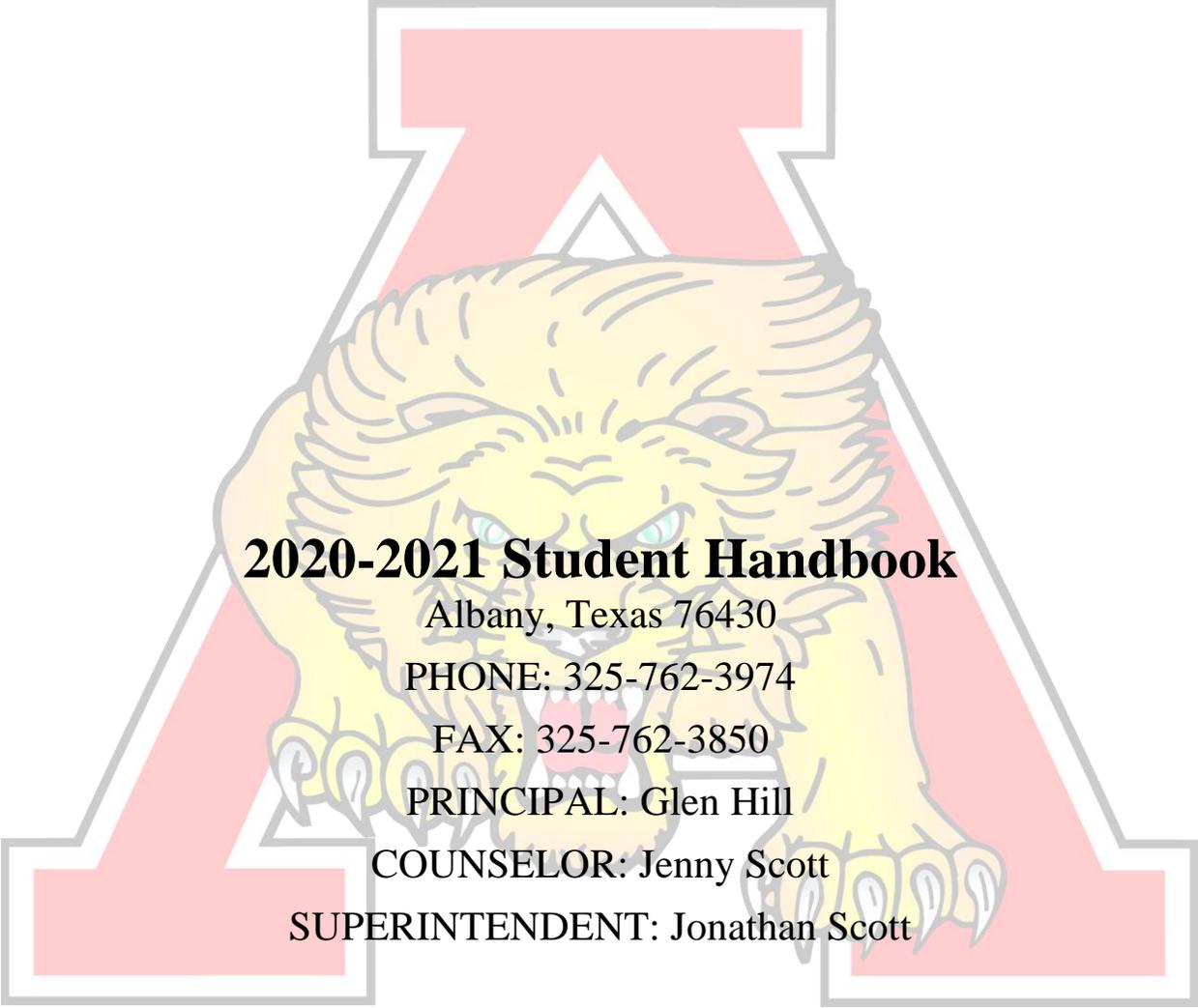


Albany Junior/Senior High School

2020-2021 Student Handbook



2020-2021 Student Handbook

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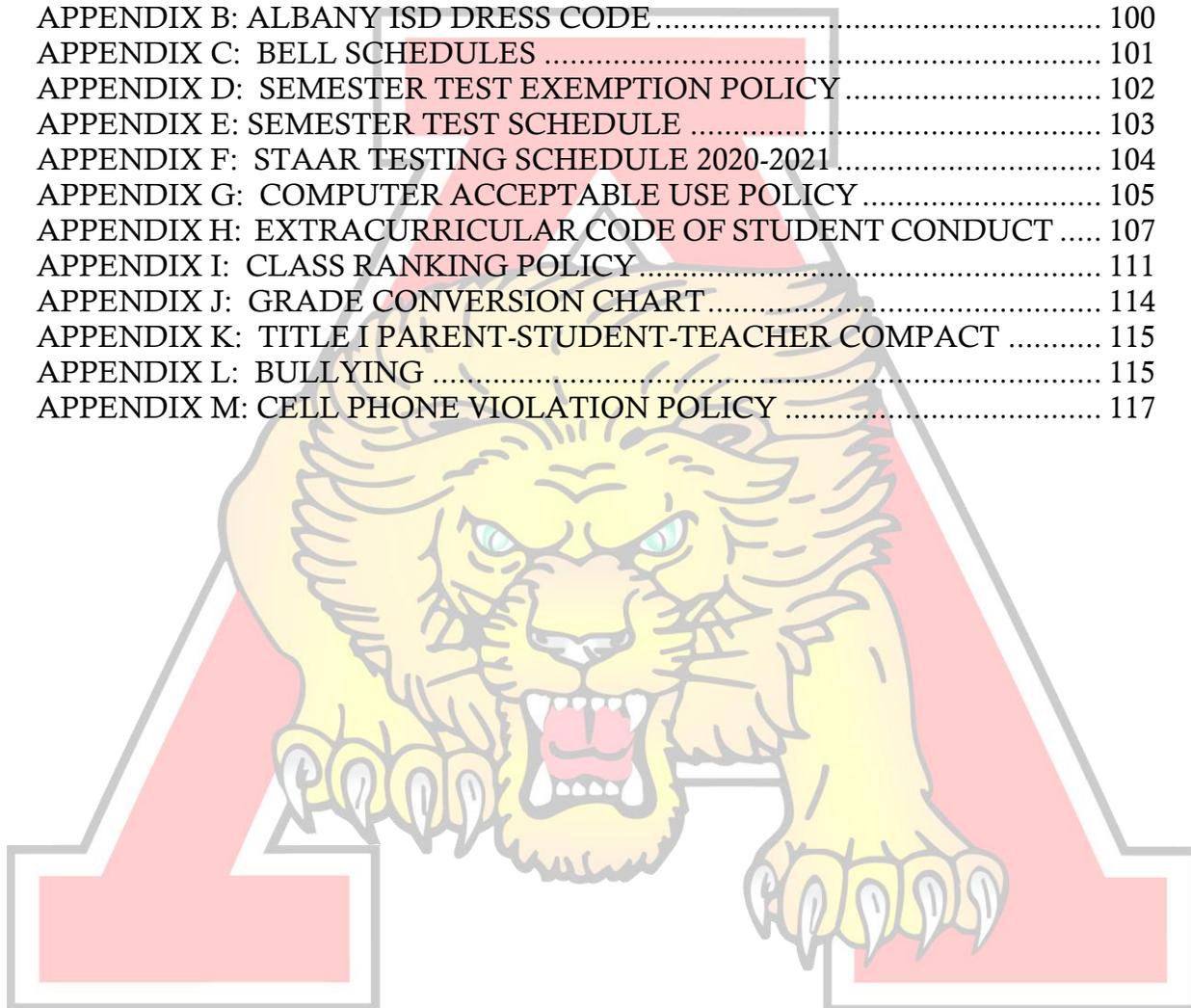
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PURPOSE AND ORGANIZATION

The purpose of this Student Handbook is to give Albany ISD students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools.

