FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT

Student/Parent Handbook
2019-2020

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BOARD OF TRUSTEES AND ADMINISTRATION

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**Superintendent’s Message**

It’s my honor to welcome you to the 2019-2020 school year. I’m enthusiastic and eager about the opportunities we will provide and the positive impacts we will have on our students. My vision for Flour Bluff I.S.D. calls for continued student achievement accompanied by rational and systemic growth into one of the premier districts in the State of Texas. I believe this vision will transpire with hard work and commitment from our community members, students, parents, teachers, and staff! Please familiarize yourself with this handbook, and if you have any questions please don’t hesitate contacting the campus administrators.

Cordially,

David Freeman, Ed. D.
Superintendent
Flour Bluff Independent School District
Student/Parent Handbook
2019-2020

Flour Bluff Independent School District
“Home of the World’s Greatest Kids!”

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PREFACE

To Students and Parents:

Welcome to school year 2019-2020! 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 Flour Bluff I.S.D. Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Flour Bluff I.S.D. 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 at each campus and on the district’s website at www.flourbluffschools.net.

The Student/Parent Handbook is a general reference guide and 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 to a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of Student/Parent Handbooks, the provisions of board policy and the Student Code of Conduct that were most recently adopted by the board are to be followed.

The handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student/Parent Handbook provisions may be made available to students and parents through the website, newsletters and 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 or parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.
Also, please complete the online acknowledgments or return a paper copy to your child’s campus of the following required forms:

1. The Student and Parental Acknowledgment Form;

2. Student Directory Information Form and Release of Student Information Form;

3. Parents Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and

4. Consent/Opt-Out Forms. [See Obtaining Information and Protecting Student Rights and Directory Information for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the District’s policy manual is available for review in the school office or online at www.flourbluffschools.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Flour Bluff I.S.D. Student/Parent Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

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

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

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

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

- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade or is taking high school credit courses at an earlier age/grade level. [High School credit courses offered at the Junior High count toward the student’s Grade Point Average (GPA).]

- Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling and Academic Programs.]
Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office 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.]

Requesting to visit your child’s classroom for up to 45 minutes, with the approval of the campus principal and respecting the rights and confidentiality of other students in the classroom.

Becoming a school volunteer. [For further information, see policy GKG and contact your Campus Principal or Curriculum Supervisor.]

Participating in parent organizations. Parent organizations include: Parent Teacher Student Association (PTSA), Booster Clubs, Operation Graduation, etc.

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 Superintendent’s office.

Serving on the Safe and Drug Free Schools and Communities and School Health Advisory Committee, assisting the district in ensuring local community values are reflected in health education instruction. [See policies BDF, EHAA, FFA and information in this handbook at School Health Advisory Committee.]

Parent Involvement Coordinator

The Principal for each campus will serve or has assigned someone to serve as the Parent Involvement Coordinator, who works with parents of students participating in Title I programs.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

**Opting Out of Surveys and Activities**

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any non-emergency, 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.] Two new assessments have been added by state law—a physical fitness assessment and a Type 2 diabetes risk assessment.

**Inspecting Surveys**

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

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

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

Photos/videos taken during class time by teachers/parents/community members should not be posted on Facebook/Twitter or other public internet sources.

**Requesting Professional Qualifications of Teachers and Staff**

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

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

**Accessing Student Records**

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

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

[See Student Records.]

**Granting Permission to Video or Audio Record a Student**

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

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

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

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

**Removing a Student Temporarily from the Classroom**

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

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

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

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

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

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

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

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

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

Requesting Limited or No Contact with a Student through Electronic Media

With campus principal approval and monitoring, teachers and other approved professional 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 and in accordance
with the Texas Essential Knowledge and Skills requirements. For example, a teacher may set up a social networking page or website for his or her class that has information related to class work, homework, and tests.

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 messages or text messages sent to an individual student are only allowed if a district employee is relating educational information or has responsibility for an extracurricular activity and needs to communicate with a student participating in the extracurricular activity. The communication must be for this purpose and should happen during reasonable hours of the day.

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 or submit a written request to the campus principal stating your preferences.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child’s misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy and the Student Code of Conduct.]

School Safety Transfers

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 principal for information. [See policy FDB and FFI, as well as the Student Code of Conduct.]

Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus/program. Transportation is not provided in this circumstance. (See policies FDB and FFI.)

Request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]

Request the transfer of your child to another campus or neighboring district, if your child has been the victim of sexual assault by another student assigned to the same campus, whether that 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. [See policy FDE.]

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Special Programs and contact the Director of Special Education at 694-9231.

Per Education Code 25.0343, 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 (intradistrict transfer) to the same campus, if the appropriate grade level and curriculum for the transferring student is offered at that campus. Transportation is not provided for a student receiving such a transfer and the student must be eligible to attend school in the district in accordance with Education Code 25.001. (See policy FDB.)

Request for the Use of a Service Animal

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

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

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 45 school days of the date the district receives the written consent. The district must give a copy of the report to the parent.

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

The following 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.parnerstx.org/howPRNhelps.html
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 Education at 694-9231.

**Parents of Students Who Speak a Primary Language Other Than English**

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

**Services for Title I Participants**

The Director of Special Programs, who works with parents of students participating in Title I programs is Dr. Linda Barganski, and she may be contacted at 694-9223.

**Accommodations for Children of Military Families**

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements (in accordance with policy, law and regulations).
- Absent, to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or is immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.

Additional information may be found at: [http://ritter.tea.state.tx.us/mil/](http://ritter.tea.state.tx.us/mil/)

**Student Records**

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

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:
• The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.
• Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals. (See policy FL (LOCAL).)
• District school officials who have what federal law refers to as a “legitimate educational interest” in a student’s records. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility, or investigating or evaluating programs. School officials would include trustees and employees such as the Superintendent, administrators and principals, teachers, counselors, diagnosticians and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, volunteer or therapist; a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.
• Various governmental agencies.
• Individuals granted access in response to a subpoena or court order.
• A school or institution of postsecondary education to which a student seeks or intends to enroll in which he or she is already enrolled.

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

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

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

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, or misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected, and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process defined by 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 Report Cards/Progress]
Reports and Conferences, and Student or Parent Complaints and Concerns for an overview of the process.]

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 2505 Waldron Road, Corpus Christi, TX 78418.
The address(es) of the principals’ offices are:
2505 Waldron Road, Corpus Christi, TX 78418

The District’s policy regarding student records found in policy FL (LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office or on the District website at www.flourbluffschools.net.

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

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

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

Directory Information

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

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within 10 school days of your child’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in this handbook.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes:

- Awards and recognitions
- District/campus publications
- Yearbooks, newsletters, news releases, academic/athletic/fine arts programs
For these specific school-sponsored purposes, the district would like to use your child’s directory information, per FL (LOCAL). This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

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

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

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

SECTION II: OTHER IMPORTANT INFORMATION
FOR STUDENTS AND PARENTS

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

This section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships.

ABSENCES/ATTENDANCE

Regular school attendance is essential for the 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, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed below:

Compulsory Attendance

State law requires that a student between the ages of 6 and 19 attend school as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

Students enrolled in prekindergarten or kindergarten are required to attend school.
State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.
A student in grades 3-8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s return to campus.

In addition, a junior or senior student’s absence of up to two days related to visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student’s interest in attending the institution will be considered an exemption, provided the student receives approval from the campus principal and follows the campus procedures to verify such a visit (signed verification of attendance on college letterhead). The student must make up any work missed.

Failure to Comply with Compulsory Attendance
School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed “accelerated instruction” by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

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

Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or

Is absent on three or more days or parts of days within a four-week period.
Parents must provide written documentation regarding the reason for the student’s absence within 3 days of the absence. When a student’s absence for personal illness exceeds four consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or condition that caused the student’s extended absence from school. If the student has established a questionable pattern of absences, the attendance committee may also require a physician’s or clinic’s statement of illness after a single day’s absence as a condition of classifying the absence as one for which there are extenuating circumstances. The campus principal will review and determine if the absence is excused or unexcused per board policy. [See FEC (LOCAL).]

The law requires specific notice to parents if their child has unexcused absences for three days or parts of days within a four-week period. This notice must:

- Inform the parents of their duty to monitor and require their child’s attendance at school;
- Advise them of the possibility of prosecution for contributing to nonattendance;
- Request a conference between the parents and school officials to discuss the absences; [See Policy FEA]
- And put in place an intervention plan to improve attendance

A court of law may also impose penalties against both the student and his or her parents, if a school-aged student is deliberately not attending school.

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

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a civil offense.

[See policy FEA(LEGAL)]

**Attendance for Credit**

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal 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 state credit for the class.

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

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose. [See policy FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.

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

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

The committee will consider the extent to which the student has completed all assignments, mastered the Texas Essential Knowledge and Skills (TEKS), and maintained passing grades in the course or subject.

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

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

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

Excused absences do not count toward days of attendance for purposes of receiving credit under Education Code 25.092.

**Official Attendance-Taking Time**

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

Official attendance is taken every day at 10 a.m.

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

**Parent’s Note After An Absence**

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

**Doctor’s Note After An Absence for Illness**

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

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic in verifying the illness or condition that caused the student’s absence from school. [See FEC (LOCAL).]

**Driver License Attendance Verification**

For a student between the ages of 16 and 18 to obtain a driver's license, written parental permission must provide 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 verifying that the student has met the 90 percent attendance requirement for the
semester preceding the date of application, which the student will need to submit to DPS upon application for a driver license.

**ACADEMIC PROGRAMS**

The school counselor provides students and parents’ information regarding academic programs to prepare for higher education and career choices. [For more information, see policy EIF.] [See Academic Counseling.]

**ADDRESS CHANGE**

It is the responsibility of each student/parent to notify the school immediately of any changes in information, such as: address, telephone number(s), emergency card information, etc. The campus attendance office must be contacted to report changes.

**AWARDS AND HONORS**

[See Academic Counseling.]

To encourage academic excellence, the District recognizes students for academic achievement. Each campus recognizes students in a manner deemed appropriate according to the following schedule:

The Honor Roll will be compiled at the end of each grading period. The All A Honor Roll will include all students whose average is 90 or above in all classes. The A/B Honor Roll will include all students whose average is 80 or above in all classes.

At the end of the school year, students who have maintained the All A or the All A/B Honor Roll will be recognized.

Special achievements may be recognized at School Board meetings and assemblies.

Students who transfer into the District may receive credit for past accomplishments by presenting a letter of recommendation from their previous school.

All merit awards are granted in accordance with U.I.L. rules. The awards are furnished by the school district.

Students who attend school daily will be eligible for perfect attendance awards. A student will not be penalized for a partial absence due to a documented medical appointment. Guidelines for awarding perfect attendance may vary per campus due to differences in schedules. [See also Class Rank and Academic Counseling.]

**BOARD OF TRUSTEES**

The Board of Trustees is composed of seven members elected to a specific position for staggered terms. The Board normally meets the last Thursday of each month, unless otherwise announced. Numerous special meetings and workshops are also held.

Meetings are usually held in the Board Room of the Administration Building at 2505 Waldron Road. Most meetings start at 6:00 p.m.

All Board meetings are public meetings and are announced in advance according to law. Meeting notices are posted in the Administration Building and when feasible, in the newspaper, on the marquee, and the district website. The public is invited and encouraged to attend. Anyone who
wishes to speak to the Board may contact the Superintendent’s office to make arrangements or register on a sign-in sheet at the door. The Board may take action only on items listed on the agenda for action. There are some restrictions as to what may be said in public meetings, under the Privacy Act.

**BULLYING PREVENTION AND INTERVENTION**

Bullying occurs when a student or group of students directs written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or school-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 he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action if the behavior falls within the established authority of the school district. The administration will inform the parent if the behavior is outside of the authority and jurisdiction of the district and advise on any known options for addressing the behavior. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying with investigation and intervention as necessary. (See policy FFI, School Safety Transfers, Hazing and the Student Code of Conduct.) A copy of the district’s policy is available on the district
website at www.flourbluffschools.net and is available in the principal's office or superintendent's office.

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

[Also see Dating Violence, Discrimination, Harassment and Retaliation; School Safety Transfers; Hazing; policy FFI; and the District and Campus Improvement Plan contained on the district website and in campus offices and libraries.]

**CAREER AND TECHNOLOGY EDUCATION PROGRAMS**

The District offers career and technology programs in Global/Geographic Information Systems, Health Science Technology, Computer Maintenance, Law Enforcement/Protective Services, Family and Consumer Sciences, Fire Science, Business Information Management, Marketing, Small Engines/Transportation Services, Aircraft Mechanics, Welding, Cosmetology, Drafting/Engineering, Instrumentation and Plant Processes, Accounting, Heating, Ventilation and Air Conditioning, Hospitality and Food Production, Management and Services, Career Connections, Ready, Set, Teach!, Culinary Arts, Court Reporting and Project Lead the Way Engineering courses for our students. Admission to these programs is based on career interest and aptitude. For students served by special programs, the review committee (i.e. ARD, 504, or LPAC) will determine the appropriateness of the course and any needed modifications/accommodations for the student, with parent input.

Flour Bluff 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 vocational programs.

**CHILD ABUSE/SEXUAL ABUSE**

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

Possible physical warning signs of sexual abuse could be difficulty in 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 aggressive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

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

The following websites might help you become more aware of child abuse/sexual abuse:

http://www.childwelfare.gov/pubs/factsheets/signs.cfm
http://sapn.nonprofitoffice.com/
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG Publications/txts/childabuse2.shtml

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

CLASS RANK/HIGHEST-RANKING STUDENT

To be eligible for valedictorian or salutatorian, a student shall have completed the last three semesters of academic work at Flour Bluff High School. In the event of a tie in grade point average for valedictorian, the student having taken the greatest number of advanced or honors courses shall be awarded the position. Should further resolution be necessary, the student having the greatest number of credits shall be designated as valedictorian. If further resolution is needed, the student having taken the most credit at Flour Bluff ISD shall be designated as valedictorian.

Class ranking and the identification of the valedictorian and salutatorian shall be calculated at the end of the fifth six-week grading period. Official Dual Credit grades for the spring semester of the senior year will not be available at the time of this calculation. The grades for the fourth and fifth six-week grading periods shall be averaged for the spring semester grade.

Graduating in the Top Ten Percent no longer is the sole criterion guaranteeing Automatic Admission to a four-year public college or university in the state. The University of Texas at Austin has unique provisions for accepting less than the Top Ten Percent--Please see your counselor for additional details. In addition to graduating in the Top Ten Percent, House Bill 5 now requires that a graduate complete the Foundation plan with an endorsement and distinction. Some students in the Top Ten Percent may also be required to demonstrate leadership skills to be considered for admission.

Beginning with Freshmen in 2014-2015 House Bill 5 graduation requirements become effective.

