) may be necessary.

6. The Director or designee may suspend the student’s bus-riding privileges. If such a suspension occurs, the parent(s) or guardian and principal will be notified prior to the effective time of the suspension so that other transportation arrangements can be made by the parent/guardian.

7. In the case of serious misconduct that endangers the safety of other passengers or the driver, the student(s) will be removed from the bus by any school official or law enforcement assistance; the principal and parent(s) shall be notified of the situation as soon as possible.

8. Students in grades 5-12 who are involved in a fight and/or cited for a category IV offense(s) will be turned over to a campus administrator for discipline action as outlined in the Student Handbook for the respective campus.

**SUSPENSIONS AND HEARING PROCEDURES**

*Notice to Parents and Appeal Process* may be found in the Campus Discipline Management Plan.

**Immediate appropriate legal action and/or suspension from the bus will be enforced against any person participating in the following infringements:**

1. Possession of firearms, a knife, or other dangerous devices will not be permitted and may result in immediate loss of bus privileges for the remainder of the school year.

2. Using abusive, profane language on or near a bus in which students are being transported or directing such language toward the students or the driver.

3. Hindering in any manner the operation of a school bus or obstructing, unnecessarily, any roadway on which a school bus travels.

4. Making threats against or engaging in physical contact with a school bus driver.

**Discipline Procedure:**

- When students receive their 3rd bus safety reports they may receive a 3 day suspension from transportation; 4 reports may = 5 day suspension; 5 reports may = 1 month suspension; and 6 reports may = suspension for the remainder of the school year.

  *At the discretion of the Transportation Department, bus riding privileges may be suspended and/or the length of the suspension may be changed from the above discipline procedure due to the nature of the infraction.*

**DETECTION**

Individual school buses may be equipped with video cameras that will record the conduct of students and any verbal communication between students and driver. This recording may be used for disciplinary purposes.

Pursuant to Texas Education Code §26.009(b), schools can videotape students without parent permission for purposes of maintaining discipline. However, under the Family Educational Rights and Privacy Act of 1974 (FERPA), the parent may only view the video if their child is the only student in the video. If the video reveals other students then that video cannot be viewed by any parent. The Texas Attorney General has addressed this issue and determined that videotapes made on school buses, on which the driver addresses some students by name and which “show the faces, bodies, and behavior of students of the district” are education records under FERPA and are exempted from disclosure. Texas Attorney General or 95-821 (1975)

Dickinson Independent School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Dickinson Independent School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance coordinators:

**Personnel Issues:** Deputy Supt. for Business and Operations, 281-229-6010  
    Exec. Dir. of Human Resources, 281-229-6016  
**Student Issues:** Lauri Director of Special Programs, 281-229-6020

Dickinson Education Support Center  
2218 FM 517 East  
Dickinson, Texas 77539
2016-2017 School Compact

Dickinson High School students participate in activities, services, and programs that are funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Our Dickinson High School staff, parents and students agree that we share in the responsibility for improved student academic achievement. We will work together to ensure that all Dickinson High School students acquire the knowledge and skills that prepare them for success at the next grade level, in the workplace, in college, and/or in the military. Our focus will be on post high school readiness and on the development of our students’ social awareness and their sense of responsibility so that students become productive, contributing members of our community. We will work together to build a partnership that involves all stakeholders so that Dickinson High School meets the academic, social, and emotional needs of our students and staff. This school-parent compact is in effect during the school year for 2016-2017.

School Responsibilities
We, the faculty and staff of Dickinson High School, will:

- Provide effective, high quality, and rigorous teaching and learning that results in student mastery for successful college entry and completion.
- Provide effective, industry-level standards for teaching and learning that results in industry certifications and successful career readiness and advancement.
- Create an inclusive environment that is physically and emotionally safe for all students, parents, teachers, staff and community members.
- Create an environment that invites, encourages and supports innovation and creativity.
- Provide and support systems, services, infrastructures and facilities that support and enhance the Dickinson High School goals and objectives for student learning.
- Promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district’s and the campus’ goals.
- Employ, recruit, develop, and retain highly qualified staff to maximize learning for all students.

Parent Responsibilities
We, the Dickinson High School parents/guardians, support our students’ learning by:

- Actively monitoring school attendance and ensure that students arrive each morning by 7:20 am.
- Actively monitoring student grades, homework, and participation in school activities.
- Regularly communicating with teachers and participating in decisions regarding my student’s school progress.
- Encouraging my student’s participation in extracurricular activities and school clubs/organizations.
- Staying informed by checking the school and the district webpage, by accepting school electronic call-outs, by checking emails from school officials, and by keeping my contact information current.
- Getting involved by serving on committees and/or volunteering my time, talents, and services.
- Encouraging the development of respectful and productive relationships with all stakeholders.