The Handbook is organized into the following sections:

- Required Legal Notices and Information
- General Information about Admission, Attendance, and Conduct
- Curriculum and Program Information
- Of Special Interest to Students
- Of Special Interest to Parents

When the Handbook uses “we” or “our,” it means the school district and/or school administrators. When the Handbook uses “you” or “your,” it means the parent, legal guardian, or person who has accepted responsibility for a student, at least in regard to school matters. From time to time, the Handbook will use more general terms, such as “parents” and “school officials.” Regardless of the particular terminology, our intention is to speak directly to you as the adults who are responsible for working with us, the school officials, to make your children’s experience with the Albany ISD a positive educational experience.

The Student Handbook has been developed by school district administrators with the assistance of teachers, students, and parents. The content is reviewed by the Board of Trustees and is intended to be consistent with formally adopted school board policies. If there is an apparent contradiction between information in the Handbook and a formally adopted board policy, the school administration will interpret the Handbook in a way that is consistent with policy and may request guidance from the Board of Trustees.

The Student Handbook is not a contract between the school and parents or students. It can be amended at any time at the discretion of the school district. If the district makes changes to the Handbook during a school year, the administration of the district and the campus will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Albany Student Handbook is a general reference guide that is divided into two sections:

Section I: Parental Rights will help you respond to school-related issues regarding curriculum and the school environment.

Section II: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with board policy and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning.

The Student Handbook is **not** meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Albany High School Student Handbook and Code of Conduct. To review the Code of Conduct, visit the district's website at www.albanyisd.net. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Handbook or Code of Conduct can be requested at the campus office.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

For questions about the material in this handbook, please contact Glen Hill.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment Form ***Or*** Acknowledgment of Electronic Distribution of Student Handbook],
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form.

[See **Objecting to the Release of Directory Information** on page 7 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 8 for more information.]

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.alanyisd.net.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at 325-762-3974.

Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student’s parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student’s caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines. For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include the student’s parent or immediate supervisor as a recipient on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook);
- A student’s name and grade level (for communicating class and teacher assignments);

- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and -managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district has identified the following as directory information: Student name, grade, and gender *in FL(LOCAL)*. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

Note: Review **Authorized Inspection and Use of Student Records** on page 12.

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

See a document in the forms packet for this purpose.

Participation in Third-Party Surveys

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

A student 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;
- Sex 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 parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in or receive financial assistance under a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation. [For more information, see policy EF(LEGAL).]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education.

A parent has a right to deny permission for his or her child's participation in:

- Any survey concerning private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect a survey created by a third party before the survey is administered or distributed to his or her child.

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice 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, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The Board shall determine the specific content of the District's instruction in human sexuality. The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the local school health advisory council.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

Reciting a Portion of the Declaration of Independence in Grades 3–12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 44 and policy EC(LEGAL).]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, without parental permission, districts are prohibited from removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, see policies EC and EHBC, and contact the student's teacher.]

Right of Access to Student Records, Curriculum Materials, and District Records / Policies

Instructional Materials

A parent has the 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.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

In accordance with Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

- A parent may review his or her child’s records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to the child, and
- Teaching materials and tests used in the child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 9, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. Virtually all information pertaining to student performance—including grades, test results, and disciplinary records—is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent—whether married, separated, or divorced—unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student:

- When district officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A parent or student serving on a school committee; or
 - A parent or student assisting a school official in the performance of his or her duties.

“Legitimate educational interest” in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S.

Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.

- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 9.]

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

The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records for students who have withdrawn or graduated. A parent or eligible student who wants to inspect the student's records should submit a written request to the records custodian identifying the records he or she wants to inspect. Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits 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 the records. The address of the superintendent's office is: 501 E.S. First Street, Albany, Texas 76430. The address of the principal's office is: 501 E.S. First Street, Albany, Texas 76430.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a 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 guidelines. [See Finality of Grades at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 59, and **Complaints and Concerns** on page 70.]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.albanyisd.net.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
 - Grade level, course, or educational program placement;
 - Eligibility requirements for participation in extracurricular activities;
 - Enrollment in the Texas Virtual School Network (TXVSN); and
 - Graduation requirements.
- The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:
 - Called to active duty,
 - On leave, or
 - Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

A parent may:

- Request the transfer of his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.
- Consult with district administrators if the district has determined that his or her child has engaged in bullying and the board has decided to transfer the child to another classroom or campus.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 35, and policies FDB and FFI.]

- Request the transfer of his or her child to a neighboring district] if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

A Student in the Conservatorship of the State (Foster Care)

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will grant partial course credit by semester when the student only passes one semester of a two-semester course.

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

Required Legal Notices

Nondiscrimination: Albany ISD does not discriminate in its educational programs and services, including its career and technology education programs, on the basis of sex or gender (including pregnancy), race, religion, color, national origin, or disability. The district complies with Title IX of the Education Amendments of 1972 and with Section 504 of the Rehabilitation Act of 1973, as amended. Any questions or concerns about the district's compliance with these federal programs should be brought to the attention of the person shown below as Title IX or Section 504 Coordinator.

The Title IX Coordinator for the school district is Jonathan Scott, whose office is located at 501 E.S. 1st Street and who can be reached by telephone at 325-762-3974.

The Section 504 Coordinator for the school district is Leigh Lowe, whose office is located at 501 E.S. 1st Street and who can be reached by telephone at 325-762-3974.

Homeless Liaison and Title I Participants

Leigh Lowe is our liaison for services to students who are determined to be homeless, as defined by federal law. If you believe your child may be eligible for services or assistance, contact Leigh Lowe at 325-762-3974.

Leigh Lowe is our Parent Involvement Coordinator who works with families and children participating in Title I programs. If you have questions about the program or need assistance related to the program, contact Leigh Lowe at 325-762-3974.

Career and Technical Education Methods of Administration (MOA):

Albany ISD offers career and technical education programs in

- Agribusiness
- Animal Science
- Applied Agricultural Engineering

- Information Technology Support and Services
- Graphic Design and Multimedia Arts
- Education and Training

Admission to these programs is based on student request.

It is the policy of Albany ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Albany ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Albany ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, (Jonathan Scott), at (501 E.S. 1st Street), (325-762-3974), and/or the Section 504 Coordinator, (Leigh Lowe), at (501 E.S. 1st Street), (325-762-3974).

Family Educational Rights and Privacy Act: The school district creates and keeps education records for all students enrolled in district schools. Those records are confidential and generally are accessible only to parents and school personnel or other people who are acting on behalf of the school district. When we say “parents” have a right of access to all education records pertaining to their children, we mean all biological or legal parents—whether married, divorced, or separated—and any other person with whom the child resides and who is acting as a parent in the absence of the child’s parent or legal guardian.

Parents control the access to their children’s education records until the child becomes an adult at age 18. When the child reaches age 18, he or she controls the access to his or her records and is the one who can consent to the release of the records to other persons. However, parents continue to have a right to see their children’s education records so long as the child is a dependent for federal income tax purposes, even if the child does not want them to.