Students will be required to meet the Foundation Plan with Distinction requirements to be ranked in the Top Ten Percent, including achieving the required scores on the STAAR EOC tests. The GPA shall be reported on the student’s transcript as required by TEA and made available in accordance with the application deadline when requested by the student. Students on the Foundation Plan with no endorsement (requires special permission through a committee) will be ranked just below the Top Ten Percent, in order of GPA when the Top Ten Percent rank is conducted for Automatic Admission purposes.
High School courses are classified as Honors/Advanced or Regular and weighted accordingly for class ranking purposes. **Courses taken for High School credit in Junior High count in the Grade Point Average (GPA).**

Graduating seniors who have maintained a cumulative average of 90 or above and graduating under House Bill 5 guidelines earning a Foundation Plan with an Endorsement and Distinction shall be recognized.

Coursework transferred from non-accredited, non-public schools, including homeschools, shall not be used in determining rank in class, grade point average or academic average.

Weighted values for class ranking are listed in board policy and the Graduation and Career Planning Guide and shall be recorded on the local academic achievement record. **The grade weight scale is based on a 100-point scale. Weighted courses will earn an additional 10 points.** [For further information, see policies at EIC.] [See Graduation Requirements.]

Each high school posts in the offices of each counselor and principal and in each administrative building appropriate signs indicating the substance of Education Code 51.803. Counselors and class advisors will explain the substance of the Automatic Admission statute to students. The district will also provide each eligible senior, at the beginning of the senior year, a written notice of eligibility and a detailed explanation of the statute. See EIC(LEGAL).

Students who transfer high school credits for courses designated as Advanced Placement, Pre-Advanced Placement, Dual Credit or Advanced Credit from accredited institutions shall receive weighted credits counted toward the GPA as approved by the District Board of Trustees. The Board-approved weighted courses are provided annually in the District’s High School Graduation and Career Planning Guide. Grades from non-accredited non-public schools, including homeschools, shall not be used in determining class rank, grade point average, or academic average. Students/parents are required to provide proof of accreditation status for institutions providing high school level instruction, other than public schools, at the time of enrollment in the District. [See FDA (LOCAL)]

All Physical Education and Equivalency credits (i.e. Athletics, Marching Band (fall only), NJROTC I, Physical Education courses, Drill Team and Cheerleading) will be graded on a Pass/Fail basis and will not be included in calculating the Grade Point Average.

All grades transferred into the district as Passing (P) or Failing (F) will receive a numeric grade and be calculated into the Grade Point Average, other than Physical Education and Equivalency credits. A Passing (P) grade will be recorded as 70, and a Failing (F) grade will be recorded as 69, unless the student obtains the official numeric grade from the school which awarded the credit. If the official numeric grade is obtained, it will be placed on the transcript in accordance with board policy.

[For further information, see policies at EIC.]

**CLASS SCHEDULES**

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

Students earning high school credit will not be permitted to change schedules after earning the first six weeks grade in the course, unless the change is to a comparable class and is approved by the campus principal. All students must be enrolled in classes pertaining to the extracurricular activities
in which they participate, unless the student has been approved for an exception by the campus principal due to carrying a full academic load.

<table>
<thead>
<tr>
<th>Central Administration Building</th>
<th>7:30 a.m. - 4:30 p.m.</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood Program</td>
<td>7:40 a.m. - 1:25 a.m.</td>
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<tr>
<td></td>
<td>11:20 a.m. - 3:03 p.m.</td>
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<tr>
<td>Pre-K</td>
<td>7:40 a.m. - 3:03 p.m.</td>
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<tr>
<td>Kindergarten</td>
<td>7:40 a.m. - 3:03 p.m.</td>
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<tr>
<td>Primary (1-2)</td>
<td>7:40 a.m. - 3:03 p.m.</td>
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<tr>
<td>Elementary (3-4)</td>
<td>7:40 a.m. - 3:03 p.m.</td>
</tr>
<tr>
<td>Intermediate (5-6)</td>
<td>7:55 a.m. - 3:55 p.m.</td>
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<tr>
<td>Junior High (7-8)</td>
<td>8:10 a.m. - 3:53 p.m.</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>8:47 a.m. - 4:10 p.m.</td>
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<tr>
<td>ACE (9-12)</td>
<td>8:47 a.m. - 4:10 p.m.</td>
</tr>
<tr>
<td>SDGC (Multigrade)</td>
<td>8:00 a.m. - 4:00 p.m.</td>
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**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:

- The Foundation Plan with an Endorsement; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall term, the University will be admitting less than the top ten percent of the high school’s graduating class who meet the above requirements. Please see your counselor for additional details. Additional applicants will be considered by the University through an independent review process.

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

Students and parents should contact the counselor or campus principal 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 the class.]

**COLLEGE/DUAL-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 Texas A & M University Islander Academy Program, Del Mar College’s Early College Program, Abilene Christian University or other approved institutions;
• Certain Career and Technical Education courses;
• The Texas Virtual School Network

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

Texas has a statewide articulation agreement to award credit for articulated courses in high school, where the student earns an 80 or better and the teacher has the appropriate credentials for teaching the course at the college level. It is important to keep in mind that Texas colleges and universities accept credit earned in all Dual Credit or Advanced Placement courses taken in high school for college credit, based on certain criteria. The student must successfully complete the Dual Credit courses and must earn an appropriate score on Advanced Placement examinations. Each student should research the institution(s) of their choice to determine how the college/university accepts the credit, especially as it relates to the student’s major. Furthermore, schools outside of the state of Texas are not required to abide by the Texas statewide articulation agreement. Students and parents should check with the prospective college or university to determine if and how a particular course will count toward the student’s desired degree plan.

Courses will be offered with sufficient enrollment and finalization of contracts with Del Mar College, TAMUCC, ACU or the approved institution. For a list of Dual Credit courses, see the counselor or the Flour Bluff High School Graduation and Career Planning Guide. The student is responsible for meeting the entrance criteria set by the college and completing the course with a passing grade. Upon completion of the course, the student is responsible for requesting an official transcript from the college and submitting it to the Flour Bluff High School Registrar’s Office in order to receive credit. The grade will be computed in the GPA. Official Dual Credit grades are not received until the conclusion of the college semester and are recorded on the high school transcript at that time. The student must submit an application to their high school counselor no later than one week prior to the college registration date. (The application is available in the Flour Bluff High School Graduation and Career Planning Guide or may be obtained from the high school counselors.)

Contact information for the colleges is as follows:

Del Mar College: Office of Admissions and Registrar
101 Baldwin Blvd.
Corpus Christi, Texas 78404
Contact the Dual Credit Coordinator at:
(361) Phone:(361) 698-1634
FAX: (361) 698-2351
dualcredit@delmar.edu
www.delmar.edu/dualcredit

Texas A & M University—Corpus Christi: Office of Admissions and Registrar
6300 Ocean Drive
COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG (LOCAL) in the district’s policy manual. A copy of the policy may be obtained in the superintendent’s office at 2505 Waldron Road, Corpus Christi, Texas 78418 or on the district’s website at www.flourbluffschools.net.

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

CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

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

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the District is involved, on or off school.
grounds, in conjunction with classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

**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. However, a student may be reasonably prevented from causing harm to oneself or others. [See policy FO]

**Academic Dishonesty/Cheating/Plagiarism**

Academic dishonesty—cheating or plagiarism—is not acceptable. Cheating includes the copying of another student's work—homework, class work, test answers, etc.—as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

**Disruption 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.
**CONFISCATED ITEMS**

Students are highly encouraged to leave all valuables at home, including toys, money, etc. The district is not responsible for items that are lost, misplaced, unattended, stolen, etc. If an item is confiscated, the parent/student may pick the item up through the main office, until 2 weeks after school dismisses. If the item is not claimed by that time, the item(s) will be discarded or donated to charity.

**CONTAGIOUS DISEASES / CONDITIONS**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal’s office can provide information from the Department of State Health Services regarding these diseases. Among the more common of the diseases are the following:

[See http://www.dshs.state.tx.us/schoolhealth/chap8.pdf]

- Amebiasis
- Campylobacteriosis
- Chicken pox (varicella)
- Common cold with fever
- Fifth disease (Erythema Infectiosum)
- Gastroenteritis, Viral
- Giardiasis
- Head Lice (Pediculosis)
- Hepatitis A (acute)
- Impetigo
- Infectious mononucleosis
- Influenza
- Measles (Rubeola)
- Meningitis, Bacterial
- Mumps
- Pinkeye (Conjunctivitis)
- Ringworm of the scalp
- Rubella (German Measles), including congenital
- Salmonellosis, including typhoid fever
- Scabies
- Shigellosis
- Streptococcal disease, invasive (group A or B)
- Tuberculosis, Pulmonary
- Whooping Cough (Pertussis)

**CORRESPONDENCE OR DISTANCE LEARNING COURSES**

The District permits students to take correspondence courses —by mail or via the Internet—for credit toward high school graduation. Texas Tech University and the University of Texas are the only two institutions currently approved by the Texas Commissioner of Education to offer correspondence credit for students enrolled in a public school. Registration, payment and meeting the curricular expectations and deadlines for these courses are the responsibility of the student toward meeting graduation requirements. Should courses not be completed successfully and officially reported to the school district, the student will receive no credit.
Students are advised to take no more than 2 credits at a time through correspondence coursework, due to the demands of the coursework and the need for the student to be self-paced and self-motivated to complete the course successfully. Correspondence courses require approval of the principal or principal’s designee, when the student is enrolled in the district.

For students assigned to the Student Development and Guidance Center or expelled to the Nueces County Juvenile Justice Alternative Education Center—this option may be utilized as an alternative to get caught up on credits. [For further information, see policies at EEJC.]

**COUNSELING**

**Academic Counseling**

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 5 through 12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and Career and Technology Education (CTE) opportunities.

Counselors provide detailed information about the importance of higher education to parents and students, during the students’ freshman and senior years in high school and at any time information is requested. Counselors serving students below high school level must advise parents and students about courses to prepare for higher education, as well as availability of financial aid.

To plan for the future, each student must work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, training school, military, or for pursuit of some other type of advanced education.

The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships. [See policies EJ and EIC]

Beginning with Freshman class in 2014-2015, students will be required to choose an Endorsement to a pathway of study under the requirements of House Bill 5.

**Bullying Prevention and Intervention**

Flour Bluff ISD seeks to ensure that no student experiences behavior that is considered bullying or harassment. Lessons on prevention and intervention are taught by counselors at each campus and orientations are conducted annually to explain rules and expectations to students. Consequences for the behavior are determined in accordance with the FBISD Student Code of Conduct.

**Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should visit the guidance office at the campus of attendance.

**Psychological Exams, Tests or Treatment**

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

[For more information, refer to policies EHBA, FFE and FFG (EXHIBIT).]

COURSE CREDIT

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

CREDIT BY EXAM

A student who has previously taken a course or subject—but did not receive credit for it—may, in
circumstances determined by the principal, or attendance committee, be permitted to earn credit
by passing an exam on the essential knowledge and skills defined for that course or subject.
The exams will be ordered from the University of Texas or Texas Tech University by the school
district. The district will determine if another source is appropriate, if the exam is not available
from either of these institutions. Students with prior instruction including, incomplete coursework
due to a failed course, home schooling, or coursework by a student transferring from a
nonaccredited school or independent study supervised by a teacher may request to take an exam.
The attendance review committee may offer a student with excessive absences an opportunity to
earn credit for a course by passing an exam. A student may not use this exam, however, to regain
eligibility to participate in extracurricular activities or to circumvent attendance requirements.
Depending on the student’s grade level and course for which the student seeks to earn credit by
exam, an End-of-Course assessment (EOC) may be required for graduation.

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

A student will be permitted to take an exam to earn credit for an academic course or subject area
for which the student has had no prior instruction or to accelerate to the next grade level. Exams
are offered the first week of each semester. Tests may be ordered, as applications are received and
will be administered on the campus at an appropriate time, as determined by the school counselor.
However, placement in the next course will not occur after the first two weeks of the course, in
the regular school year, due to loss of curriculum/instruction in the course.
A student will earn course credit with a passing score of at least 80 on the exam. A student in
elementary school will be eligible to accelerate to the next grade level if the student scores at least
80 on each exam in the subject areas of language arts, mathematics, science and social studies.
If a student plans to take an exam, the student (or parent) must register with the principal no later
than 30 days prior to the scheduled testing date. The district may honor a request by a parent to
administer a test on a date other than the published dates. After the first testing opportunity on a
given subject area test, the parent will be responsible for paying an appropriate fee to the district
for purchasing the test from a university approved by the State Board of Education. If the district

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agrees to administer a test other than the one chosen by the district, the student’s parent will be responsible for the cost of the exam from a university approved by the State Board of Education (currently Texas Tech University or the University of Texas.) [For further information, see policy EHDC (LOCAL).]

All students taking high school courses with STAAR End-of-Course examinations will be required to take the EOC, regardless of where the student completes the course in the state of Texas.

CUSTODY ISSUES

Parents are encouraged to resolve their children’s custody concerns through the legal system and not through the school system. The school is responsible for abiding by the legal decisions officially put in place by a judge/court, Child Protective Services or law enforcement. Should concerns arise at school, the school will utilize the birth certificate in conjunction with any court orders, paperwork from Child Protective services and/or law enforcement to determine who may lawfully parent the child, including making decisions, picking up or enrolling the child in school. When parents share legal responsibility and rights for the child, each parent has an equal right to access educational information, be informed of emergencies, be involved in decisions regarding the child, etc. Parents/guardians must ensure the most current copy of court orders and/or custody agreements are on file with the district/campus.

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, 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 or Bullying

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

Examples of harassment or bullying 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 accommodations; threatening or intimidating conduct; offensive jokes, name-calling, slurs or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Cyberbullying, is when harassment or bullying occurs on technology devices that access the internet.

Two 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 other 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. However, romantic and other inappropriate social relationships, as well as 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 actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

**Reporting Procedures**

Any student who believes that he or she has experienced dating violence, discrimination, harassment or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student’s parent. See policy FFH for the appropriate district officials to whom to make a report. Reports can be made via an app available on the Flour Bluff schools website.

**Investigation of Report**

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

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

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

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

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, Bullying and Retaliation.]
DISTANCE LEARNING

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

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

Depending on the course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [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 counselor.

Flour Bluff I.S.D. may offer certain courses by distance learning, dependent upon the availability of the course, enrollment and need. [For a complete listing of available courses, see the counselor or the Graduation and Career Planning Guide.]

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. Students are permitted to take correspondence courses through Texas Tech or the University of Texas at Austin. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper and the yearbook are available to students.

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

[See Directory Information for School-Sponsored Purposes.]

Non-school Materials From Students

Students must obtain prior approval from the principal, before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school, in accordance with board policies. To be considered, any material must include the name of the sponsoring person or organization. The decision regarding approval will generally be made within two school days, in accordance with board policies. If no response is given within two school days, the request will be considered denied.
The principal has designated the office as the location for approved non-school materials to be placed for voluntary viewing by students. See policy FNAA.