Student Responsibilities
We, the Dickinson High School students, assume the responsibility to improve our academic achievement and strive for excellence by:

- Being in class on time and well prepared each day to fully participate and actively engage in the learning activities.
- Completing all assignments with excellence and quality in mind.
- Showing respect for ourselves, our peers, the faculty and staff, and the school facility.
- Respecting the rights of other students to learn without disruption.
- Providing our parents/guardians with important information from school.

“A Proud Tradition . . . . An Exciting Future”
Dickinson Independent School District
Dickinson High School
Title I Parent Involvement Policy
2016-2017

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Dickinson High School, continue to focus on the importance of family involvement and community engagement. Dickinson High School strives to create and maintain a welcoming atmosphere for parent and community involvement. We encourage meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous, fluid, and open. In order to ensure greater opportunities for student success, Dickinson High School supports:

- Activities that encourage parent involvement,
- A positive and productive working relationship between educators and families of all student groups,
- A school culture and climate that encourages open communication between school and families.

PARENT INVOLVEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district’s website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. Dickinson High School is one of those 12 campuses. The Dickinson High School Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Dickinson High School Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various campus committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Dickinson High School’s Parent Compact annually and revise if needed. This compact will identify ways the school, parents and students share in the responsibility for student performance and success. A copy of the Dickinson High School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, provided to parents during parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their student.

PARENT INVOLVEMENT OPPORTUNITIES

Dickinson High School supports parental involvement in a variety of ways as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for
improving Dickinson High School are encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone’s desire for continued achievement for every student in the district. The following activities, programs and/or services are provided by Dickinson High School to strengthen the partnership between school, home, and community:

<table>
<thead>
<tr>
<th>School/Parent Communication</th>
<th>School Activities</th>
<th>School Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKYWARD Parent Access</td>
<td>District Health Fair</td>
<td>District Health Fair</td>
</tr>
<tr>
<td>NAVIANCE Parent/Student Access</td>
<td>Campus College and Career Fair</td>
<td>Campus College and Career Fair</td>
</tr>
<tr>
<td>Remind 101</td>
<td>Fundraisers</td>
<td>Fundraisers</td>
</tr>
<tr>
<td>District Website</td>
<td>Homecoming Week</td>
<td>Homecoming Week</td>
</tr>
<tr>
<td>Campus Website</td>
<td>Alumni/Hall of Honor</td>
<td>Alumni/Hall of Honor</td>
</tr>
<tr>
<td>Teacher Websites</td>
<td>Family Thanksgiving Dinner</td>
<td>Family Thanksgiving Dinner</td>
</tr>
<tr>
<td>Principal’s Corner</td>
<td>Lighted Windows/Open Doors</td>
<td>Lighted Windows/Open Doors</td>
</tr>
<tr>
<td>Fall Open House</td>
<td>Red Ribbon Week</td>
<td>Red Ribbon Week</td>
</tr>
<tr>
<td>Spring Parent University</td>
<td>School Musical</td>
<td>School Musical</td>
</tr>
<tr>
<td>Teacher/Parent Conferences</td>
<td>Veterans’ Day Concert</td>
<td>Veterans’ Day Concert</td>
</tr>
<tr>
<td>School Messenger Call-Out System</td>
<td>Athletic Events</td>
<td>Athletic Events</td>
</tr>
<tr>
<td>Teacher Syllabus</td>
<td>Fine Arts Events</td>
<td>Fine Arts Events</td>
</tr>
<tr>
<td>Advanced Placement Parent Meetings</td>
<td>Empty Stocking Community Project</td>
<td>Empty Stocking Community Project</td>
</tr>
<tr>
<td>Title I Parent Informational Meeting</td>
<td>Stuff the Bus Community Project</td>
<td>Stuff the Bus Community Project</td>
</tr>
<tr>
<td>Dual Credit Parent Meetings</td>
<td>Houston Livestock Show and Rodeo</td>
<td>Houston Livestock Show and Rodeo</td>
</tr>
<tr>
<td>Booster Club Organization Meetings</td>
<td>Galveston County Livestock Show and Rodeo</td>
<td>Galveston County Livestock Show and Rodeo</td>
</tr>
<tr>
<td>Parent Surveys</td>
<td>Project Graduation</td>
<td>Project Graduation</td>
</tr>
<tr>
<td>Campus Improvement Committee</td>
<td>Dickinson Railroad Museum Art Show</td>
<td>Dickinson Railroad Museum Art Show</td>
</tr>
<tr>
<td>Parent Involvement Committee</td>
<td>School Dances</td>
<td>School Dances</td>
</tr>
<tr>
<td>Student Award Ceremonies</td>
<td>Top 10 GALA</td>
<td>Top 10 GALA</td>
</tr>
<tr>
<td>SHAC Committee</td>
<td>Ascending Seniors GALA</td>
<td>Ascending Seniors GALA</td>
</tr>
<tr>
<td>Counselor Newsletter Email Blasts</td>
<td>Athletic/Fine Arts Banquets</td>
<td>Athletic/Fine Arts Banquets</td>
</tr>
<tr>
<td>GATOR Bytes</td>
<td>Communities in Schools</td>
<td>Communities in Schools</td>
</tr>
<tr>
<td>GATOR Vision</td>
<td>Business Partnerships</td>
<td>Business Partnerships</td>
</tr>
<tr>
<td>Dickinson High School PTO</td>
<td>DISD Education Foundation</td>
<td>DISD Education Foundation</td>
</tr>
<tr>
<td>Project Graduation Parent Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
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**STAFF/PARENT COMMUNICATION**