If a parent wants to inspect and review his or her child’s education records, he or she should contact the principal of the child’s school if the child is currently enrolled. The district may request that such a request be reduced to writing. If the child has withdrawn or graduated, parents should contact the principal for access to records. Records can be inspected and reviewed within 45 days following the district’s receipt of a request in the administrative offices during regular office hours, from 8:00 a.m. to 3:00 p.m., and someone will be available to answer questions about the records.

Originals cannot be removed from an administrator’s office. Copies may be provided to parents if required by law after parents have made a written request for copies. In such cases, parents will be provided the requested copies within 45 days following the district’s

receipt of a request. If copies are provided, parents will be charged the district's usual copying fees for copies; however, if the student is eligible for free or reduced price lunches and the parents cannot come to school to review the records, the school will provide one set of the requested records at no charge.

If you believe some information in your child's records is inaccurate, misleading, or violates your child's rights, you can ask for a correction. If the principal does not make the correction, you can ask for a hearing with the superintendent to explain why you believe the record should be corrected. If the superintendent does not direct an amendment to be made, you have 30 days to place a comment in the student's record commenting on your disagreement. **Under no circumstances can students or parents use this process to challenge a grade recorded for a student.**

Because parents generally control access to their children's education records, the district ordinarily will not permit access to or copies of education records without at least one parent's written authorization to release the records. **However, under some circumstances, the district can and will provide access to or copies of education records without parent authorization. The most common circumstances are these:**

- The district will forward education records on request to a public or private school or institution of higher education in which the student seeks or intends to enroll.
- The district may disclose education records to a contractor, consultant, volunteer, or other person who is performing services for the district, who is under the district's control related to the use of the records, and who has complied with district limitations on the re-disclosure of personally identifiable information from education records.
- The district will comply with a lawful subpoena for student education records, but will make reasonable efforts to notify the parents before complying, unless the subpoena indicates that parents should not be notified.
- The district will release directory information about students to any person who submits a written request for the information, as provided in the DIRECTORY INFORMATION notice included in this Student Handbook.
- The district will release educational records to a juvenile justice agency in accordance with an agreement between the district and the agency. The information will be released before the student is adjudicated and will be provided so that the juvenile agency can appropriately serve the student.
- The district will release educational records to "school officials," meaning any employees, trustees, or agents of the district, including persons employed in shared services arrangements or cooperatives of which the district is a member, school volunteers, parents or students serving on official committees, and the district's legal counsel, who have a "legitimate educational interest" in the records, meaning they are persons who work directly with your child at school or any school activity, including officials involved in disciplinary or academic decisions affecting your child directly, persons who are compiling statistical data for the district, who are reviewing such records to fulfill their employment responsibilities, or who are investigating or evaluating district programs.

If you want to review the school's entire policy regarding student records, please contact the campus principal, who will be glad to provide a copy for you and to answer any questions you may have about the policy or this notice. You may also view or download the policy (coded FL (LEGAL) and (LOCAL)) from the district's online policy manual. If you believe the district is not following the law regarding student records, you have the right to file a complaint with the United States Department of Education, Family Policy Compliance Office.

Protection of Pupil Rights Amendment: We do not require students to participate in any surveys that are funded with any U.S. Department of Education funds that concern the following topics unless you (or your child if he or she is an adult) give us your prior consent. You will also have the opportunity to inspect the survey in advance. If we administer surveys that concern any of these topics that are funded from other sources, we will give you advance notice of the survey, allow you an opportunity to inspect the survey, and give you an opportunity to opt-out of the survey. The topics that are covered by this notice are:

1. political affiliations or beliefs of the student or his or her parent;
2. mental or psychological problems of the student or his or her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom the responding students 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 his or her parent; or
8. income, other than as required by law, to determine program eligibility.

Parent and Family Engagement

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 46.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal,

please call the school office at 325-762-3974 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 59.]

- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers** on page 86.]
- Participating in campus parent organizations. Parent organizations include: Academic, Athletic, and Band Boosters.
- 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 Glen Hill at 325-762-3974.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)** on page 75.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See **Food Allergies** on page 74.]

Child Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.albanyisd.net. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

Parents, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** on page 49.]

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

- [Child Welfare Information Gateway Factsheet](#) (pdf)
- [KidsHealth, For Parents, Child Abuse](#)
- [Texas Association Against Sexual Assault, Resources](#)

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Physical Examinations / Health Screenings

Athletics Participation

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

Albany ISD requires that a physical examination be submitted annually.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal

screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Other Examinations and Screenings

The district screens students for hearing and vision issues, or for abnormal spinal curvatures. [See policy FFAA.]

Invasive Examinations or Screenings: We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing, acanthosis nigricans, and scoliosis screenings, as required by state law. Please contact the principal if you have questions regarding those screenings.

Teacher Qualifications: You may request the following information, which we will provide to you in a timely manner:

1. Whether your child's teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas.
2. Whether your child's teacher(s) are serving under emergency or other provisional status that is less than full state certification.
3. The bachelor's degree major of your child's teacher(s) and any graduate degrees held, and the field of certification or degree.
4. Whether your child receives services from paraprofessionals and, if so, their qualifications.

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services:

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

At any time, a parent is entitled to request an evaluation for special education services. The district must respond within 15 school days by either (a) providing the parent an opportunity to give written consent to the evaluation or (b) providing the parent with notice of its refusal to conduct an evaluation. The district must complete the evaluation and the report within 45 school days of the date of the district receives the written consent, except that if a student has been absent from school during that period on three or more school days, that period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent. 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 prior written notice that explains why the child will not be evaluated. This

written notice will include a statement that informs the parent of their rights if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents or Students with Disabilities*. Additional information regarding the 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
- The Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- The Texas Special Education Information Center (SPEDTex)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact Person: Glen Hill

Phone Number: (325) 762-3974

Bacterial Meningitis Information: What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord---also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral (aseptic) meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management. There are two common types of bacteria that cause meningitis: - *Strep pneumoniae* causes pneumococcal meningitis; there are over 80 subtypes that cause illness - *Neisseria meningitidis*—Meningococcal meningitis; there are 5 subtypes that cause serious illness—A, B, C, Y, W-135

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, but any of the following are possible. Children (over 1 year old) and adults with meningitis may have:

- Severe headache
- High temperature
- Vomiting
- Sensitivity to bright lights
- Neck stiffness, joint pains
- Drowsiness or confusion

**In both children and adults, there may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin. These can occur anywhere on the body. They are a sign of blood poisoning (septicemia), which sometimes happens with meningitis, particularly the meningococcal strain.*

What is the risk of getting bacterial meningitis?

The risk of getting bacterial meningitis in all age groups is about 2.4 cases per 100,000 population per year. However, the highest risk group for the most serious form of the disease, meningococcal meningitis, is highest among children 2 to 18 years old.

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, such as deafness, blindness, amputations or brain damage (resulting in intellectual disability or paralysis) even with prompt treatment.

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. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcomes the body's immune system and causes 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. Vaccines against pneumococcal disease are recommended both for young children and adults over 64. A vaccine against four meningococcal serogroups (A, C, Y, W-135) is available. These four groups cause the majority of meningococcal cases in the United States. This 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%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

How is bacterial meningitis diagnosed?

The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap).