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

**Non-school Materials From Others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policies at GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Assistant Superintendent for prior review. The Assistant Superintendent will approve or reject the materials within two school days of the time the materials are received. If no response is given within two school days, the request will be considered denied. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policies DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

**Advertising**

Advertising in school publications may be accepted from bonafide business firms. However, the following types of advertising are prohibited:

- Alcoholic beverages, drugs or tobacco products,
- Advertisements for patent medicine, health treatments, salacious literature, joke devices, firearms, lotteries, or any other items prohibited by postal law.
- Materials that are designed to solicit funds, unless approved by the Superintendent or designee.
- Literature that in any manner and in any part thereof promotes, favors, or opposes the candidacy of any candidate for election at any annual school election, or the adoption of any bond issue, proposal, or any public question submitted at any general, municipal or school election.
- Literature that is obscene or creates a reasonable belief that a substantial interference with or material disruption of normal school operation will occur.
**DRESS AND GROOMING**

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

- The District Dress Code found in the *Student Code of Conduct* and the Campus and District Student/Parent Handbooks.

The school has the right to ask a student to change his/her dress or personal grooming habits if it is deemed inappropriate or disruptive to the educational environment. Administrators will make the final determination as to what constitutes appropriate attire. Parents, who have difficulty providing clothing or shoes for their children, should contact the campus counselor for assistance.

The Junior High, Intermediate and Elementary campuses utilize a standardized dress code. School identification badges must be worn in front and above the waist for all High School and Junior High students.

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

[Please contact the Junior High, Intermediate or Elementary School offices for further information.] [Consult each campus handbook for further guidelines.] [Refer to the *Student Code of Conduct* regarding dress code.]

**ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

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

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

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 school-related or school-sponsored events and while riding in district transportation.

During state assessment, College Board/Advanced Placement assessments and other appropriate assessments, telecommunications devices/mobile phones/portable computers/recording devices are strictly prohibited from being on the person testing. These items must be turned off and given to the test administrators until after testing is completed and the assessments are secured.

Repeat violations will be handled in accordance with the Student Code of Conduct. [See policy FNCE.] Confiscated telecommunications devices that are not retrieved by the student or student’s
parent will be disposed of after the notice required by law or will be given to charity or returned to
the service provider. **Any disciplinary action will be in accordance with the Student Code of Conduct and may include confiscation of the device. The district will not be responsible for any lost, damaged, misplaced or stolen items.**

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, as well as the Student Code of Conduct.)

Photos/videos taken during class time by students should not be posted on Facebook/Twitter or other public internet sources.

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

Except as described below, students are not permitted to possess or use personal electronic devices such as: MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained for educational purposes. Students are strongly discouraged from bringing items of value to school. 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.

Any disciplinary action will be in accordance with the Student Code of Conduct. **The district will not be responsible for any lost, damaged, stolen or misplaced or confiscated items.**

In limited circumstances and in accordance with the law, a student’s personal electronic device may be searched by authorized personnel. (See Searches, policy FNF and the Student Code of Conduct.)

**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 sign a user agreement that contains applicable rules for use. 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. Use of earphones, ear buds or other listening devices are prohibited in the hallways of the junior high and the high school campuses.

**Acceptable Use of District Technology Resources/Responsible Use Guidelines (RUG)**

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 their parents will be asked to sign a user agreement regarding use of these district resources. Violations of the user agreement or laws may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail using District computers is not private and will be monitored by District staff. The District will not tolerate:

- Oral or written threats to cause harm or bodily injury to another student, District employee, volunteer, or school property, including threats made using the Internet or other computer
resources at school. Students may be disciplined for threats made outside of school if the threat causes a material or substantial disruption at school.

- Sending or posting electronic messages that are abusive, obscene, sexually oriented, harassing or illegal.

- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, employees, or other students.

- Attempting to alter, destroy, or disable District computer equipment, District data, the data of other users of the District’s technology systems, or other networks connected to the District’s system, including uploading or creating computer viruses.

Students and parents should be aware that postings on represent the individual to the broader public. Universities/colleges, potential/current employers, members of the community, members of the school environment, etc. may view this type of information in making decisions impacting the student.

[For additional information, see policy CQ and the District Student Code of Conduct.]

Unacceptable and Inappropriate Use of Technology Resources

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

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

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.
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.

Students must be enrolled full-time to participate in University Interscholastic League activities. Students must be enrolled in the appropriate course which correlates to the extracurricular activity, unless the student has a full academic load and has approval from the campus principal. See the campus handbooks and Graduation and Career Planning Guide for further details. Students must abide by organizational expectations, constitutions, handbooks, etc. to remain eligible to participate in the organization/activity. Participation may be impacted by behavior. [See the Student Code of Conduct and organization handbooks/information.]

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

A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an Honors or Dual Credit course in English language arts, mathematics, science, social studies, economics, or a language other than English, (grade below 60)—may not participate in extracurricular activities for at least three school weeks.

A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

An ineligible student may practice or rehearse.

A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions. (See board policy.)

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

Standards of Behavior

Please note: Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization’s standards of behavior.
[For further information, see policies FM and FO and the District Student Code of Conduct. For student organized, student-led groups, see Meetings of Noncurriculum-Related Groups]

**Offices and Elections**

Guidelines governing procedures for participation in offices and elections may be found in campus student/parent handbooks or organizational procedures. Please contact your campus principal for further information.

**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 textbooks or library books.

Fees for driver training courses, if offered.

Fees for optional courses offered for credit that require use of facilities not available on district premises.

Summer school for courses that are offered tuition-free during the regular school year.

A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles.]

A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policy FP.]
FIELD TRIPS
Parent permission slips are required for all field trips. General permission forms are available during registration. Secondary students must be passing all classes in order to participate. Rules for participation vary from one campus to another.

Students must abide by all procedures and conduct rules of the organization as well as the district policy.

The following conditions must be met in order to participate in a school-sponsored trip:
- The student must satisfy the eligibility requirements.
- They must have not been absent more than eight days in any subject in the immediate past 30 school days prior to the trip.
- Discipline records reviewed by the administrative staff prior to the trip must reflect satisfactory student conduct.

Students must make-up work missed while on field trips and other school approved activities.

FUNDRAISING
Student and/or parent groups or classes may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 30 days before the event.

Except as approved by the principal, fund-raising by non-school organizations is not permitted on school property. [For further information, see policies FJ and GE.]

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

GENDER-BASED HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation.]

GRADE CLASSIFICATION
After the ninth grade, students are classified according to the number of credits earned toward graduation. Certain core credits are required to be reclassified.

Students will be classified accordingly:

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (3 core credits)</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>12 (7 core credits)</td>
<td>Grade 11 (Junior)</td>
</tr>
</tbody>
</table>
GRADING GUIDELINES

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

Also see Report Cards/Progress Reports and Conferences for additional information on grading guidelines. See Graduation, Course Credit, and Standardized Testing for additional information regarding End-Of-Course assessments.

In grades Pre-K–12, achievement is reported to parents as:

**Pre-kindergarten through 2nd Grade**

Achievement or progress in pre-kindergarten and kindergarten shall be reported to parents as achievement of the Texas Essential Knowledge and Skills (K-12)/Standards (PK), using the following terms: See the campus handbooks for further details on the subjects/TEKS for which grades are assessed.

- 4 = Exceeding Expectations
- 3 = Meeting Expectations
- 2 = Making Progress Toward Mastery
- 1 = Experiencing Difficulty
- NA = Not Assessed
- NI=Not Introduced
- I = Introduced Skill
- W = Working on Skill
- S=Satisfactory
- M = Mastered Skill

In grades 1 and 2 progress will also be reported and evaluated for promotion on:

- Reading at the student’s grade level.
- Grade level performance on required local mathematics assessments.
• Achieving 70% on the Texas Essential Knowledge and Skills

Parents are notified in writing of the student’s progress each nine week period. Progress reports are sent home after the end of the fourth week of each nine weeks.

**Grades 3 - 12**

In grades 3 – 12, achievement shall be reported to parents as numerical grades.

Grades should reflect mastery of skills and content based on the Texas Essential Knowledge and Skills (TEKS). To receive credit for a course, a student must receive a grade of 70 based upon course-level or grade-level standards. High school students will earn credits by semester (.5 units). Campus guidelines for determining grades (grade averaging policies) are available in each building and are referenced in the campus student/parent handbooks.

Grades will not be reduced for disciplinary reasons except in cases of academic dishonesty, or as permitted by other policies relating to absences or late work.

At the high school level, exemptions from semester exams may be earned based on attendance and grades or performance on state assessments. [See HS Student/Parent Handbook]

Parents are notified in writing of the student’s grades each six weeks. Progress reports are sent home after the end of the third week of each six weeks. [See Report Cards, Progress Reports, and Conferences]

Schedule changes will not be permitted, unless approved by the campus principal for a move to an equivalent course, after the student receives the first six weeks grade in a high school credit course.

**GRADUATION**

**Requirements for a Diploma**

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

• Complete the required number of credits;
• Complete any locally required courses in addition to the courses mandated by the state; and
• Depending on the year in which the student is scheduled to graduate and started high school obtain a passing scores on End-Of-Course (EOC) assessments or other required state assessments.

TEA requires each student to successfully complete requirements for End-of-Course (EOC) state assessments. Students will be required to participate in field testing for the EOC examinations, in accordance with TEA requirements. [Additional helpful information regarding graduation may be found in the “Student Guide to Graduation,” available on the TEA website www.tea.state.tx.us/student.assessment/resources/grad/grad_broch.pdf]

Also see Standardized Testing for more information.

EOC assessments are administered for the following courses: English I, English II, Algebra I, Biology and United States History. Students must take the EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation
program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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

Also see Grading Guidelines and Standardized Testing for more information.

Graduation Programs

The District offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Foundation High School Program and declare an Endorsement. Permission to graduate in the Foundation Graduation Program with no Endorsement will be granted only if an agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. Universities and colleges expect students to complete the requirements of the Foundation Graduation Program with an Endorsement and many scholarship opportunities are dependent upon completion of this graduation plan. [See policy EIF.]

Students enrolled in high school prior to 2014-2015 are expected to complete the requirements of the Distinguished, Recommended or Minimum Achievement Plans. These students have the option to change to the Foundation Graduation Program.

A student entering the ninth grade must meet the following credit requirements for graduation.

<table>
<thead>
<tr>
<th>Number of Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>22</td>
</tr>
<tr>
<td>Foundation with an Endorsement</td>
<td>26</td>
</tr>
<tr>
<td>Foundation with an Endorsement with a Distinction</td>
<td>26+</td>
</tr>
</tbody>
</table>

In addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s graduation program. If the student fails any of the End-of-Course Assessments the student is required to retake that assessment until a passing score is achieved.

To graduate on the Foundation Program, a student must perform satisfactorily on the End of Course Assessments.

House Bill 5 Graduation Requirements

The State of Texas has passed House Bill 5 legislation that changes graduation requirements beginning with the 2014-2015 school year. The graduation plan will add a variety of new tracks designed to help students choose a career path. No longer will there be Minimum, Recommended,
and Distinguished graduation plans, but instead, a Foundation plan combined with Endorsement coursework for different educational disciplines.

The Foundation Program consists of 22 credits. Students will not be required to take four years of math, science, or social studies to complete the Foundation Program. Instead, they’ll need to receive three credits for each of these subjects and will be able to choose some of the core coursework they take. Students are still required to take four years of English.

For math, students still need to take Algebra I and Geometry, but can choose their third credit. For science, students will be required to take Biology, but can choose their next two credits. For social studies, students will take U.S. History, a half credit of Economics, a half credit of Government, and will then be able to choose between World History, World Geography, or a new combination for their third credit. For English, students will take English I, II, III and then choose their fourth credit.

The state will also require two foreign language credits. Computer programming may be substituted. The Foundation Program is made up of English credits, Math credits, Science credits, Social Studies credits, foreign language credits, fine arts credit, PE credit, and elective credits.

There will be a lot of flexibility for students to make choices in their course selections. This will allow individual strengths and interests to impact their career path that leads to graduation.

Aside from the Foundation Plan, students must initially add endorsement courses to their graduation plan. The five endorsements plans currently available are:

- STEM (Science, Technology, Engineering, and Mathematics),
- Public Services,
- Business and Industry,
- Arts and Humanities,
- and Multidisciplinary.

In order to achieve an endorsement, students will need to take an additional math, an additional science, and two additional elective credits within an endorsement area, bringing a student’s total required credits to 26.

Students can opt out of an endorsement only after they and their parent have been advised by a counselor on the benefits of an endorsement. Parents must provide written permission to opt out. However, students will be able to switch between endorsements, providing that it doesn’t prolong a student’s high school career past four years.

The Multidisciplinary Endorsement has the most flexibility. This endorsement would allow students to take coursework from several different plans.

In addition, students already enrolled in high school that are in danger of graduating late or dropping out may have access to the Foundation Program. This measure would only be taken to ensure that the student graduates on time.
All students must meet the following credit and course requirements for graduation under the designated program listed:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Number of Credits</th>
<th>Foundation Plan</th>
<th>Foundation Plan</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>Mathematics</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies including Economics</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>0.5</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Language other than English</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 (effective for grade 9 in 2010–2011 school year and thereafter)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Locally Required Courses</td>
<td>1 Credit in Technology Applications, At least 1 Career and Technology Education, Vocational Course, Advanced Placement, Pre-Advanced Placement, University Preparatory or Dual Credit Course</td>
<td></td>
<td>1 Credit in Technology Applications, At least 1 Career and Technology Education, Vocational Course, Advanced Placement, Pre-Advanced Placement, University Preparatory or Dual Credit Course</td>
</tr>
<tr>
<td>Electives</td>
<td>9.5 Credits</td>
<td></td>
<td>3.5 Credits</td>
</tr>
</tbody>
</table>
Courses | Number of Credits Foundation Program with no endorsement | Foundation Plan With Endorsement
--- | --- | ---

**Miscellaneous** |  | Endorsement Includes 4 Courses

**TOTAL** | **26 Credits** | **26 Credits**

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

* A student graduating under the Foundation Program with an Endorsement with a Distinction Plan 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.

Test data where a student receives:

- A score of three or above on an Advanced Placement (AP) exam;
- A score of four or above on an International Baccalaureate (IB) exam; or
- A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a Commended Scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

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

**Course Request**

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

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

**Students in a Disciplinary Placement or Expulsion at the Time of Graduation**

Education Code 37.006 (g) prohibits students who have been placed in a DAEP for state-mandated removal reasons from participating in school activities, such as graduation. The district will review behavior to determine if the student will be allowed to participate in graduation ceremonies for students placed in a DAEP for locally defined reasons. (See the Student Code of Conduct.)

Students who are expelled from the district at the time of graduation will not be allowed to participate in the graduation ceremony.

**Students with Disabilities**

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies. Even if the student participates in graduation ceremonies, 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.

If an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will automatically be placed in the Minimum Program or Foundation Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Foundation Program with no Endorsement 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 is the only alternative assessment currently allowed by the state. [See STANDARDIZED TESTING for additional information.]