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our district, campus, and teacher websites and other internet and electronic sources will be kept up-to-date in an effort to inform families. All Dickinson High School staff members will make every effort to communicate positively and work effectively with parents and community members.

**FUNDING /COORDINATION WITH OTHER PROGRAMS**

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Dickinson High School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

**CONCLUDING STATEMENT**

Dickinson High School is committed to the success of students. We will work together with parents, community members and Dickinson High School staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other Dickinson High School staff as we seek active participation by our parents.
Dickinson ISD Title I, Part A Programs
Improving Basic Programs & Parent Involvement
2016-2017

Twelve schools in the Dickinson ISD receive funding under Title I, Part A of the Elementary and Secondary Education Act (ESEA). The funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. ESEA is built on accountability for results, involvement of parents, and an emphasis on doing what works to improve academic achievement based on scientific research.

EXTENSIVE PLANNING: Each Title I Schoolwide campus must engage in detailed planning on how funds will be used to improve student academic achievement. This planning includes:

1. Comprehensive Needs Assessment: created by the school administrators, staff, parents and community members to identify the needs for all students to meet Texas' achievement standards.
2. Campus Improvement Plan: the action plans that will be implemented to meet the needs identified in the Comprehensive Needs Assessment.
3. Budget Plan: detail of accounts and amounts that will be used to implement the action plans identified in the Campus Improvement Plan. This can include funding for parent education programs, additional instructional staff, instructional materials, and tutoring programs.
4. Annual Evaluation: each campus must evaluate the activities used to address needs over the past year. Activities that did not have a high-impact on student achievement must be improved upon or eliminated.

INFORMATION FOR PARENTS: Title I Schoolwide campuses are responsible for providing parents with:

1. Annual Title I Meeting that explains the Title I program at the campus.
2. Academic Information that details the curriculum in use at the school, forms of academic assessments used to measure student progress, proficiency levels students are expected to meet, and an explanation of the State's academic content and achievement standards.
3. Timely Information in a format and, to the extent practical, in a language the parents can understand.

PARENTS INVOLVED IN CAMPUS DECISION-MAKING: The school must involve parents in the planning, review and improvement of the:

1. Schoolwide Plan (Campus Improvement Plan), including the Title I funds.
2. Parent Involvement Policy, including details of how parents will be informed of their rights under Title I, provided a description of the curriculum in use at the school, AND afforded opportunities for regular meetings and participation in campus decision-making and decisions regarding the education of their child.
3. School-Parent Compact, detailing, at least, the basic expectations between parents, students, and the school staff.

PARENT EDUCATION: Each school should use the majority of Parent Involvement funding to provide training and skills to parents to assist them in being a partner in educating their child. Examples of this type of training could include (1) strategies in math, science, reading, writing, and social studies, (2) literacy training, (3) using technology, and (4) parenting skills.

The DISD Board of Trustees, in collaboration with the administration and staff of DISD, continue to focus on the importance of family involvement and the emphasis on:

- Create and maintain a welcome atmosphere for parent and community involvement on all district sites.
- Develop meaningful collaboration with stakeholders so that communication between home, school, and the community is continuous and open.

To ensure greater opportunities for student success, DISD will support these Parent/Community objectives and strive to establish:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups,
- Diverse communication channels between school and families.