For more information

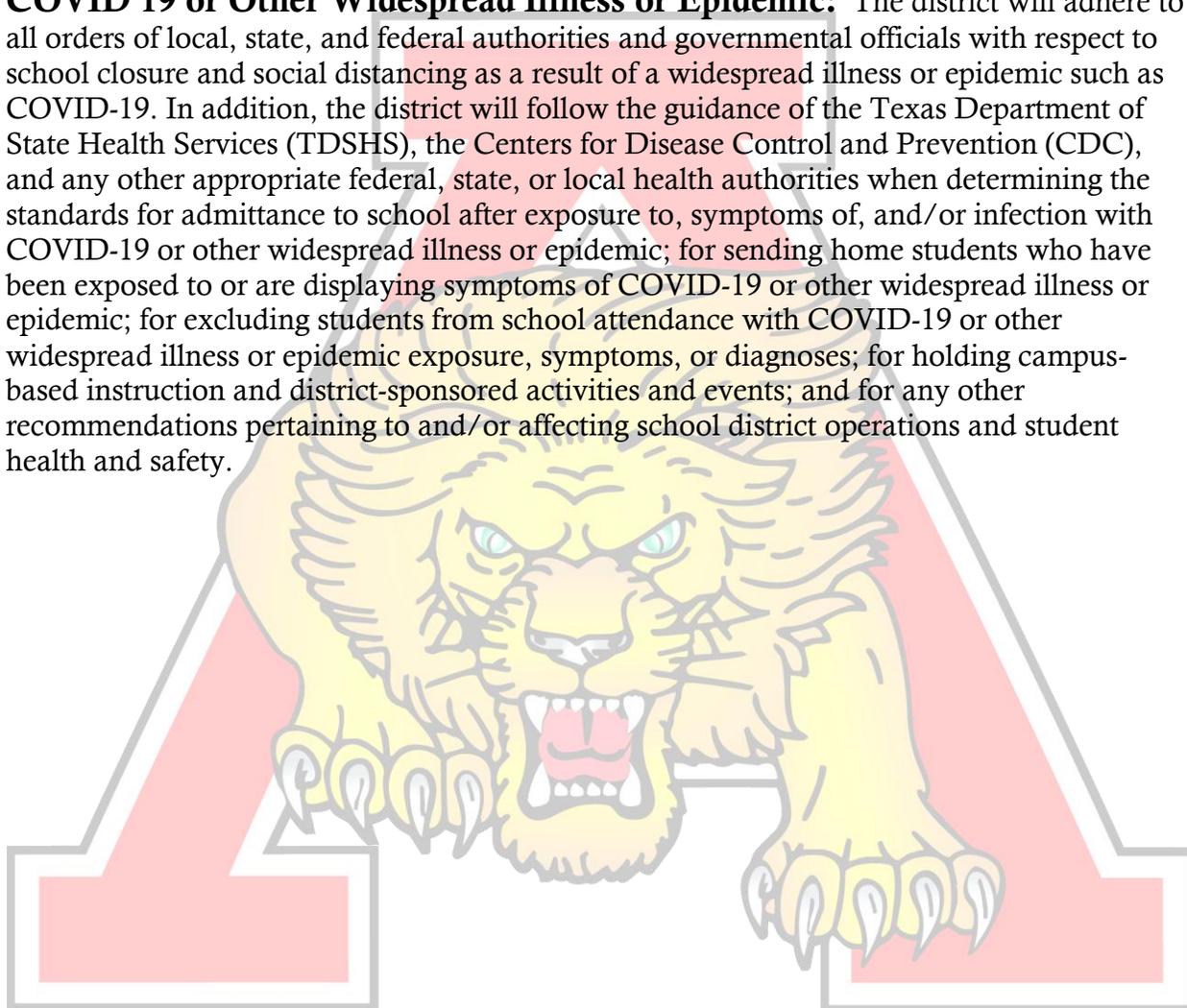
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine.

Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

Pest Control: Periodically, district buildings and grounds are treated by licensed or trained individuals to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

Asbestos Management Plan: The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos that may have been used in district facilities, is available in the Superintendent's office during regular business hours.

COVID 19 or Other Widespread Illness or Epidemic: The district will adhere to all orders of local, state, and federal authorities and governmental officials with respect to school closure and social distancing as a result of a widespread illness or epidemic such as COVID-19. In addition, the district will follow the guidance of the Texas Department of State Health Services (TDSHS), the Centers for Disease Control and Prevention (CDC), and any other appropriate federal, state, or local health authorities when determining the standards for admittance to school after exposure to, symptoms of, and/or infection with COVID-19 or other widespread illness or epidemic; for sending home students who have been exposed to or are displaying symptoms of COVID-19 or other widespread illness or epidemic; for excluding students from school attendance with COVID-19 or other widespread illness or epidemic exposure, symptoms, or diagnoses; for holding campus-based instruction and district-sponsored activities and events; and for any other recommendations pertaining to and/or affecting school district operations and student health and safety.



GENERAL INFORMATION

2020-2021 SCHOOL CALENDAR

2020-2021 School Calendar

Albany ISD
501 E.S. 1st
325-762-2823 www.albanyisd.net
Albany, Texas 76430

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	CD	CD	SD	SD	CD	15
16	SD	SD	19	20	21	22
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30	31					

September 2020						
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November 2020						
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29	30					

December 2020						
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27	H	H	H	H		

January 2021						
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31						

February 2021						
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March 2021						
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April 2021						
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30	H					

June 2021						
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July 2021						
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- Aug 10 Comp Day
- Aug 11 Comp Day/ New Teacher Orientation
- Aug 12-13 Staff Development
- Aug 14 Comp Day
- Aug 17-18 Staff Development
- Aug 19 Students First Day of School
- Sept 7 Holiday - Labor Day
- Oct 12 Holiday- Columbus Day
- Nov 25-27 Holiday - Thanksgiving
- Dec 21- Jan 4 Holidays - Christmas
- Jan 18 Holiday - Martin Luther King, Jr. Day
- Jan 22 Student Holiday/Staff Comp Day
- Feb 15 Student Holiday/President's Day/Staff Dev
- March 15-19 Spring Break
- April 2 Holiday - Good Friday
- April 5 Holiday/Inclement Weather Day
- May 28 Staff Workday/Inclement Weather Day
- May 28 Graduation

- TEST DATES**
- April 6 - 4th and 7th Writing, EOC English I
 - April 6 - 5th and 8th Math
 - April 7 - 5th and 8th Reading
 - April 8 - EOC English II
 - May 3-6 - EOC Alg I, Biology, US History
 - May 5-6- 8th Science, 8th Social Studies
 - May 11 - 3rd-8th Math
 - May 12 - 3rd -8th Reading 5th Science

- Events**
- Aug 3 Football/Volleyball Workouts
 - Aug 5 New Student Registration
 - Aug 18 Meet the Teacher
 - Homecoming

Six Weeks	
Aug 19-Sept 25 - 27 Days	
Sept 28- Nov 6 - 29 Days	
Nov 9- Dec 18 - 27 Days	
Jan 5- Feb 19 - 31 Days	
Feb 22- April 9 - 28 Days	
April 12- May 27 - 34 Days	

Number of Days	
Student Days - 176 Days	
Staff Days - 187 Days	
Minutes:	
Elementary 78, 160 (455 for full day)	
Secondary 77, 305 (450 for full day)	

Inclement Weather	
If used during school year-	
Staff and Students will attend	
April 5 and May 28	

H School Closed	SD Staff Development (no school for students)	Begin/End a Six Weeks
ER Early Release	CD Comp Day (no school for students)	First & Last Day of School

Student's Legal Name

While we recognize that there are circumstances when a parent may wish his or her child to be enrolled under a name other than the child's legal name, we are required to maintain all school records for your child under the child's legal surname as shown on the birth certificate or other recognized document to prove the child's identity or as shown in a court order changing the child's name.