**Graduation Activities**

Graduation activities will include:

- Formal Graduation/Commencement Ceremony
- Honors Banquet
- Senior Pictures
- Operation Graduation (Organized and sponsored by a parent group.)
- Cording Ceremonies

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 by standing and being recognized. 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 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]

Graduation Speakers
Certain graduating students may be given an opportunity to have speaking or leadership roles during the graduation ceremony. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking or leadership role. Students eligible for speaking or leadership roles will be notified by the principal and given an opportunity to volunteer. If the student was assigned to a disciplinary placement at any time during the year, he or she will not be eligible to speak or participate in a leadership role at graduation. [See FNA (LOCAL) and Student Speakers.]

State Scholarships and Grants
- Students who have a financial need according to federal criteria and who complete the Recommended High School Program, Advanced/Distinguished Achievement Program, Foundation Program with an Endorsement or a Foundation Program with a Distinction may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor or Go Center for information about other scholarships and grants available to students.

[For further information, see the principal or counselor and policy EJ.]

HARASSMENT AND FREEDOM FROM DISCRIMINATION
(See Dating Violence, Discrimination, Harassment, Bullying 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 must exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever of 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 specifically requires the District to provide the following information:

- What is meningitis?
  Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?
  Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.
  Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.
  The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

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

- How is bacterial meningitis spread?
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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

- How can bacterial meningitis be prevented?
  Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.*

- What should you do if you think you or a friend might have bacterial meningitis?
  You should seek prompt medical attention.

- Where can you get more information?

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

Entering college students must now show, with limited exception, evidence of receiving bacterial meningitis vaccination prior to 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, below, for more information.

[See FFAD (LEGAL).]

### Food Allergies and Food Allergy Management Plan

A food allergy is an abnormal response to a food, triggered by the body's immune system. Symptoms of a food induced allergic reaction may range from mild to severe and may become life-threatening. Reactions vary with each person and each exposure to a food allergen and the severity of an allergic reaction is not predictable. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Flour Bluff ISD takes precautions when identifying students with allergies and exposing students to risk for reactions. Annual identification of students with food allergies is made at registration.
School personnel are required to attend training to recognize symptoms of an allergic reaction in students in order to respond if an emergency should occur. Caring for children with diagnosed food allergies at-risk for anaphylaxis in the school setting requires a collaborative partnership with the students, parents, healthcare providers and school staff. Flour Bluff ISD has a Food Allergy Management Plan in place to assist students who are identified with a serious food allergy. You may access this plan by calling your school nurse or campus principal. If you have any questions, please contact Dr. Alicia Needham, Assistant Superintendent for Curriculum and Instruction at 694-9220.

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 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. See also board policy FFAF.

**Head Lice**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time. Lice spread so easily, the district recommends any student found to have live lice must be treated with an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery store.

If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent and inform the parent that the child will need to stay home until after an initial treatment is applied. After the student has undergone the 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](http://www.dshs.state.tx.us/schoolhealth/lice.shtm).

**Medications**

Student medication may be administered at the health room, under the following guidelines:

- The parent must bring the medication to the school nurse and complete a form indicating permission to administer the medication.
- Students are not allowed to carry ANY type of medication, including prescription drugs, over-the-counter medication, items such as Tylenol, cough drops, etc.
- The district must receive a written request to administer medication from the parent, noting the time and dosage to give (annually, if the length of medication warrants it).
- Medication must be in the original container with the student’s name on it and indicate the required dosage and intervals.

**Narcotic Drugs**

The administration of any medication containing a narcotic is discouraged during school hours. If a student requires medication of this type for pain, it is recommended that he/she remain at home
until a milder form of medication is indicated. It is highly recommended that parents do not administer narcotics before school due to safety issues at school.

**Physical Activity for Students in Elementary Grades and Middle School**

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

Students in middle or junior high school shall 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 a two-week period for at least four semesters.

The district offers at least 30 minutes of moderate or vigorous physical activity per day for at least four semesters to students in grades 6-8 as a part of their daily class schedule to meet district physical education requirements for these grades. A class period is approximately 50 minutes per day. For additional information on the district’s requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

Physical Education classes are offered for each grade level PK-12.

The policy information may also be found on the district’s website at [www.flourbluffschools.net](http://www.flourbluffschools.net).

**Safe and Drug Free Schools and Communities and School Health Advisory Council**

During the preceding school year, the district’s School Health Advisory Council, (SHAC) held 4 meetings. Additional information regarding the district’s School Health Advisory Council is available from Tracy Dennis, Director of Instruction, or Dr. Linda Barganski, Director of Special Programs at 694-9223. [See also policies BDF and EHAA.]

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

(See Removing a Student from Human Sexuality Instruction for additional information.)

**Physical Fitness Assessment**

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

**Vending Machines**

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

[See policies CO and FFA.]
**Tobacco Prohibited**

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

**Asbestos Management Plan**

The district’s Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Director of Maintenance offices. If you have any questions, please contact Clayton Pocius at (361) 694-9703.

**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. The District periodically applies pesticides inside buildings. The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. 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 want to be notified prior to pesticide application inside their child’s school assignment area may contact Clayton Pocius, Director of Maintenance at (361) 694-9703.

**Alcohol, Drugs, and Weapons**

Under state and federal law, a student is not allowed to possess, sell, give, or use alcohol, illegal drugs, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having any of these items in a privately owned vehicle that the student has driven to school and parked on district property is also prohibited.

**HOMELESS STUDENTS**

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, who coordinates services for homeless students, and Parent Involvement Coordinator, who works with parents of students participating in Title I programs, Dr. Linda Barganski, Director of Special Programs (361) 694-9223.

**HOMESCHOOL/NON-ACCREDITED, NON-PUBLIC SCHOOL**

Students who enroll from home school or non-accredited, non-public schools shall be evaluated to determine appropriate placement. Students in grades K-8 shall be assessed utilizing a district approved achievement test to determine appropriate grade level placement. Records from the previous school(s) shall also be reviewed. Transcripts for students in grades 9-12 will be reviewed to determine appropriate placement in coursework. Grades for high school credit coursework from home school and non-accredited, non-public schools will not be used in calculating GPA or class rank.
HOMEWORK

Students will receive homework assignments as appropriate. Homework is an integral part of the learning process to support, enrich and reinforce topics covered in class. Parents can help students by providing the time, place, cooperation, and encouragement needed to complete the assignments. Information on policies and procedures is available from the teacher or the campus office and in the campus handbooks.

IDENTIFICATION

Students and employees are expected to wear school identification badges for school and school-related events. Parents and visitors are welcome to visit the campuses and are required to sign-in at the campus office where they will receive an identification badge to wear while on campus. This measure assists the staff in maintaining safety and security.

IMMUNIZATIONS

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 DSHS Immunization Branch (MC1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://webds.dshs.state.tx.us/immco/affidavit.shtm. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeola (German Measles), rubella, mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, and 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 Texas Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor’s opinion, the immunization required poses a significant risk to the health and well-being of the student or member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB (LEGAL) and the Texas Department of State Health Services website: http://www.dshs.state.tx.us/immunize/school/default.shtm ]

As noted above, at Bacterial Meningitis, entering college students must now, with limited exception, furnish evidence of having received a bacterial meningitis vaccination prior to 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.
Education code 38.001 sets the standard for an exemption for religious beliefs that were based on beliefs and practices of a recognized church or which the student is a member to “reasons of conscience, including a religious belief.” In order to qualify under this standard, a parent must use only an official form obtained in writing from the Texas Department of State Health Services, Immunizations Division, 1100 West 49th Street, Austin, TX 78756. The form must be notarized and submitted to the principal or nurse within 90 days of notarization. Each child in the family must have a separate form.

**IMMUNIZATION RECORD REQUIREMENTS**

<table>
<thead>
<tr>
<th>Students With an Immunization Record</th>
<th>Students Without an Immunization Record</th>
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</thead>
<tbody>
<tr>
<td>A student has all required vaccine doses for their appropriate age.</td>
<td>A student is attempting to enroll, or is currently enrolled, but he/she is delinquent with a vaccine, or a dose in a vaccine series.</td>
</tr>
<tr>
<td>A student has some but not all required vaccine doses, and is on schedule to receive the remaining doses as fast as is medically feasible.</td>
<td>A student is attempting to enroll, or is currently enrolled, but he/she is delinquent with a vaccine, or a dose in a vaccine series.</td>
</tr>
<tr>
<td>A student may enroll.</td>
<td>A student is transferring from another school district (within Texas).</td>
</tr>
<tr>
<td>Student may be enrolled provisionally for 30 days.</td>
<td>The student must provide proof that he/she has received the required vaccine in order to enroll or remain enrolled.</td>
</tr>
<tr>
<td>Do not enroll until a record is provided. If the student shows that he/she has begun the required series of vaccine doses, and continues to receive the doses as rapidly as medically feasible, he/she can be provisionally enrolled.</td>
<td>Student may be enrolled provisionally for 30 days while awaiting the transfer of the immunization record.</td>
</tr>
</tbody>
</table>
**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.
- School district administrators will abide by legal directives from law enforcement and Child Protective Services.

**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 and GRA (LEGAL).]

Gangs and Other Prohibited Organizations
• Under state law, a student is prohibited from membership or involvement in a public school fraternity, sorority, secret society, or gang.

Hazing Activities
State law also prohibits a student from participating in any hazing activities. A student is guilty of hazing when he or she takes direct hazing action; encourages or assists someone else to take action; recklessly permits such action; has knowledge of planned action or action that has occurred without reporting that knowledge in writing to a school official.

Laser Pointers
Students are not permitted to possess or use laser pointers while on school property, while using district transportation, or while attending school-sponsored or school-related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the Student Code of Conduct.

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, 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 ECC through Junior High, 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. For the 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 authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office, well in advance of the student’s need to leave campus. A phone call received from the parent may be accepted, but the school will 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 must produce a note on his or her own behalf. Documentation regarding the reason for the absences 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 ECC through Junior High be released unaccompanied by a parent or adult authorized by the parent.

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 times designated by the campus principal.

The District has entered into an intergovernmental agreement with the City of Corpus Christi to have a joint library located on school property next to the High School. This library is the Flour Bluff Branch Library of the Corpus Christi Public Library, now called the Janet F. Harte Public Library, and serves also as the Flour Bluff High School Library. As a joint library, it offers up to 74 hours of service per week, during the school year, to the schools and the community. The Harte Library is a valuable resource for the entire school district during and after school hours.

High School students will use their student I.D.’s during school hours to access the resources in the library. After school hours, students from all FBISD schools will need a public library card to check out materials, but will not need to have a public library card in order to use the resources of the library. Faculty and staff from campuses other than the High School should contact the High School Librarian if they wish to use their district I.D.’s to check out materials during school hours. In the Harte Library, materials from the High School Library are intershelfed with materials from the public library. Parents of High School students may contact the High School Librarian if they wish to restrict their student’s checkout privileges during school hours.

The intergovernmental agreement between the District and the City of Corpus Christi includes a stipulation that 50 parking spaces be available at all times when the joint library is open. The parking spaces in front of and to the south of the Harte Library building which are marked with the
letter “L” are reserved for patrons of the Harte Library, and are not intended for the use of students, faculty or visitors to the High School.

Flour Bluff High School Library Hours:

**Monday – Friday**  
7:45 a.m. to 4:30 p.m.

Janet Harte Branch Library Hours during the school year is:

**Monday- Wednesday**  
10:00 a.m. to 7:00 p.m.

**Thursday**  
10:00 a.m. to 8:00 p.m.

**Friday**  
10:00 a.m. to 6:30 p.m.

**Saturday**  
10:00 a.m. to 6:00 p.m.

**Sunday**  
Closed

Students may come to the library during the school day on a Library Pass. Each student should have an individual pass with a clearly stated purpose for coming to the library. Students are responsible for having their student IDs and for signing in at the back door to the Library and leaving the Library Pass at the circulation desk until they are returning to class. During the school day, students must use the back door (the High School door) of the Library. This includes students who leave school early because they do not have a class at the end of the day.

All faculty, staff, students and parents with Internet access are now able to access the online catalog of the Corpus Christi Public Library, which includes the FBHS materials in the Harte Library. The catalog web address is [www.library.ci.corpus-christi.tx.us](http://www.library.ci.corpus-christi.tx.us).

Students check out individual copies of classroom novels from the Media Center located in Room 406 of the High School. Student IDs are required in order to checkout a classroom novel and the student’s library records must be clear.

**LIMITED ENGLISH PROFICIENT STUDENTS**

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L may be administered to a LEP student in grades 3-12 or a Spanish version of STAAR may be administered to a LEP student in grades 3 through 5. In limited circumstances, a student’s LPAC may waive certain graduation requirements related to the English I and II End-of-Course (EOC) assessments.
The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

**LOST AND FOUND and UNATTENDED ITEMS**

Lost and found or unattended articles should be reported as quickly as possible to the teacher and to the campus office where a lost and found department is maintained. Articles left on the school bus may be picked up at the transportation office. If articles are marked with the student’s name and homeroom or address, it is much easier to return the item(s). Please clearly mark clothing, books, or anything else brought to school. Articles may be claimed until 2 weeks after the school year ends. Items that are not reclaimed by this time are disposed of or donated to charity.

Items left unattended will be examined by school employees for safety purposes and to determine the owner of the items. Students are responsible for keeping their items under their supervision and in their possession. Students are discouraged from bringing items of value to school, including, toys, money, etc. The district is not responsible for items that are lost, unattended, stolen, misplaced, etc.

**MAKEUP WORK**

**Because of Absence**

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the Texas Essential Knowledge and Skills (TEKS) or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB.] The student is allowed one day per day of absence to make up missed work.

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

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

**DAEP Makeup Work**

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

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

**Mastery of Texas Essential Knowledge and Skills**

The district goal is for every student to master all essential knowledge and skills specified for each grade level and/or course. Each student is instructed, given application and practice of the concept, and tested for mastery. If a student fails to demonstrate mastery, re-teaching and retesting, using various strategies and methods, will be provided for the student. Programs and procedures vary from one grade level to another and from one student to another, in order to meet the specific needs for successful mastery of the skills. Extended day, tutorials, and other intervention methods are utilized. Students, who do not master the STAAR tests are required to participate in classes in order to prepare them to pass the test and graduate. Parents are encouraged to work closely with school personnel. Please contact the school counselor for additional information or help.

**Medicine at School**

All medication must immediately be delivered to the school nurse upon arrival to the school. (Please see the Student Code of Conduct.) At no time shall a student have in his/her possession any form of medication (non-prescription, prescription, herbal substances or dietary supplements.) All medication should be brought to school by a parent/guardian and is to be kept in the nurse’s office. A medical release form/letter from the parent/guardian giving a written request to administer the medicine. The proper information must be signed by the parent/guardian giving authorized school personnel directions for its administration. The request must include the student’s name, date, name of drug, time and dosage required and must be signed by the parent/guardian.

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

- Only authorized employees, in accordance with policies at FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request. The prescription must be current and not outdated.
- 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. The prescription must be current and not outdated.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. The medication must be current and not be expired.
- 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. The supplement must be current and not expired.
The district will maintain and administer to a student nonprescription medication for emergency situations, but only:

- In accordance with the guidelines developed with an approved, licensed medical advisor, and
- When the parent has previously provided written consent to emergency treatment on the district’s form. The district and campuses do not maintain a regular supply of non-prescription medication. Parents are expected to supply the appropriate medication for their child.

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 authorization must be on file with the school nurse. 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 and 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. A student with diabetes who needs treatment or care at school must have a Diabetes Management and Treatment Plan (DMTP) developed by the physician and parent. A copy is to be provided to the school; from this, the principal, nurse, parent or guardian, physician, and teachers are to develop an individualized health plan for the student. The parent or guardian must sign an authorization for care to be given. See the school nurse or principal for information. [See policy FFA (LEGAL).]

It is very important that each student has on file emergency physician and hospitalization information with current working numbers. Having the correct information on file will greatly assist personnel in contacting a parent or physician, if your child has an accident or becomes ill. If a student’s phone numbers change during the year, please immediately notify the campus office and nurse of the new number(s).

**Psychotropic Drugs**

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

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

[For further information, see policies at FFA (LEGAL).]
MEETINGS OF NON-CURRICULUM RELATED STUDENT GROUPS

Student-organized, student-led non-curriculum related groups must comply with the requirements of policy FNAB (LOCAL). See the campus principal for further details on procedures, policies and requirements.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Flour Bluff I.S.D. does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. [See FB (LOCAL) and FFH (LOCAL)]

The following District staff members have been designated to coordinate compliance with these legal requirements:

- **Title IX Coordinator**, for concerns regarding discrimination on the basis of gender:
  Dr. Allison Schaum, Assistant Superintendent for Curriculum and Instruction at (361) 694-9220, 2505 Waldron Rd., Corpus Christi, TX 78418.

- **Section 504 Coordinator**, for concerns regarding discrimination on the basis of disability,
  Tracy Dennis, Director of Instruction at (361) 694-9223, 2505 Waldron Rd., Corpus Christi, TX 78418.

- **All other concerns regarding discrimination**: See the superintendent, at (361) 694-9205, 2505 Waldron Rd., Corpus Christi, TX 78418.

NONTRADITIONAL ACADEMIC PROGRAMS

Alternative academic programs include:

- Alternate Center for Education (ACE), an alternative instructional delivery program for at-risk high school students who are a year or more behind in the accumulation of credits,
- Student Discipline and Guidance Center (SDGC), a student discipline center which combines behavioral modification and maintenance of academic skills,
- State of Texas Assessments of Academics Readiness (STAAR) classes, a remedial program for students who have demonstrated non-mastery on any STAAR test,
- An evening GED and Adult Literacy program for adults wanting to earn a GED or English language learners through Del Mar College.

Identification and placement procedures are in place to determine which at-risk students qualify for these alternative programs. Information regarding these programs may be obtained at the campus office. [See Requirements for a Diploma.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

A school nurse or health paraprofessional is available at each campus throughout the school day, in case of illness or accident. The nurse also checks immunization records and provides such services as vision and hearing screening, and height, weight, and blood pressure checks. The nurse or health paraprofessional administers first-aid but does not diagnose illness. Emergency medical information is required for each student. Every effort is made to locate parents in the event of an
emergency. Parents must therefore provide a current address and telephone number, so that they may be reached. The district is required to have emergency information on file.

Medications

Student medication may be administered at the health room, under the following guidelines:

- The parent must bring the medication to the school nurse and complete a form indicating permission to administer the medication.
- Students are not allowed to carry ANY type of medication, including prescription drugs, over-the-counter medication, items such as Tylenol, cough drops, etc.
- The district must receive a written request to administer medication from the parent, noting the time and dosage to give (annually, if the length of medication warrants it).
- Medication must be in the original container with the student’s name on it and indicate the required dosage and intervals.

[See Medicine at School.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC (LEGAL) for more information.]

PRAYER

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

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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. The student must also meet attendance requirements. [See EIE (LOCAL) and campus handbooks.]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.
• In order to be promoted to grade 6, students enrolled in grade 5 must have performed satisfactorily on the Mathematics and Reading sections of the grade 5 assessment in English or Spanish.

• In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the Mathematics and Reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an End-of-Course (EOC) assessment will be administered or in a course intended for students above the student’s current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student’s score on an EOC assessment will be used in determining whether the student graduation requirements are met.

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

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

A student in grade 5 or 8 who does not pass the required exams will have two additional opportunities to take the test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated test or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor 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.

A student who does not pass the state assessment will have additional opportunities to take the test. [See Graduation for information regarding tests required by state law.]

**Elementary**

In grades PK-K, promotion to the next grade level shall be based on satisfactory completion of curricular grade level requirements.

In grades 1-2, promotion to the next grade level shall be based on satisfactory completion of curricular grade level requirements, reading at the student’s grade level and performing at an average of 70 or above and performance at grade level in mathematics as evidenced by performance at an average of 70 or above and grade level assessments.

In grades 3-6, promotion to the next grade level shall be based on attaining the following:

- An overall average of 70 or above for all subject areas, which shall be derived by averaging the final score for language arts (reading, language arts, spelling), mathematics, science, and social studies;
- An overall average of 70 or above in language arts and mathematics, and;
- Reading at the student’s grade level.

**Junior High**

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 or above for the year derived by averaging the final numerical scores for all core courses taken (Math, English Language Arts, Science and Social Studies) and a grade of 70 or above in the following areas:

- Language Arts (English is averaged with one semester of reading on a 2/3 (English)-1/3 (Reading) ratio; two semesters of reading on a 50/50 ratio.
- Mathematics;

**High School**

Course credit shall be earned based on a grade of 70 or above on course-level standards (Texas Essential Knowledge and Skills (TEKS) and local objectives). Grade-level advancement is determined by credits. [For further information, see policies at EHBC, EI, and EIE. Exit-level assessment testing for high school graduation purposes may be found at Graduation.]

**RANDOM DRUG-TESTING FOR STUDENTS**

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

**Purpose:**

- The purposes of the drug-testing program are to:
  - Prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol
  - Help enforce a drug-free educational environment
• Deter student use of illegal and performance-enhancing drugs or alcohol
• Educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol

Scope of the Testing:
• Flour Bluff ISD requires drug testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities.
• A student participating in these activities shall be tested for the presence of illegal drugs.
• The District will conduct random testing up to 8 times a year.
• There will be two pools of students that are randomly sampled. One pool is for grades 7-8 and the other is for grades 9-12.

Covered Activities:
• School-sponsored extracurricular activities include all activities/organizations/clubs/competitions which meet and participate in activities outside of the regular school day.

Junior High (Grades 7-8)
• Athletics (all sports)
• Band
• Cheerleading
• Chess
• Choir
• Leadership Officer Training Corp
• Math Teams
• National Junior Honor Society
• One-Act Play
• Robotics/Engineering
• Science Olympiad
• Science Teams
• Student Council
• Student-to-Student Club
• Theatre Arts

University Interscholastic League (i.e. Academics, Athletics, Calculator Applications, Dictionary Skills, Editorial Writing, Impromptu Speaking, Listening Skills, Maps, Graphs and Charts, Mathematics, Modern Oratory, Number Sense, One Act Play, Oral Reading, Prose and Poetry, Ready Writing, Science, Social Studies, Speech, Spelling, Theatre, Fine Arts, etc.)
• Yearbook
• Any additional organizations/clubs that are school-sponsored, extracurricular activities that meet outside the school day as an organization.

High School (Grades 9-12)
• American Sign Language Honor Society
• Athletics (All Sports)
• Band
• Business Professionals of America
• Career and Technical Education Clubs
• Cheerleaders
• Chess
• Choir
• Class Representatives/Officers (i.e. Class of 2015, Class of 2016, etc.)
• Color Guard
• Decathlon
• Distributive Education Clubs of America
• Drill Team
• Family Career and Community Leaders of America
• Future Teachers of America
• Health Occupations of America
• Interact
• International Thespian Society
• Key Club
• KEDT Challenge
• Mock Trial
• Mu Alpha Theta--Math Honor Society
• National Forensic League
• National Honor Society
• National Junior Reserves’ Officer Training Corp (NJROTC)
• Newspaper
• Octathlon
• Robotics
• Science Olympiad
• Skills USA (i.e. Computers/Electronics, Geospatial Information Systems, Robotics, Welding, Cosmetology, Marketing, Business, Leadership, etc.)
• Spanish National Honor Society
• Student Council
• Student-to-Student Club
• Sustainable, Renewable, Beautiful Communities Club
• Texas Forensic Association
• Texas Math and Science Coaches Association Team
• Theatre Arts (i.e. One Act Play, Musicals, etc.)
• University Preparatory Student Senate
• University Interscholastic League Competition Teams (i.e. Academics, Accounting, Art, Athletics, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, CX Debate, Lincoln-Douglass Debate, Dictionary Skills, Editorial Writing, Extemporaneous Speaking, Feature Writing, Headline Writing, Impromptu Speaking, Informative Speaking, Journalism, Listening Skills, Literary Criticism, Maps, Graphs and Charts, Mathematics, Modern Oratory, News Writing, Number Sense, One Act Play, Oral Reading, Persuasive Speaking, Poetry Interpretation, Prose Interpretation, Ready Writing, Science, Social Studies, Speech, Spelling and Vocabulary, Theatre, Fine Art, etc.)
• Yearbook
• Any additional organizations/clubs that are school-sponsored, extracurricular activities which meet as an organization outside the school day.

Orientation Meetings:
• Flour Bluff ISD shall conduct meetings with parents and interested student participants prior to the start of the random drug-testing program and coaches/sponsors will conduct meetings at the beginning of the season for each extracurricular activity.
• Coaches/sponsors of extracurricular activities shall explain the drug-testing program and review the policy and consent form.
• Additionally, an educational presentation on the harmful effects of drug and alcohol abuse shall be provided through the orientation meetings hosted by the sponsors/coaches of the extracurricular organizations.
• **Student attendance at the orientation meeting is mandatory. Parent or legal guardian attendance at an orientation meeting is highly encouraged.**
• **If a student fails to attend an orientation meeting prior to the start of the extracurricular activity, the student shall not be allowed to participate until the orientation process is completed.**

Consent:
• Before a student is eligible to participate in extracurricular activities, the student and their parent or legal guardian shall be required annually to sign a consent form agreeing to be subject to the rules and procedures of the random drug-testing program. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities.

Use of Results:
• Random drug test results shall be used only to determine eligibility for participation in extracurricular activities and associated consequences.
• Positive drug test results shall not be used to impose disciplinary sanctions or academic penalties per the FBISD Student Code of Conduct, unless the student is found to be in violation of the Student Code of Conduct at the time of random drug testing.
• Nevertheless, nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

Confidentiality:
• Random drug-testing results shall be confidential and shall be disclosed only to the student, the student’s parents or legal guardian, and designated district officials who need the information in order to administer the random drug-testing program and consequences for a positive drug test result.
• Drug test results shall not be maintained with a student’s academic record.
• Results shall not be otherwise disclosed except as required by law.

Substances Tested:
• The drug-testing laboratory will administer tests for the presence of items **such as**:
  o Marijuana
o Cocaine
o Amphetamine/Methamphetamine (examples: Adderall, Ritalin, some diet pills)
o Opiates (codeine, morphine)
o Phencyclidine (PCP)
o Barbiturates (examples: Pentobarbital, Secobarbital and Amobarbital)
o Benzodiazepines (examples: Xanax, Librium)
o Methadone (examples: Symoron, Dolophine, Amidone, Methadose)
o Methaqualone (examples: Quaalude, Mandrex)
o Propoxyphene (examples: Darvon, Darvocet)
o MDMA (Ecstasy)
o Anabolic Steroids

Collection Procedures:
• Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom.
• When selected for testing, a student shall be escorted to the schools’ testing site by a Flour Bluff ISD employee/testing lab employee and shall remain under supervision until the student provides a sample.
• Samples shall be produced by a student from behind a closed restroom stall.
• A Flour Bluff ISD employee/testing lab employee of the same gender as the student shall be present when any samples are collected.

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

• If a student is absent on the day of the random drug test, a sample shall be collected on the next random drug testing date.

Positive Test Results:
• An initial positive test shall be confirmed by a second test of the same specimen before being officially reported as positive.
• Upon receiving results of a positive drug test, the designated district administrator(s) shall schedule a meeting with the student, the student’s parent or legal guardian and the coach or sponsor of the extracurricular activity(ies) to review the test results and discuss consequences.
• The student or parent shall have 14 school days following the meeting to provide a medical explanation for a positive result. Until such proof is provided, accepted and approved by Flour
Bluff ISD, the student shall receive the consequences designated for the positive result. If the medical explanation is not accepted, the consequences will continue until completed.

Retesting:
- If the student wishes to return to participation in extracurricular activities after applicable consequences for the first offense, the student will be retested on the next two random test dates so long as the student wishes to participate in extracurricular activities. If the student has a second positive result/offense, the student will be required to participate in drug testing on each occasion for the remainder of their involvement in extracurricular activities at Flour Bluff ISD.
- If the student has a negative test result each of the two times after a first offense, the student shall be returned to the random testing pool.
- If the student has a positive test result either time after the first offense, the established consequences will be imposed.

Consequences:
- Consequences of positive test results shall be cumulative through the student’s enrollment in Flour Bluff ISD.
- If a student with a confirmed positive drug test withdraws from Flour Bluff ISD prior to completing the suspension and reinstatement requirements and returns to Flour Bluff ISD, the consequence will be imposed upon return, unless Flour Bluff ISD determines the consequence was fully served in another accredited school setting.
- Flour Bluff ISD may notify the school in which the student is enrolling that an “undisclosed violation” has occurred, resulting in the suspension of the student from extracurricular activities for the specified period of time.
- A student who has a confirmed positive drug test shall be subject to the following consequences:

1st Offense:
- Upon a first offense of receiving a confirmed positive drug or alcohol test, a student shall be suspended from extracurricular activity for **14 calendar days** following the date the student and parent are notified of the test results.
- Additionally, the student shall be required to complete **four hours of drug counseling** and shall submit signed documentation of completion from a District-approved, accredited, certified drug counseling entity.
- During the period of suspension, the student shall not be permitted to participate in practices outside the scheduled school day. The student may remain in class and participate to earn credit.

2nd Offense:
- Upon a second offense of receiving a confirmed positive drug or alcohol test, a student shall be suspended from extracurricular activity for **42 calendar days** following the date the student and parent are notified of the test results. Additionally, the student shall be
required to complete **eight hours of drug counseling** and submit signed documentation of completion from a District-approved, accredited, certified drug counseling entity.