Admission, Release, Withdrawal

[\(Admission Application Questions and Residency Power of Attorney forms available\)](#)

These are the basic requirements for admission to district schools:

1. The student lives in the district with a parent or legal guardian or one of the student's parents lives in the district, even if the student does not live with that parent.
 - The parent enrolling a student based on only the parent's residence in the district must provide a copy of a current order, signed by the judge and showing a file stamp from the court, designating the parent as a managing or possessory conservator.
2. The student is under age 18 and, subject to district policy at FD (LOCAL) and FDA (LOCAL), lives in the district with an adult resident of the district who has accepted a Power of Attorney from the child's parent or legal guardian or adult caregiver who has accepted responsibility for the child by an Authorization Agreement in compliance with Texas Family Code section 34.002. The school district has Power of Attorney forms to be completed by both the parent and the person with whom the student lives.
3. The student is under age 18 and does not reside in the district, but a grandparent who provides a substantial amount of after-school care for the person resides in the district. "Substantial amount of after-school care" means the grandparent provides after-school care for the student at least four days each school week.
4. The student resides with a parent or guardian who is an active member of the U.S. armed forces stationed in a military installation in or adjacent to the district's attendance zone.
5. The student resides with a parent on a residential homestead that is located on a parcel of property with any part of the parcel being located in the school district.
6. Students under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for the student. Students who are 18 or older, who are legally married, or who have ever been legally married, and who have not graduated from high school can enroll themselves.
7. The adult enrolling the student must present current immunization records or show proof that the required immunizations have been begun.
8. No later than 30 days after a student has been enrolled, the adult enrolling the student must provide a copy of a birth certificate or other acceptable identification for the child and copies of the education records from the school the child last attended.

We do not ordinarily admit overage students to school. However, a student who is under 21 years of age on September 1 of the current school year will be admitted.

The district shall not admit into its public schools any person age 21 or older unless otherwise required by law.

The application for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials can ask parents or another adult enrolling a student to provide some evidence that they are bona fide residents of the school district. As required by law, we will record the name, address, and date of birth of the person enrolling a student.

At the time of enrollment, we will request that you disclose whether your child has a food allergy or a severe food allergy (including the food to which the child is allergic and the nature of the allergic reaction) that, in your judgment, should be disclosed so that district officials may take necessary precautions regarding the child's safety. This information is confidential and will be disclosed only to those employees who need the information to appropriately care for your child.

If school officials have reason to question the legitimacy of a child's residency information, they can investigate to determine the student's actual place of residence. If the district finds that a student is not really a district resident, the student will be withdrawn, and school officials will take the necessary legal steps to recover the maximum tuition fee the school district can charge or the amount the board of trustees budgets as an expense per student.

Attendance Zones

The Board of Trustees has established geographic boundaries for each school, and students generally must attend the schools in the zone for their street address. You can make a written request for your child to attend a particular school and will have a chance to explain to the superintendent why you think your request should be granted.

Contact the superintendent for further information if you are not satisfied with the superintendent's decision.

Certain Transfers—Victims of Bullying and Sexual Assault or Students Who Have Engaged in Bullying

If you believe that your child is the victim of bullying (see the definition in the Student Code of Conduct), you may request a transfer to another classroom at the same campus or to another campus within the school district. If we verify that your child is the victim of bullying, the transfer will be made. If the transfer is to another campus, we will not provide transportation to that campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

If your child is determined to have engaged in bullying of any other student, he or she may be transferred to another classroom at the same campus or to another campus. We will consult with you about the transfer before it occurs.

If another student in the district is convicted of committing continuous sexual abuse of a young child or children or convicted and placed on deferred adjudication for a sexual assault or aggravated sexual assault against your child (see definitions in the Student Code of Conduct), you may request that your child be transferred to a neighboring school district, and the request will be granted. We will not provide transportation to the new campus. If you do not want to transfer your child, we will take appropriate steps regarding the other

student to ensure that both students are not assigned to the same campus. Our decision on this kind of transfer is final and cannot be appealed to the board or any other authority.

Release During the School Day

Students will be allowed to leave school during the school day only with the permission of the principal or someone in the principal's office who has been given the authority to release students. Parents cannot go directly to their children's classroom and take the child away from school during the day. Teachers do not have the authority to let children leave their classroom with anyone. If you need to take your child from school before the end of the school day, such as for a medical appointment or a family emergency, you should go to the principal's office and sign the child out. The teacher will send the child to the principal's office, and she or he will be released to you at that time.

At the time children are enrolled, the parent or other adult completing the enrollment forms should list those people who are authorized to pick up children during the school day.

Unless the principal has a current court order signed by a judge, showing an official file stamp with the court and indicating that a parent's right of access to and possession of his or her children has been limited in some way, the principal will release children to either parent.

Students will not ordinarily be released during the school day to participate in private lessons or other instruction. If you believe you have a special situation that would warrant an exception to this rule, please contact the campus principal to schedule a conference about your situation.

Withdrawing from School

Children who are under age 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult with responsibility for the child comes to the school to complete the necessary forms. Students must return all textbooks and instructional technology issued to them and clear any library fines and other outstanding fees in order for the school to release an official copy of the student's records to the parents or to another school district.

Students who are age 18 or older, who are legally married, or who have ever been legally married are adults and can withdraw themselves from school.

Attendance Requirements

State compulsory attendance laws generally require all children between the ages of six and 19 to attend school each day that school is in session.

A student who voluntarily remains enrolled after the age of 19 is required to attend school.

A student who is at least 19 years old and under the age of 21 will be required to attend school until the end of the school year.

If a 19-year-old student has more than five unexcused absences in a semester, we may revoke his or her enrollment for the rest of the school year, but will not take such action on a day when the student is physically present at school. We will issue a warning notice to the student after the third unexcused absence that enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. If we revoke enrollment, the student will be treated as an unauthorized person and may be arrested for trespassing if he or she comes on school property.

Regular attendance is critical to your child's success in school. It is also critical to the school district's success because it is a factor in the district and campus rating under the state accountability system and is a significant factor in the amount of state financial aid the district is entitled to receive. In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all attendance policies will apply to virtual learning on remote platforms and all other forms of distance learning as they would during classroom instruction.

School officials aggressively enforce the state compulsory attendance laws. If your child, age 12 or older, is absent three or more days or partial days during a four-week period, but has not had absences that would require a referral to truancy court, we will implement truancy prevention measures in hope of minimizing the need to refer your child to truancy court. If your child age 12 or older is absent from school on 10 or more days or partial days within a six-month period in the same school year, you will be referred for prosecution for contributing to truancy and your child will be referred to truancy court, unless the truancy is a result of your child's pregnancy, assignment to a state foster program, homelessness, or being the principal income earner for your family.

You will be notified when your child has three unexcused absences within a four-week period or less to advise you that you must monitor your child's attendance, to inform you that you may be prosecuted, and to request a conference to discuss the absences. Every day that a child is out of school in violation of compulsory attendance laws is a separate offense. You may be assessed a fine for each offense and may also be ordered to participate in a class designed to help you make sure your child attends school as required.

Of course, there are times that children are sick or have other legitimate reasons for being absent from school. Regardless of the age of your child, if she or he is sick and will not be at school that day, you should call the school office to let them know of the absence. Whenever a child is absent from school for any reason, she or he should bring a note signed by you explaining the reason for the child's absence when she or he returns to school. The principal or someone acting for the principal will make the final decision whether an absence is classified as excused or unexcused.

If the child does not bring a signed note, the absence will be classified as unexcused. Students ordinarily will not be permitted to make up missed work for credit if the absence is unexcused.

Although students who are married are legally adults, this fact does not mean that they are not legally required to attend school until they are age 19. We will work aggressively with

local authorities to make sure that all students who are within compulsory attendance requirements come to school.

Students who choose remote instruction will not be allowed enrollment into athletics, band or any course that requires a face to face component. This change will only be allowed at the semester, as is any schedule change.

Doctor and Dental Appointments: Absences for appointments with doctors, dentists, orthodontists, physical therapists, and other health care professionals will be classified as excused absences if the student returns to school on the same day as the appointment and presents a note from the health care provider stating the time of the appointment and the time the student left the doctor's office. If the appointment is at the end of the school day and the student has been at school all day up to that time, the absence will be excused if the student brings a note from the health care provider the following day. These excused absences include those for a student diagnosed with autism spectrum disorder to attend appointments with health care practitioners to receive a generally recognized service for persons with that diagnosis, such as applied behavioral analysis, speech therapy, and occupational therapy. This provision also applies to excuse the absences of students who are parents and are absent to take the student's child for a medical appointment.

Religious Holidays: Absences for religious holy days, including up to two days of travel time if necessary, will be classified as excused absences.

Court Appearances: Absences for required court appearances will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's appearance in court.

Foster Care Activities: Absences for court-required activities attendant to the student's being in foster care will be classified as excused absences upon presentation to the campus attendance official of a copy of the document requiring the student's attendance at the activities, provided it is not practicable to schedule the activity outside of school hours. Absences are also excused if they are required under a foster care service plan.

Sounding "Taps" at a Veteran's Funeral: Absences by students in grades 6-12 for the purpose of sounding "Taps" at a veteran's funeral with military honors may be excused upon verification that the student provided the service noted.

Citizenship/Naturalization Activities: Absences for appearing at a government office to complete citizenship application paperwork and for taking part in a United States naturalization oath ceremony will be excused upon verification of the student's participation.

Enlistment in Armed Services or National Guard: No more than four absences in the period a student is enrolled in high school will be excused for a student who is 17 years of age or older in order for the student to pursue enlistment in a

branch of the armed services of the United States or the Texas National Guard. The absences need not be consecutive. The absence will be excused upon verification that the student did pursue such enlistment.

Military Deployment: No more than five absences in a school year for visiting with a student's parent, stepparent, or legal guardian who is on active duty and who is called to duty for, on leave from, or immediately returned from a continuous deployment of at least four months away from the person's regular residence will be excused. The absences must occur not earlier than 60 days before the date of deployment or 30 days after the date of return from deployment.

Election Clerk Activities: Students who are serving as election clerks or early voting clerks may receive a maximum of two excused absences in a school year for such activities.

Attendance and Credit

Separate and apart from the compulsory attendance requirements, students in all grade levels K-12 must attend school a certain amount of time in order to get credit or a final grade for a class. State law generally requires students to be "in attendance" for at least 90 percent of the days or minutes a class is taught during a semester or year. All absences from class, excused or unexcused, are counted in determining whether a student has met attendance requirements for credit or a final grade.

Students who are in attendance in a class at least 75% of the days or minutes but less than 90% are eligible to receive credit or a final grade if they complete a plan approved by the principal providing for the student to meet the instructional requirements for the class. Students who are under the jurisdiction of a court in a criminal or juvenile justice proceeding must also obtain the court's consent before credit may be granted.

In the 2020-2021 school year, we require students to be in a class for 90% attendance for credit requirements. Each campus has an attendance committee that will review student attendance records. If the committee decides that extenuating circumstances prevented a student from meeting the minimum attendance for credit standard or fulfilling the principal's plan for meeting instructional requirements, the committee can award credit or tell the student what additional work, additional time, or both time and work must be completed in order for the student to get credit for the grade level or course.

1. You will be notified when your child is in danger of losing credit because of absences and will have the chance to meet with the attendance committee to discuss your child's situation.

Official Attendance-Taking Time

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

Official attendance is taken every day at 9:00 a.m. (Second Period), which is during the instructional hour as required by state rule.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return 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 age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note after an Absence for Illness

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

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

A verification of enrollment (VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license. A student must meet the Attendance requirements before they are given a VOE.

Accountability under State and Federal Law

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

This information can be found on the district’s website at www.albanyisd.net. Hard copies of any reports are available upon request to the district’s administration office.

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#) and the [TEA homepage](#).

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Please contact the principal for information about this opportunity.

Awards and Honors

At the end of the year we will have an Academic Banquet to award and honor students. The junior high will also have an assembly at the end of the year to award and honor academic success.

Bullying

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by logging onto the Albany website and clicking on [David's Law](#).

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 16.]

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

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

[See **Safety Transfers/Assignments** on page 16, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49, **Hazing** on page 73, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Conduct and Discipline

Along with this Student Handbook, your child has also received a copy of the Albany ISD Student Code of Conduct. The Code of Conduct contains the school district's requirements for student conduct and behavior while at school or under the school's jurisdiction. The Code of Conduct also explains the kinds of disciplinary action school officials can take in response to violations of the rules for student conduct and the steps involved in taking disciplinary action. If you have any questions about conduct or discipline rules, please refer to the Code of Conduct or call your child's principal.

A student age 21 or older who has been admitted to district schools to complete the requirements for a high school diploma will not be placed in the district's DAEP or a JJAEP in which the district participates for violations of the Code of Conduct. Instead, the district will revoke the student's admission to the district.

Dress and Grooming Code

We expect students to come to school in clothes that are clean and neat, and we expect students to exhibit basic cleanliness and grooming that will not be a health or safety threat to themselves or to other students or staff. We do not permit students to wear clothing with pictures, emblems, or writing that is lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance that students are prohibited from having or using at school. The principal makes decisions about dress and grooming violations.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, all dress and grooming policies will apply to virtual learning on remote platforms as they would during classroom instruction. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

SEE APPENDIX B: Albany ISD Dress Code

Since it is impossible to list all of the acceptable and unacceptable types of dress and grooming, the principal may use his/her judgment in deciding appropriate attire and grooming

If your child comes to school wearing clothes that violate the dress code or in any other way violates our dress and grooming standards, she or he will be placed in in-school suspension until she or he is in compliance. We will make efforts to notify you as soon as possible, and if the student changes clothes or otherwise comes into compliance with the dress and grooming standards, she or he will promptly return to regular classes.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

Each classroom has been equipped with a Multi-Use Storage pocket chart, where students will be required to place their phone as they enter each room during the instructional period.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15 at the end of the day.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 54 and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 54 and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined in accordance with 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 ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 60 and **Standardized Testing** on page 55.]

English Learners

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. To determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 55, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations

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

Students who choose remote instruction will not be allowed enrollment into athletics, band or any course that requires a face to face component. This change will only be allowed at the semester, as is any schedule change.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 87.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2-3 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council, Class Officers, National Honor Society and FFA Officers.