- During the period of suspension, the student shall not be permitted to participate in practices outside the scheduled school day. The student may remain in class and participate to earn credit.
- The student shall lose all leadership titles and be removed from all leadership positions held at the time of suspension. If the student commits no further drug/alcohol or other serious offenses, the suspension from leadership titles will be reviewed after two calendar years.
- If tryouts are held during the time of the student’s suspension, the student shall not be eligible for the activity for which the tryouts are held.
- If the student wishes to return to participation in extracurricular activities, he/she must be retested for the remainder of their high school career (all random test dates).

**3rd Offense:**

- Upon a third offense of receiving a confirmed positive drug test, a student shall be suspended from participation in any extracurricular activity for a **full calendar year**.
- Additionally, the student shall be required to complete **16 hours of drug counseling** and shall submit signed documentation of completion from a District-approved, accredited, certified drug counseling entity.
- During the period of suspension, the student shall not be permitted to participate in practices outside the scheduled school day. The student may remain in class and participate to earn credit.
- The student shall lose all leadership titles and be removed from all leadership positions held at the time of suspension. If the student commits no further drug/alcohol or other serious offenses, the suspension from leadership titles will be reviewed after two calendar years.
- If tryouts are held during the time of the student’s suspension, the student shall not be eligible for the activity for which the tryouts are held.
- If the student wishes to return to participation in extracurricular activities, he/she must be retested for the remainder of their high school career (all random test dates).

**Drug Intervention Counseling:**

- For students who have a confirmed positive drug test result, drug intervention counseling is required for each level of consequence. Drug intervention counseling will be at the expense of the student/parent and must be provided by a District-approved/ accredited/certified drug counseling entity. The District shall notify the parent and student of drug abuse prevention resources available in the area, including any that are free of charge or lower cost.

**End-of-Semester Suspensions:**

- While the period of suspension is calculated in calendar days, the days shall be considered calendar days during the school year. If a student’s suspension from participation in extracurricular activities is not completed by the end of the semester, the student shall complete the assigned period of suspension during the following semester or during the first semester of the following school year.
Appeals:
- A student or parent may appeal a decision made under this policy in accordance with FNG (LOCAL).
- The student shall be ineligible for participation in extracurricular activities while the appeal is pending.

Voluntary Drug-Testing:
- Flour Bluff ISD will make available to parents a voluntary drug-testing program for students enrolled in grades 7-12 in Flour Bluff ISD. Parents may enroll their children in the voluntary drug-testing program at any time; however, a request and consent form signed by the parent shall be required annually for continued participation.
- At the time of enrollment in the voluntary drug-testing program, parents shall be charged a fee, determined by Flour Bluff ISD, to cover the cost of their participation in the program for that school year.
- Students enrolled in the voluntary drug-testing program by their parents shall be included in the same pool for random testing and tested by the same laboratory and under the same testing procedures as students participating in the mandatory drug-testing program for students in extracurricular activities.
- The testing laboratory shall communicate directly to parents the test results for students participating only in the voluntary drug-testing program. In addition, the testing laboratory shall notify parents when a student refuses or fails to take a scheduled drug test.

RECYCLING PROGRAM
Flour Bluff I.S.D. has implemented a solid waste recycling program as required under the United States Senate Bill 1340. The Bill requires that materials such as paper, cans, and other materials be collected and recycled. All employees and students are encouraged to participate in this program. Educational programs to refine, improve, and promote recycling are stressed at all levels.

REGISTRATION
To register in the Flour Bluff School District, a student must be able to fulfill the following requirements:

The student must be a legal resident or approved transfer student of the District. The following items are accepted as proof of residency, as long as they are current:
- A recent utility bill with the current correct address of service
- A notarized rental agreement or lease agreement
- A letter from a government agency with the correct address and/or
- A notarized contract on a house (with an approved loan and signed by the buyer and seller)

The district reserves the right to verify the residence of students.
- Children, who are between the ages of four and six, entering any of the district’s programs, must present proof of birth date before completing registration.
- Transfer students need evidence of honorable dismissal from their previous school, such as a transcript or report card.
- Parents are requested to furnish the student’s social security number at registration.
- All immunizations must be completed at the time of registration. Signatures or rubber stamp validation of health records by a physician or by a public health clinic are required. Free and/or reduced price immunizations are available through the Nueces County Health Department.

**RELEASE OF STUDENTS FROM SCHOOL**

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

A student who will need to leave school during the day must be signed out by his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Only high school level students may bring a note from the parent to be released early for an appointment. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

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

**Late Arrival to School**

A student who is tardy to class without written permission of a staff member or a properly excused written notice from the parent will be assigned to detention hall or another appropriate consequence. Repeated instances of tardiness will result in more disciplinary action. [See Attendance for Credit and the District Student Code of Conduct.]

**REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks in grades 3-12. Report Cards for Pre-Kindergarten through grade 2 are issued to parents at least once every 9 weeks. See the campus handbooks for further details regarding grade reporting.

All students receive progress reports each 3 weeks, regardless of performance. At the end of the first three weeks of a grading period, parents will be given a written unsatisfactory progress report if their child’s performance in any course (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.]
For students in grades pre-kindergarten through grade 2 progress reports are distributed following the 4th week, regardless of performance. If the student is not making progress in any subject at the end of the grading period, the parent will be requested to schedule a conference with the teacher. [See Working Together for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student’s academic achievement 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 unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and progress reports must be signed by the parent and should be returned to the school within 3 days.

Daily grades and test scores are also available to parents through Family Access, an online module for parents to monitor student progress in Skyward. See www.flourbluffschools.net to register for an online account.

RETALIATION

(See Dating Violence, Discrimination, Harassment, Bullying and Retaliation.)

SAFE AND DRUG FREE SCHOOLS

Flour Bluff I.S.D. is committed to being a drug-free/weapon-free school and to promoting safe and drug-free lives. We strive to have safe schools with a peaceful and cooperative environment. In order to accomplish this, the district has adopted a no tolerance program. [Refer to the Student Code of Conduct]

Flour Bluff School Board adopted the drug-free/weapon free school zone policy, which applies to an area 1,000 feet from the school campus.

SAFETY

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

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

**Accident Insurance**

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

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

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

**Fire Drill Bells**

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

**Tornado Drill Bells**

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

**Lockdown Drills**

Students and staff practice conducting lockdown and reverse lockdown drills at least one time per semester.

*The district has implemented a multi-hazard operations plan and trained district staff and students in conducting drills for preparedness.*

**Emergency Medical Treatment and Information**

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

**Emergency School-Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.
In the event of bad weather days, the Superintendent and staff members will carefully consider whether or not it would be in the best interest of students to close the school. This decision is a very important one, as several factors must be considered, such as road safety, the availability of utilities, and supervision for young students. This may involve consulting the police and sheriff’s departments, weather stations, and transportation authorities. Should an emergency occur, please assume that school will usually be open and consult one of the following sources to obtain accurate information:

Website – flourbluffschools.net

Radio:
- KZFM Z-95
- KRYK K-99.1
- KEDT 90.3
- KUNO 1400
- KNCN C-101.3
- KSAB 99.9
- K RAD 105.5
- KRYS 1360
- KOUL 103.7
- KMXR 93.9
- KLITE 96.5
- KEYS 1440

Television:
- KIII (Channel 3/5)
- KZTV (Channel 10/12)
- KRIS (Channel 6/7)
- KORO (Channel 28)

Should school be closed, the school day must be made up through designated Instructional minutes in the school day or later in the year on one of the designated “bad weather” days. [Please consult the school calendar in the front of the handbook for designated dates.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor and visit the GO CENTER early during their junior year (or sooner) to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Students are also encouraged to participate in training sessions to prepare them for the assessments. [Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Success Initiative (TSI).] (See Standardized Testing.)

SCHOOL FACILITIES

Use by Students Before and After School

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

The following areas are open to students before school.

Designated classrooms for tutorials
Designated classrooms for other school-related activities

The cafeteria

Other areas as designated by the campus principal

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

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

**Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before- or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsal, club meetings, athletic practice, 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*.

Cafeterias are provided for the use of all students on each campus. Pleasant dining rules are to be observed in accordance with campus guidelines and directives. Food and beverage will only be allowed in designated areas. Each student is expected to clean up after oneself by returning trays to the designated area and disposing of trash in trash receptacles.

The district food service provides nutritious breakfasts and lunches at the following prices:

**Breakfast**

<table>
<thead>
<tr>
<th></th>
<th>PK-6</th>
<th>Free</th>
<th>7-12</th>
<th>Regular Price</th>
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<th>Reduced Price</th>
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<tr>
<td></td>
<td>Adult</td>
<td>A La Carte Prices</td>
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**Lunches**

<table>
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<tr>
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</tr>
<tr>
<td>5 – 12</td>
<td>Regular Price</td>
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<td></td>
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<tr>
<td></td>
<td>Reduced</td>
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<tr>
<td>Adult</td>
<td>Price</td>
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</tr>
<tr>
<td></td>
<td>Extra Milk</td>
<td>.45</td>
<td></td>
</tr>
</tbody>
</table>

Secondary students will be expected to carry their I.D. badges at all times while at school or school-related functions. I.D. badges will be utilized in the cafeteria for meal purchases.
Flour Bluff Independent School District

School Nutrition Department

2019-2020 Charge Policy

Students in Grades Pre-K - K will receive a Breakfast/Lunch at no cost to the student.
Students in Grades 1-4 may charge a maximum of 7 days of Breakfast/Lunch meals.
Students in Grades 5-6 may charge a maximum of 7 days of Breakfast/Lunch meals.
Students in Grades 7-12 may charge a maximum of 5 days of Breakfast/Lunch meals.

An automated system call-out is made on Mondays, Wednesdays, & Thursdays for students who fall below a credit balance of $2.00 and for students who have a negative balance. If parents/guardians have a financial issue, please call 361-694-9022. Prepayments can be made at www.myschoolbucks.com. There is also an app called “My School Bucks” available for download on your smart phone.

Applying for the Free and Reduced program is allowable at any time of the year should your financial situation change. You may apply online or call 361-694-9022 for an application to be mailed to you or any school should have an application available. The application is processed the day it is received in the Central Kitchen, if all the information is complete.

A “Courtesy” meal may be provided to students after the maximum number of charges have been accumulated.

The Head Cashier in the Central Kitchen notifies parents when a courtesy meal has been given to a student. It remains the responsibility of students and parents to send money to school for meals.

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.
**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, whether or not a student is present. Cell phones, computing and recording devices and electronic devices are subject to search. The parent will be notified if any prohibited items are found in the student’s desk or locker.

**Electronic Devices**

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

**Vehicles on Campus**

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

All vehicles on school property must be registered and display an appropriate staff, student or visitor parking tag.

Failure to comply with the Student Code of Conduct and safe driving expectations may result in revocation of driving privileges.

**Trained Dogs**

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including alcohol and drugs. 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. The objective of this program is to maintain a safe school environment, which is conducive to education.

These visits shall be unannounced. Dogs will sniff vacant classrooms and common areas, areas around school lockers and parked vehicles on school property. The dogs will not be used with students. Should the dog alert in any of these areas, school officials would conduct a search in accordance with Board policy, FNF (LOCAL).

**Metal Detectors**

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

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

SEX-OFFENDER’S REGISTRATION ACT (Ashley’s Law)

Senate Bill 267 requires law enforcement officials to inform school superintendents when sex offenders reside in (or move to) their district.

**The Sex Offenders’ Registration Act covers only those individuals convicted on or after September, 1995.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the campus principal or Tracy Dennis, Director of Instruction or Dr. Linda Barganski, Director of Special Programs at (361) 694-9223.

Dyslexia Program

Supportive assistance in general education classes, remedial instruction, and/or multi-sensory programming is available for students displaying dyslexia or related disorder characteristics. The district coordinates instruction, provides staff training and student assistance as needed through the dyslexia program. Students who have been formally identified as dyslexic or having other related disorders may be referred to special education for placement consideration.

English as a Second Language/Bilingual Program

Students who are English language learners are served through an English as a Second Language or Bilingual Program. A home language survey is completed for each new student, to determine whether or not the student needs to be assessed in the area of English proficiency. When the language testing reveals a deficiency, the student is placed in the ESL program, with parent permission, where instruction in the English language is provided.

Gifted and Talented Instruction

The gifted and talented program, called Students Accelerating in Innovative Learning (S.A.I.L.) in Flour Bluff I.S.D., is provided for students in grades K-12. Students may be nominated and then are assessed at designated times (August, May) to determine eligibility for entry into the program, using a battery of assessment instruments, such as an achievement test, ability test, teacher evaluation, grades and subject specific indicators. The program challenges students beyond the regular curriculum in each of the four core academic content areas for which the student qualifies: Language Arts/Reading (K-12), Mathematics (K-12), Science (1-12), Social Studies (1-12). For nomination forms, eligibility criteria, program information or entry and exit criteria, please see your campus principal.

Title I School wide Instruction

Title I federal funds are utilized to support school wide instruction for students in grades PK-6.
Section 504

Instruction in general education classes with supplemental/supportive services is available for disabled non-special education students who have been approved by the campus 504 review committee for services. Disabled students under Section 504 of the Rehabilitation Act of 1973 are students who 1) have a physical or mental impairment which substantially limits one or more of their major life activities, such as learning; 2) have a record of such an impairment; or 3) are regarded as having such an impairment. Please see the campus principal for further information.

Special Education

Instructional programming and related services are available on each school campus for disabled students who have been approved for the program by an Admission, Review, and Dismissal Committee. In addition, direct supportive services are available for hearing impairment and visually impaired children from birth through age three. Eligible students for special education are the autistic, deaf-blind, emotionally disturbed, learning disabled, hearing impaired, mentally retarded, multiple handicapped, orthopedically disabled, other health impaired, speech impaired and/or visually impaired.

Services for Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information contact:

Edgar Van Geem, Director of Special Education at (361) 694-9231.
Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:
If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

**Contact Person for Special Education Referrals:**
- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
  - Contact Person:
  - Phone Number:

**Section 504 Referrals:**
Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district’s or charter school’s Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

**Contact Person for Section 504 Referrals:**
- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
  - Contact Person:
  - Phone Number:
  - **Additional Information:**
  - The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
La declaración siguiente debe estar incluido en cada manual del estudiante del distrito o de la escuela chárter.

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:
Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la Notificación de salvaguardas procesales. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del período establecido de los 15 días escolares.
Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado Guía para padres sobre el proceso de admisión, revisión y retiro.

**Persona de contacto para las remisiones de educación especial:**

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

- **Persona de contacto:**
- **Número de teléfono:**

**Remisiones de la Sección 504:**

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

**Persona de contacto para las remisiones de la Sección 504:**

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

- **Persona de contacto:**
- **Número de teléfono:**
- **Información adicional:**
- **Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias:**
  - Marco legal del proceso de educación especial centrado en el niño
  - Red de colaboradores y recursos
  - Centro de Información de Educación Especial
  - Texas Project First
STANDARDIZED TESTING

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

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

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

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

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

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

Algebra I
English I, English II
Biology
United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.
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. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

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

STAAR Accommodated and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

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

Also see Course Credit, Grading Guidelines, and Graduation for additional information.

**TSI (Texas Success Initiative Assessment)**

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

**STERIODS**

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.

More information on steroids may be found on the UIL website at [http://www.uiltexas.org/health/steroid-information](http://www.uiltexas.org/health/steroid-information).

Annually, the district communicates with students regarding the health risks associated with the use of steroids. Signs reflecting the prohibition of steroids, in accordance with Education Code 38.008, are also posted in conspicuous locations such as the gymnasium and locations where physical education classes are conducted.

**STUDENTS IN PROTECTIVE CUSTODY OF THE STATE**

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

Please contact Dr. Linda Barganski, Director of Special Programs, who has been designated as the district’s liaison for children in the conservatorship of the state, at 694-9223, with any questions.
STUDENT SPEAKERS

Based on House Bill 3678, the FBISD School Board has a local policy on student speakers that:

- Does not discriminate against a student’s voluntary expression of a religious viewpoint;
- Provides for a method, based on neutral criteria, to select student speakers for graduation and other school events;
- Ensures that a student does not engage in obscene, vulgar, offensively lewd, or indecent speech;
- States, in writing, orally, or both, that the student’s speech does not reflect the endorsement, sponsorship, position, or expression of the district.

The district provides students the opportunity to introduce events such as graduation, assemblies, announcements, etc. as determined by the campus principal. A student who meets the eligibility criteria and wishes to introduce or lead one of the school events should submit his or her name, in accordance with policy FNA (LOCAL), to the principal. Students will be selected in accordance with the appropriate events. If the student declines or becomes ineligible, then he/she will not speak at the event.

As determined by the principal, students who have been selected for special honors, such as leaders of school-sponsored organizations may also address school audiences at designated events. [See policy FNA]

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 the following websites or contact the school counselor, campus principal or district administrator, for more information related to suicide prevention and to find mental health services available in your area:

- http://www.texassuicideprevention.org/
- http://www.dshs.state.tx.us/mhservices-search/

If the district has reason to believe a student is considering suicide, a parent/guardian is contacted immediately. Parents/guardians will be given a list of support resources and asked to consult a doctor before allowing the student to return to the campus.

SUMMER SCHOOL

A tuition-based summer school is offered for students in grades 9-12. Courses provided are dependent upon enrollment and availability of the course and a teacher. The junior high provides a remedial program in the areas of language, math, science and social studies. Students in grades K-6 may attend summer school, if they meet the eligibility guidelines. Extended services are available for students with disabilities as determined by the Admission, Review, and Dismissal Committee. An ESL program is provided for students who qualify and will be in Kindergarten or Grade 1,
dependent upon sufficient enrollment. [For additional information, the appropriate campus principal should be contacted.]

**TARDINESS**

A student who is tardy to class more than 10 minutes will be counted absent. A student who is tardy to class will be assigned detention hall or referred to the office for multiple violations. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. [See campus handbook.] [See the Student Code of Conduct.]

**TECHNOLOGY**

Access to the district’s data processing and communications resources is a privilege, not a right. Before access to students is granted, all users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with district policies [see Student Code of Conduct]. Violations of law may result in criminal prosecution as well as disciplinary action by the district.

Upon receipt of a signed agreement, each student shall be allowed to use computer resources solely for instructional purposes. District resource usage shall not be for the purpose of personal business or profit, religious activities, political activities, gambling, chain letters, broadcasting messages of a personal nature, or sexual and inappropriate material.

Copyright software or data shall not be placed on, or distributed by, any district resource without the permission of the copyright holder and obtained in accordance with applicable copyright laws and district policy.

District resources shall not be used for illegal purposes or in support of illegal activities or for any other activity prohibited by district policy or guidelines.

No original work created by any student shall be posted on a district web page unless the district has received written consent from the student and the student’s parent.

Students shall retain all rights to work they create that becomes an accessible resource.

No personally identifiable information about a student will be posted on a district web page unless the district has received written consent from the student’s parent. An exception may be made for “directory information” as allowed by the Family Education Records Privacy Act (FERPA) and district policy.

Students shall not distribute personal information about themselves or others by means of district resources.

Students shall not gain unauthorized access to district resources.

 Forgery, attempted forgery, or sabotage of another user’s data, e-mail, account, or password, by way of exposure, deletion, or modification is prohibited.

Swearing, vulgarity, ethnic or racial slurs, or any other inappropriate or inflammatory language shall be prohibited.

Electronic mail transmissions and district resource usage is not private and may be monitored at any time by designated district staff, to ensure appropriate use.
The district shall not be liable for a user’s inappropriate use of district resources, violation of copyright laws, mistakes, negligence, incurred costs, or other violations. The district will cooperate fully with law enforcement officials in any investigation concerning or relating to misuse of the district’s resources.

Any student identified as a security risk or having previously violated the law, district policy, or district regulations may be denied access to district data processing and communications resources. (See attached Data Processing and Communications Resources Regulations.) [See the full district policy at CQ (Local)]

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 issued by the school loses the right to free textbooks until the item is returned or 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.

It is the responsibility of the student to protect books by keeping them covered, clean, and neatly stored. Lost or ruined books must be paid for and replaced immediately.

Students shall not loan textbooks and other material, which has been loaned by the school. Students will be responsible for books left in the classroom with or without the teacher’s permission. The following regulations must be observed in regard to textbooks.

- Cover each book.
- Write the student name in ink on the label provided on the inside cover.
- Keep the corners and edges of the book pages clean and straight.
- Do not make notes or write in textbooks.
- Do not fold pages in the book or bend the book backwards in order to protect the spine of the book.
- Be responsible for books at all times.

TRANSFER CREDITS

Students who transfer high school credits for courses designated as Advanced Placement, Pre-Advanced Placement, Dual Credit or Advanced Credit from accredited institutions shall receive weighted credits counted toward the GPA as approved by the District Board of Trustees. The Board-
approved weighted courses are provided annually in the *District’s High School Graduation and Career Planning Guide*.

Grades from non-accredited non-public schools, including homeschools, shall not be used in determining class rank, grade point average, or academic average. Students/parents are required to provide proof of accreditation status for institutions providing high school level instruction, other than public schools, at the time of enrollment in the District. [See *EIC and FDA (LOCAL)*.]

Starting with the entering Freshman class in 2012-2013, all courses transferred to Flour Bluff ISD as Passing (P) or Failing (F), with the exception of Physical Education and Equivalencies (i.e. Athletics, Physical Education, Cheerleading, NJROTC I, Marching Band (fall only), will be assigned a numeric equivalent, per board policy, and the assigned grade will be calculated in the Grade Point Average. The student may obtain the actual numeric grade from the school that awarded the credit and the grade will go on the transcript and calculate in the GPA. Passing (P) will equate to a 70. Failing (F) will equate to a 69.

**TRANSFERS**

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

[See *School Safety Transfers*, and *Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services*, for other transfer options.]

Students who have approved inter-district transfers are enrolled in the district and will be permitted to continue enrollment, contingent on achieving passing grades, passing test scores, 90% or better attendance and having no major disciplinary actions, placements or expulsions. Transfer student data will be reviewed annually, in accordance with board policy.

**TRANSPORTATION**

*School-Sponsored Trips*

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent. The district shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

*Buses and Other School Vehicles:*

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling the school office.

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 further information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the campus principal. Students and parents must still meet eligibility criteria to enroll in the school district.
See the **Student Code of Conduct** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

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

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

Students and teachers will be trained in safety procedures for evacuating a school bus during an emergency.

When students ride in a district van, passenger car or bus equipped with seat belts, seat belts must be fastened at all times.

Riding the bus is a privilege and privileges may be suspended. Misconduct will be punished in accordance with the **Student Code of Conduct** and the School Bus Transportation Rules. Bus drivers are authorized to assign seats. Students are not permitted to use cell phones and/or cameras on the school bus. Bus conduct reports are sent from the transportation department to the principal’s office where appropriate action may be taken. Parents will be notified.

Students with contagious diseases or conditions will not be allowed to ride the bus while contagious. [See Communicable Diseases/Conditions](#) Students with head lice/lice will not be allowed to ride the bus until the condition has been treated and a school nurse clears the student.

Separate elementary and secondary routes are provided. Secondary students may not ride the early routes provided for the elementary students.

Transportation for students with disabilities is provided in accordance with the provisions of the student’s Individual Education Plan (IEP), under IDEA or for students who qualify for special transportation in accordance with Section 504. [See School Sponsored Travel](#)

### Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. The school may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Student identification tags for vehicles must be prominently displayed, as required by campus policy, at all times. Students are expected to drive responsibly while on campus or will risk loss of the privilege to drive to school.
Campus policies and the District *Student Code of Conduct* must be followed. [See also the *Student Code of Conduct*.]

**VANDALISM**

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

**VIDEO CAMERAS AND RECORDING OF STUDENTS**

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

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

**VISITORS TO THE SCHOOL**

**General Visitors**

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures.

Visitors will be required to show a government-issued form of identification containing the person’s photograph. All visitors are required to sign in at the office and obtain a visitor’s badge. Background checks will be conducted regarding sexual offender offenses.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

**Visitors Participating in Special Programs for Students**

On High School Career Day and College Day, at Flour Bluff I.S.D., 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 parents, grandparents and other volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal
or Dr. Linda Barganski, Director of Special Programs, for more information and to complete an application.

**WITHDRAWING FROM SCHOOL**

A student under 18 may be withdrawn from school only by a parent, unless withdrawn for administrative reasons. 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 clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student and a copy will be placed in the student’s permanent record.

A student who is 18 or older, who is married, who has been declared by a court to be an emancipated minor or has been declared an independent adult student, may withdraw without parental signature. An independent adult student must sign their own withdrawal form in place of a parent.

Students are required to attend school and are expected to enroll in the school within their attendance zone within a couple of days. The school from which the student is withdrawn will continue to follow-up on the student until verification of enrollment in the next school is received. Any student who enrolls under false documentation, signature, etc. will be administratively withdrawn and will not be permitted to return on a transfer.
**GLOSSARY**

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

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

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

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

**DAEP** stands for a Disciplinary Alternative Education Program, a placement for students who have violated certain provisions of the *Student Code of Conduct*. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students’ educational and behavior needs, as well as supervision and counseling.

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

**FERPA** refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless the 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, 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; modifications 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 Disciplinary Alternative Education Program (DAEP), ISS removes the student from the regular classroom.

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

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

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

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

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities, unless the student is determined to be eligible for special education services, under the Individuals with Disabilities 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.

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

**STAAR 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 end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests, if necessary for promotion or graduation.

**Student Code of Conduct (SCOC)**, developed with the advice of the district-level committee and adopted by the Board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a Disciplinary Alternative Education Program. It outlines conditions for out-of-school suspension and for expulsion, and states whether self-defense is a consideration in suspension, DAEP placement, or 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 through grade 12.

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

**UIL** refers to the University Interscholastic League, the statewide voluntary non-profit organization that oversees educational extracurricular academic, athletic, and music contests.
To Parents:

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

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

This notice and consent/opt-out also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings with the exception of hearing, vision, or scoliosis screenings, or any other screenings/exams required by state law.

Following are activities requiring parental notice and consent or opt-out for the 2019-2020 school year. Please note that this notice and authority to consent transfer from parent to student when the student reaches 18 or is an emancipated minor under state law.

- The Great Body Shop  
  Grades K-6
  - Curriculum that focuses on Safety, Nutrition, Violence Prevention, Growth & Development, Substance Abuse, Consumer Health and Exercise.

- Choosing the Best  
  Grades 6-12
  - Curriculum used through science/health instruction to promote abstinence until marriage and good decision making.
Teen Aid Curriculum  
Grades 6-12

- Curriculum used through health instruction to promote abstinence until marriage and good decision-making.

Instruction occurs throughout the year, dependent upon when the student receives health instruction.

Notice will be sent requesting parent permission prior to the presentation.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to Tracy Dennis, Director of Instruction, 2505 Waldron Rd., Corpus Christi, TX 78418. Mrs. Dennis will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to your child.
Flour Bluff ISD Independent School District

Student Responsible Use Guidelines for Technology

Flour Bluff Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students and its employees. These Responsible Use Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Mandatory Review. To educate students on proper computer/network/Internet use and conduct, students are required to review these guidelines at the beginning of each school year. All District students shall be required to acknowledge receipt and understanding of all guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of a student user is required to acknowledge receipt and understanding of the District’s Student Responsible Use Guidelines for Technology (hereinafter referred to as the Responsible Use Guidelines as part of their review of the Student/Parent Handbook and Student Code of Conduct Handbook. Employees supervising students who use the District’s system must provide training emphasizing its appropriate use.

Definition of District Technology System. The District’s computer systems and networks (system) or any configuration of hardware and software. The system includes but is not limited to the following:

- Telephones, cellular telephones, and voicemail technologies;
- Email accounts;
- Servers;
- Computer hardware and peripherals;
- Software including operating system software and application software;
- Digitized information including stored text, data files, email, digital images, and video and audio files;
- Internally or externally accessed databases, applications, or tools (Internet- or District server based);
- District-provided Internet access;
- District-filtered public Wi-Fi; and
- New technologies as they become available.

Availability of Access

Acceptable Use. Computer/Network/Internet access will be used to enhance learning consistent with the District’s educational goals. The District requires legal, ethical and appropriate computer/network/Internet use.
Privilege. Access to the District’s computer/network/Internet is a privilege, not a right.

Access to Computer/Network/Internet. Access to the District’s electronic communications system, including the Internet, shall be made available to students for instructional purposes. Each District computer and public Wi-Fi (available for students who bring their own personal telecommunication devices) has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act (CIPA). Filtered Internet access is provided to students as defined by CIPA.

Student Access. Computer/Network/Internet access is provided to all students unless parents or guardians request in writing to the campus principal that access be denied. Student Internet access will be under the direction and guidance of a District staff member. Students may also be allowed to use the local network and public Wi-Fi with campus permission.

Use of Personal Telecommunication Devices. Technology is a powerful tool that enhances learning and enables students to access a vast amount of academic resources. The goal is to increase student access to digital tools and facilitate immediate access to technology-based information, much the way that students utilize pen and paper. To this end, the District will open a filtered, wireless network through which students in specific age groups will be able to connect privately owned (personal) telecommunication devices. Students using personal telecommunication devices must follow the guidelines stated in this document while on school property, attending any school-sponsored activity, or using the Flour Bluff ISD network.

- **Junior High** – Students are allowed to bring personal telecommunication devices that can access the Internet for educational purposes as determined by the classroom teacher.

- **High School** – Students are allowed to bring personal telecommunication devices that can access the Internet for educational purposes as determined by the classroom teacher. Students will be allowed to use the device between classes and in the cafeteria setting in a digitally responsible manner.

- **Junior and High** – Earphones, ear buds or other hearing assisted devices are not allowed in the hallways for safety reasons.