Fees

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

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

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

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [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** on page 49.]

Harassment or Bullying of Students

We prohibit students from sexually harassing other students and from sexually harassing employees; we also prohibit harassment based on anyone's race, color, religion, gender (including pregnancy), national origin, or disability. Likewise, we prohibit students from bullying each other. Engaging in harassment or in bullying, including cyberbullying, is a violation of the Student Code of Conduct. We, of course, prohibit employees from having any kind of sexual contact or romantic relationship with students enrolled in our schools, even if the student is willing and the parents do not object. See the Student Code of Conduct for a complete description of the offense of "harassment" and possible disciplinary consequences.

If you or your child have a complaint about sexual comments, conduct, contact, or any other inappropriate conduct by a school employee or about any other kind of harassment or bullying, contact the Title IX coordinator whose name appears at the beginning of this Handbook regarding sexual harassment or the superintendent regarding any other harassment or bullying. We will listen to your concern and conduct a prompt investigation, if warranted based on the allegations. You may report instances of bullying anonymously. We also will look into reports that other students have been making sexual or other harassing comments or engaging in bullying or sexual or other inappropriate conduct. Harassment may ultimately be reported to law enforcement.

Although we will provide you a general report of the results of our investigation of harassment complaints, the same federal law that protects the confidentiality of information about your child (see Family Educational Rights and Privacy Act) protects the confidentiality of information about the student you reported for investigation. In other words, we will not disclose to you the specific discipline imposed on another student, unless that student's parents give us permission to disclose that information. If the complaint is about an employee's conduct, we will inform you of the results of the investigation and of the general action taken in response if there is a finding of wrongdoing on the employee's part.

Copies of the complete policies and procedures addressing prohibited bullying, harassment, or retaliation and the process for making reports or complaints related to alleged harassment or retaliation are included in the appendix of this handbook.

Searches of Students, Lockers, and Vehicles on School Property

The principal or other school administrator can search a student's outer clothing, pockets, or property if she or he has a reasonable basis to suspect that the search will reveal evidence that the student has violated a school rule. The scope of the search will be related to the suspected violation.

Lockers are school property and remain under the school's control at all times. Lockers can be searched at any time. Students are responsible for any contraband that is found in their lockers and will be disciplined accordingly. Therefore, they should not give any other

student the combination to their locker or otherwise let anyone else have access to their lockers.

Vehicles parked on school property are also subject to search by the principal or other school administrators if the administrator has a reasonable basis to suspect that there may be contraband of any kind, such as weapons, alcohol, drugs, or any other prohibited substance, in the car.

We periodically bring in trained dogs to sniff around vehicles parked on school property or within 300 feet of school property. If the trained dog alerts to a vehicle, that alert provides a reasonable basis to search the car. We will always ask the student for permission to search when a dog alerts or we have another reasonable basis, such as a reliable tip, to search the vehicle. If the student does not consent, we will ordinarily contact a parent and local law enforcement and turn the matter over to law enforcement. Because students are responsible for any contraband that is found in a vehicle they have parked on school property and will be disciplined accordingly, they should be aware of and very careful about what goes on in any vehicle they drive to school.

Questioning Students at School

As school officials, we have the right to question your child about his or her own conduct at school and, in the investigation of alleged misconduct by other students or employees, to question him or her about the conduct of others. We expect students to cooperate in this process, and the refusal to cooperate will be treated as insubordination and disciplined accordingly. We will not ordinarily contact you before questioning your child about his or her own conduct or about the conduct of other students or employees, but we will contact you as provided in the Student Code of Conduct if our investigation shows that your child has violated school conduct rules. The Code of Conduct provides a complete explanation of the discipline processes and when you will be contacted. Our investigation of possible violations of the Code of Conduct is not a criminal proceeding, and there is no such thing as “taking the Fifth” or a student’s right not to incriminate himself or herself in a school discipline investigation.

Sometimes law enforcement officials or investigators from Child Protective Services (“CPS,” or also known as the Department of Family and Protective Services) ask to interview students at school. In the case of an investigator from Child Protective Services conducting a child abuse or neglect investigation, we are required by state law to permit the investigator to talk to the child at school. We will also make every effort to cooperate with law enforcement officials conducting an investigation that requires talking to students.

Ordinarily, we will attempt to contact you before the interview by an outside person takes place. However, if the CPS investigator or the law enforcement official asks or tells us not to contact you, we will comply.

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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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 from a juvenile court 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 regarding a student who is required to register as a sex offender.

[For further information, see policy FL(LEGAL).]

Pledges, Minute of Silence, Prayer, and Meditation

Each day teachers will lead students in the recitation of the Pledge of Allegiance to the U.S. flag and to the Texas flag. If you do not want your child to participate in this activity, please make a written request to the principal for your child to be excused. Following the recitation of the pledges, the school will observe a minute of silence. During this time, students may

choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students.

Each student has a right to individually, voluntarily, and silently pray or meditate in school or at any school activity in a manner that does not disrupt or interfere with the delivery of instruction or other activities in the school. No school employee can or will require, encourage, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

Curriculum and Programs

General Curriculum Information

Albany Junior/Senior High School operates a 7—12 program that meets all state curriculum requirements. Schools are organized by grade level, with separate campuses for elementary (pre-K—grade 5), and Junior/Senior High School (grades 7-12).

Structured Physical Activity

In accordance with state law, we have the following policies in place to ensure that all students in elementary school, middle school, and junior high school engage in the amount and level of physical activity required by the State Board of Education:

-Athletics/PE

Special Programs

To meet the requirements of state and federal law, we also offer several programs designed to meet specific needs of some of our students. We identify students as eligible for one or more of these programs based on assessments made after referrals and recommendations from teachers and counselors and will always inform you about the program beforehand.

We also can identify students based on an assessment after a request or referral from you. If you have any questions about the referral and identification process for any of the following programs, please contact your child's teacher(s), counselor, or the campus principal.

Special Education: Albany ISD provides special education and related services for students with disabilities according to individualized plans developed by teachers, parents, counselors, and other professionals. You may request an evaluation of your child to determine eligibility for special education at any time. Please contact Glen Hill, principal to receive full information about our special education programs. See also the required Notice at the beginning of this Handbook.

Section 504: Some students who are not eligible for special education and related services may also have disabilities that interfere with their ability to benefit from the regular school program. A committee of educators who have knowledge of the student and his or her needs and limitations will determine what accommodations to the regular method and requirements of instruction are necessary in order for the student to participate. The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for Section 504 services is:

Contact Person: Leigh Lowe
Phone Number: 325-762-2823

Bilingual Education/English as a Second Language: English is the basic language of instruction in our schools. Children who have limited English-speaking skills will have access to programs to help them learn to understand, speak, read, and write the English language. At the time you enroll your child for the first time, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

Gifted and Talented Students: Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in an intellectual, creative, or artistic area, show an unusually high capacity for leadership, or excel in a particular academic field. We provide a variety of programs, activities, and learning opportunity for these students.

Accelerated or Intensive Instruction/Students At-Risk: Some students do not qualify for special education programs or Section 504 accommodations, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty and may provide specially focused instruction to improve students' language and math skills. Some of our specialized programs are designed to help students who are pregnant or are parents or who have been involved in the juvenile justice system. Others are designed to provide additional assistance to students who have been retained at any grades or have had serious discipline problems.