Security. A student who gains access to any inappropriate or harmful material is expected to discontinue the access and to report the incident to a supervising staff member. Any student identified as a security risk or as having violated the Responsible Use Guidelines may be denied access to the District’s system. Other consequences may also be assigned. A student who knowingly brings prohibited materials into the school’s electronic environment will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Board-approved Student/Parent Handbook and Student Code of Conduct.

Content/Third-Party Supplied Information. Students and parents of students with access to the District’s system should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate and/or objectionable material.

Subject to Monitoring. All District computer/network/Internet usage shall not be considered confidential and is subject to monitoring by designated staff at any time to ensure appropriate use. Students should not use the computer system to send, receive or store any information, including email messages, that they consider personal or confidential and wish to keep private. All electronic files, including email messages, transmitted
through or stored in the computer system will be treated no differently than any other electronic file. The District reserves the right to access, review, copy, modify, delete or disclose such files for any purpose. Students should treat the computer system like a shared or common file system with the expectation that electronic files, sent, received or stored anywhere in the computer system, will be available for review by any authorized representative of the District for any purpose. Personal telecommunication devices are subject to examination in accordance with disciplinary guidelines if there is reason to believe that the Responsible Use Guidelines have been violated.

**Student Computer/Network/Internet Responsibilities**

District students are bound by all portions of the Responsible Use Guidelines. A student who knowingly violates any portion of the Responsible Use Guidelines will be subject to suspension of access and/or revocation of privileges on the District’s system and will be subject to disciplinary action in accordance with the Board-approved Student/Parent Handbook and Student Code of Conduct.

**Use of Digital Learning Tools.** Students may participate in teacher-approved digital learning environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, wikis, and Google Tools. The use of blogs, wikis, and other digital tools are considered an extension of the classroom. Verbal or written language that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, wikis, and other digital tools. Digitally transmitted content that includes inappropriate language, images or content is prohibited.

**Password Confidentiality.** Students are required to maintain password confidentiality by not sharing their password with others. Students may not use another person’s system account.

**Reporting Security Problem.** If knowledge of inappropriate material or a security problem on the computer/network/internet is identified, the student should immediately notify a supervising staff member. The security problem should not be shared with others.

The following guidelines must be adhered to by students using a personally-owned telecommunication device at school:

- Internet access is filtered by the District on personal telecommunication devices in the same manner as District-owned equipment. If network access is needed, connection to the filtered, wireless network provided by the District is required.
- These devices are the sole responsibility of the student owner. The campus or District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.
- These devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on District property, including school buses, and at school-sponsored or school-related activities on or off school property.
- Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any District staff diagnose, repair, or work on a student’s personal telecommunication device.
- Availability of telecommunication devices will not be used as a factor in grading or assessing student work. Students who do not have access to personal telecommunication devices will be provided with comparable District-owned equipment or given similar assignments that do not require access to
electronic devices.

- Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups.
- Campus administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. STAAR Testing, classroom testing situations, campus presentations, theatrical performances, or guest speakers) that occur during the school day.
- An administrator may examine a student’s personal telecommunication device and search its contents, in accordance with disciplinary guidelines.

**Inappropriate Use**

Inappropriate use includes, but is not limited to, those uses that violate the law, that are specifically named as violations in this document, that violate the rules of network etiquette, or that hamper the integrity or security of this computer/network/Internet system or any components that are connected to it. The following actions are considered inappropriate uses, are prohibited, and will result in revocation of the student’s access to the computer/network/Internet.

**Violations of Law.** Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

- threatening, harassing, defamatory or obscene material;
- copyrighted material;
- plagiarized material;
- material protected by trade secret; or
- blog posts, Web posts, or discussion forum/replies posted to the Internet which violate federal or state law.

Tampering with or theft of components from District systems may be regarded as criminal activity under applicable state and federal laws. Any attempt to break the law through the use of a District computer/network/Internet account may result in prosecution against the offender by the proper authorities. If such an event should occur, the District will fully comply with the authorities to provide any information necessary for legal action.

**Modification of Computer.** Modifying or changing district computer settings and/or internal or external configurations without appropriate permission is prohibited.

**Transmitting Confidential Information.** Students may not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information about oneself or others, such as, but not limited to, home addresses, phone numbers, email addresses, pictures, or birthdates is prohibited.

**Commercial Use.** Use of the system for any type of income-generating activity is prohibited. Advertising the sale of products, whether commercial or personal is prohibited.
Marketing by Non-FBISD Organizations. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Vandalism/Mischief. Any malicious attempt to harm or destroy District equipment, materials or data, or the malicious attempt to harm or destroy data of another user of the District’s system, or any of the agencies or other networks to which the District has access is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of District policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above is prohibited and will result in the cancellation of system use privileges. Students committing vandalism will be required to provide restitution for costs associated with system restoration and may be subject to other appropriate consequences. [See the Board-approved Student Code of Conduct.]

Intellectual Property/Copyright Violations. Students must always respect copyrights and trademarks of third-parties and their ownership claims in images, text, video and audio material, software, information and inventions. The copy, use, or transfer of others’ materials without appropriate authorization is not allowed. Downloading or using copyrighted information without following approved district procedures is also prohibited.

Plagiarism. Fraudulently altering or copying documents or files authored by another individual is prohibited.

Impersonation. Attempts to log on to the computer/network/Internet impersonating a system administrator or District employee, student, or individual other than oneself, will result in revocation of the student’s access to computer/network/Internet.

Illegally Accessing or Hacking Violations. Intentional or unauthorized access or attempted access of any portion of the District’s computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

File/Data Violations. Deleting, examining, copying, or modifying files and/or data belonging to other users, without their permission is prohibited.

System Interference/Alteration. Deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

Email and Communication Tools

Email and other digital tools such as, but not limited to blogs and wikis, are tools used to communicate within the District. The use of these communication tools should be limited to instructional, school-related activities, or administrative needs. Email is subject to monitoring by appropriate staff.

All students in grades 7-12 will be issued email accounts. Students should check email frequently, delete unwanted messages promptly, and stay within the email server space allocations. Students should keep the following points in mind:

Perceived Representation. Using school-related email addresses, blogs, wikis, and other communication tools might cause some recipients or other readers of the email to assume that the student’s comments
represent the District or school, whether or not that was the student’s intention.

**Privacy.** Email, blogs, wikis, and other communication within these tools should not be considered a private, personal form of communication. Private information, such as home addresses, phone numbers, last names, pictures, or email addresses, should not be divulged. To avoid disclosing email addresses that are protected, all email communications to multiple recipients should be sent using the blind carbon copy (bcc) feature.

**Inappropriate Language.** Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in emails blogs, wikis, or other communication tools is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

**Political Lobbying.** Consistent with State ethics laws, District resources and equipment, including, but not limited to, emails, blogs, wikis, or other communication tools must not be used to conduct any political activities, including political advertising or lobbying. This includes using District email, blogs, wikis, or other communication tools to create, distribute, forward, or reply to messages, from either internal or external sources, which expressly or implicitly support or oppose a candidate for nomination or election to either a public office or an office of a political party or support or oppose an officeholder, a political party, or a measure (a ballot proposition). These guidelines prohibit direct communications as well as the transmission or forwarding of emails, hyperlinks, or other external references within emails, blogs, or wikis regarding any political advertising.

**Forgery.** Forgery or attempted forgery of email messages is prohibited. Attempts to read, delete, copy, or modify the email of other system users, deliberate interference with the ability of other system users to send/receive email, or the use of another person’s user ID and/or password is prohibited.

**Junk Mail/Chain Letters.** Generally students should refrain from forwarding emails which do not relate to the educational purposes of the District. Chain letters or other emails intended for forwarding or distributing to others is prohibited. Creating, distributing or forwarding any annoying or unnecessary message to a large number of people (spamming) is also prohibited.

**Student Email Accounts and Electronic Communication Tools**

Electronic communication is an important skill for 21st Century students. By providing this tool, the District is equipping students with the skills necessary for success. Students in grades 7-12 are given access to a District student email account. This account is set up with the student’s user ID. Students must abide by the guidelines established at Email and Communication Tools Section. Student email accounts will be available for use by students in grades 7-12 while they are currently enrolled in the District. Parents wishing to deny access to District email must do so in writing to the campus principal.

**Consequences of Agreement Violation**

Any attempt to violate the provisions of this agreement may result in revocation of the student’s access to the computer/network/Internet, regardless of the success or failure of the attempt. In addition, school disciplinary and/or appropriate legal action may be taken.

**Denial, Revocation, or Suspension of Access Privileges.** With just cause, the System Administrator and/or building principal, may deny, revoke, or suspend computer/network/Internet access as required, pending an
investigation.

Warning

Sites accessible via the computer/network/Internet may contain material that is illegal, defamatory, inaccurate or controversial. Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children’s Internet Protection Act. The District makes every effort to limit access to objectionable material; however, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Disclaimer

The District’s system is provided on an “as is, as available” basis. The District does not make any warranties, whether expressed or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the system user’s requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.

Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not the District.

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

NOTICES REGARDING DIRECTORY INFORMATION AND PARENT’S RESPONSE REGARDING RELEASE OF STUDENT INFORMATION

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Flour Bluff ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of your child’s first day of instruction for this school year.

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

Flour Bluff I.S.D. has designated the following information as directory information for school sponsored purposes:

- Student's name
- Address
- Telephone listing
E-mail address
Photograph
Date and place of birth
Major field of study
Degrees, honors, and awards received
Dates of attendance
Grade level
Most recent school previously attended
Enrollment status
Participation in officially recognized activities and sports
Weight and height, if a member of an athletic team

Directory information identified only for limited school-sponsored purposes, such as yearbook, campus/district newspapers, campus/district publications, The Buzz, etc., remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Flour Bluff I.S.D. has designated the following information as directory information for all other (non-school sponsored) purposes:

Student's name
Address
Photograph
Major field of study
Degrees, honors, and awards received
Dates of attendance
Grade level
Most recent school previously attended
Enrollment status
Participation in officially recognized activities and sports
Weight and height, if a member of an athletic team
**FFI (LOCAL)**

**STUDENT WELFARE**

**FREEDOM FROM BULLYING**

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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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<th>BULLYING PROHIBITED</th>
<th>DEFINITION</th>
<th>EXAMPLES</th>
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<tr>
<td>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.</td>
<td>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:</td>
<td>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.</td>
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- 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
- 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:

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

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<th>RETALIATION</th>
<th>EXAMPLES</th>
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<td>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.</td>
<td>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.</td>
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<th>FALSE CLAIM</th>
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<td>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.</td>
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**DATE ISSUED:** 3/7/2012

**UPDATE 93**

FFI(LOCAL)-A
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

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.

STUDENT 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.

EMPLOYEE REPORT

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

REPORT FORMAT

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.

PROHIBITED CONDUCT

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.

INVESTIGATION OF REPORT

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.

CONCLUDING THE 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.
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.

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.

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.

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

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.

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.

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.

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

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

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: 3/7/2012
UPDATE 93
FFI(LOCAL)-A
The student agreement must be renewed each academic year.

STUDENT (Print) Name _______________________________ Grade in 2019-2020: _______

Campus:_____________________________________ ID#_______________________

I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District’s electronic communications system policy and administrative regulations and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access.

I have read the District’s electronic communications system policy and administrative regulations. In consideration for the privilege of my child using the District’s electronic communications system, and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child’s use of, or inability to use, the system, including, without limitation, the type of damage identified in the District’s policy and administrative regulations.

PARENT or GUARDIAN:

___ I do not give permission for my child to participate in the District’s electronic communications system.

___ I give permission for my child to participate in the District’s electronic communications system and certify that the information contained on this form is correct.

Print parent or guardian name: _________________________________________

Parent or guardian signature: ___________________________________________

Student’s signature ___________________________________________________

Home address _______________________________________________________

Date _________________________ Phone number _________________________
NOTICES REGARDING DIRECTORY INFORMATION
AND PARENT’S RESPONSE REGARDING
RELEASE OF STUDENT INFORMATION

Parent: Please mark your choices below:

I, the parent of ___________________________________________

(print student’s name)

==============================================================================

Release for School-Sponsored Purposes:
I, _____ do give     _____ do not give

the district permission to use directory information for my child, for specified school–
sponsored purposes. (Examples: school newspaper, yearbook, The Latest Buzz, HiveKeeper,
athletic programs, academic programs, campus newsletters, district website, etc. This includes
photographs, video, articles, etc.)

==============================================================================

Release to Organizations Unrelated to School-Sponsored Purposes:
I, _____ do give     _____ do not give

the district permission to release directory information in response to a request unrelated to
school-sponsored purposes. (Examples: Caller Times, Padre Moon, TV stations – KIII – KRIS –
KZTV- KORO – KEDT, South Texas Football Magazine, etc. This includes photographs, video,
articles, etc.)

==============================================================================

Release to Military Recruiters and Institutions of Higher Education:

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

I, _____ do give     _____ do not give

the district permission to release my child’s name, address, and telephone number to a military
recruiter or institutions of higher education upon their request.

_________________________  _____________________  _______
Parent signature:               Parent name: (print):

Student’s Grade level 2019-2020: ____________  Student’s Campus: _________________
Occasionally, the Flour Bluff Independent School District wishes to display or publish original student work, photos taken by the student, or other original work 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 personally identifiable student information as defined in the Student Handbook, to promote student academic and extracurricular activities.

The district agrees to use these student works and information only in the manner described above.

I, parent of ________________________ (student’s name), ___do ___do not give the district permission to use my child’s original student work, photos, voice recordings, video recordings or other original work in the manner described above.

_______________________  __________________________
Parent’s Signature  Parent’s Printed Name

_______________________  _______________________
Student’s Printed Name  Grade in 2019-2020  Campus
FLOUR BLUFF INDEPENDENT SCHOOL DISTRICT

ACKNOWLEDGMENT OF DISTRIBUTION OF THE STUDENT/PARENT HANDBOOKS AND STUDENT CODE OF CONDUCT

2019-2020

Dear Student and Parent,

As required by state law, the board of trustees has officially adopted the Student Code of Conduct in order to promote a safe and orderly learning environment for every student. The district also provides Student/Parent Handbooks with information to assist you.

We urge you to read this publication thoroughly and to discuss it with your family. If you have any questions about the required expectations, conduct and consequences for misconduct, we encourage you to ask for an explanation from the student’s teacher or campus administrator.

Thank you,

Superintendent

We acknowledge that we have been offered the option to receive a paper copy of the Flour Bluff Independent School District Student Code of Conduct and Student/Parent Handbooks for the 2019-2020 school year or to electronically access it on the district’s website at www.flourbluffschools.net. We understand that students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Code.

We have chosen to:

___ Receive a paper copy of the Student Code of Conduct and Student Handbooks.
___ Accept responsibility for accessing the Student Code of Conduct and Student/Parent Handbooks on the district’s website.

Print name of student: ____________________________________________________________

Signature of student: ____________________________________________________________

Print name of parent: ____________________________________________________________

Signature of parent: ____________________________________________________________

Date: __________  School: ________________  Grade level: __________

Sign this page and return it at registration or to the student’s school. Thank you.
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