We will not remove your child from a regularly scheduled class in order to provide remedial tutoring or test preparation if that removal would cause the student to miss the regularly scheduled class more than 10 percent of class time, unless you provide written consent for removal from the class for remedial tutoring or test preparation.

Counseling Programs and Services

The district has a developmental counseling and guidance program. Each secondary campus has one or more school counselors who are available to help students with questions about planning their course of instruction, applications to college or other post-secondary education and training programs, scholarships and financial assistance, and other academic issues. We also have trained school counselors available to talk and listen to students about situations and experiences that may be affecting their ability to get all they can from their instructional program. We encourage students to seek the assistance of school counselors whenever they need to, and school counselors can also refer students or parents to other sources of assistance.

Some aspects of the counseling program require prior written parent consent for the student's participation. As parents, you also have the right to preview all the written materials used in the school counseling program. For full information, please contact your school principal or school counselor.

Academic Counseling

Junior High School Grade Levels

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

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

High School Grade Levels

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

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact Jenny Scott at 325-762-3974 or jennyscott@albany.esc14.net

As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** on page 90, **Suicide Awareness and Mental Health Support** on page 90, and **Child Sexual Abuse and Other Maltreatment of Children and Dating Violence** on page 44.]

Course Credit

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

Credit by Examination

If a Student Has Taken the Course / Subject

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

If the student is granted approval to take an examination for this purpose, the student must score at least 70 on the examination to receive credit for the course or subject.

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

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

Credit by Examination for Advancement / Acceleration

If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district’s board of trustees. The dates on which examinations are scheduled during the 2020–21 school year will be published in appropriate district publications and on the district’s website.

The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 50 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the

student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or www.albanyisd.net. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Retaliation

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

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

Reporting Procedures

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

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

The district will promptly notify the parent 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 parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Safety

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

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

- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident/Supplemental 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.

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat. The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed. If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: website (www.albanyisd.net), Abilene television stations and the radio stations in Abilene and Breckenridge.

[See **Communications-Automated, Emergency** on page 70 for more information.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 55.]

Schedule Changes

Students have the first five days of each semester to request a schedule change, if applicable. After the first five days, it will be up to the parent/guardian, counselor, principal, and teachers involved.

School Facilities

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:15 a.m.

- Cafeteria
- Hall ways
- Outdoor pavilion by tennis courts

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

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

Conduct Before and After School

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

Use of Hallways during Class Time

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

Library

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

- 7:30 – 3:45 pm
- During class periods if teacher allows

Meetings of Non-curriculum Related Groups

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

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

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item—found in district property provided to the student—that is prohibited by law, district policy, or the Student Code of Conduct.

Searches in General

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices

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

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

[See policy FNF(LEGAL) and Electronic Devices and Technology Resources on page 37 for more information.]

Drug Testing

[SEE STEROIDS ON PAGE 57.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 49.]

Special Programs

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Leigh Lowe at 325-762-2823.

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 school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized education plan (IEP).

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

- Algebra I
- Biology
- English I and English II
- U.S. History

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

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

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee. An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PNP).

[See **Graduation** on page 60 for additional information.]

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

To ensure the health and safety of our student athletes and others who participate in extracurricular activities, we have implemented a random drug-testing program. At the time, your child expresses an interest in participation in an activity subject to the drug-testing program, you and your child will receive complete information about the program, which is a requirement for participation in affected activities. Please contact the high school principal if you would like more information about this program.

Students who participate in UIL athletic activities will be subject to random testing for the presence of illegal steroids as required by UIL rules and regulations.

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 distance learning opportunities that the district makes available to district students are through Texas Tech University.

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

Texas Virtual School Network (TXVSN)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 46.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course. A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact campus principal.

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

The school newspaper, The Lions Roar, and the yearbook, The Lion, are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-school Materials

From Students

Students must obtain prior approval from the campus office before selling, posting, circulating, or distributing more than *[number listed at FNAA(LOCAL) that defines distribution]* copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal is responsible for designating time, place, and manner restrictions for distribution of non-school literature from students has designated campus as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

[See FNG(LOCAL) for student complaint procedures.]

FROM OTHERS

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

The principal is responsible for designating time, place, and manner of distribution of non-school literature from community members/ has designated campus as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Testing and Assessment Programs

The statewide assessment program continues to change, most recently to reduce the number of state assessments required of students. Students and parents will be informed of changes in the program affecting them as those changes are implemented. Secondary students in core curriculum courses will take and generally must pass five end-of-course examinations; students who are unsuccessful on no more than two of those assessments may graduate under a plan established by an Individual Graduation Committee. Students in grades 3-8 will continue to be assessed using the State of Texas Assessment of Academic Readiness (“STAAR”), but the frequency of testing will be reduced somewhat.

Results of the state examinations are used to assess individual student progress, as well as being a significant factor in the campus and district ratings under the statewide and federal accountability systems. Please make every effort to have your children at school on state test administration days and to be sure that they have had plenty of rest the night before and a good breakfast that morning.

High school students can get registration and test preparation materials for the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), and the American College Test (ACT) from the school counselor at the high school.

As required by state law, we will annually assess the physical fitness of students in grades 3-12. You may request the results for your child in writing at the end of the school year.

Grading and Report Cards

Teachers establish their grading standards, including penalties for late work, but those standards must be consistent with guidelines approved by the campus principal. If you have a question about a grade your child receives on an assignment, you should talk first with the teacher. An exam or course grade issued by the teacher is final and will not be changed unless we determine that it was arbitrary, erroneous, or not consistent with the grading standards and policy.

The Grading guidelines for grades 7-12 are as follows:

- 40% - Daily grades – Minimum of 8 grades in this category per grading period.
- 60% - Tests – May include projects, labs, research papers, or other major work; minimum of 3 grades in this category per grading period.

You will be given a *progress report* by the end of the *third week* of the six-week grading period if your child's performance in any course is near or below 75, or is below the expected level of performance. You will also have access to your student's grades online. We encourage you to check these on a regular basis. Grades online are usually updated once a week. *Report cards* will be sent home at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences.

With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child's campus under the state's Student Achievement Indicator System, along with a definition and explanation of each performance rating.

Report cards will be sent home at the end of each grading period. If your child is having trouble in a class, the teacher may ask you to schedule a conference. We encourage you to attend those conferences. If your child's performance in language arts, math, science, or social studies is consistently unsatisfactory, you will receive grade reports every three weeks.

With the report of grades for the first grading period of the school year, we will inform you of the most recent performance rating of your child's campus under the state's Student Achievement Indicator System, along with a definition and explanation of each performance rating.

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and report cards as necessary.

Graduation Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

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

Testing Requirements for Graduation

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

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

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

[See **Standardized Testing** on page 55 for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an

endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university.

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Locally required courses (Electives)	7	7
Total	24 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully

completing a dual language immersion program in elementary school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

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

Please review [TEA's Graduation Toolkit](#).

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

Available Course Options for All Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring to enroll in courses for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

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

Promotion, Retention, Award of Credit

Students are promoted from grade to grade, or awarded credit for a course, based on their mastery of the knowledge and skills that will let them be successful at the next grade level. In secondary grades, students receive credit for a course when they have met all the state and local requirements for that credit.

If your child entered kindergarten in the 2000-2001 school year or after, he or she will have to pass the STAAR examination in the fifth and eighth grades—or pass an alternate test if he or she does not pass after three tries on the STAAR—in order to be promoted to the sixth and ninth grades. Students in the fifth or eighth grade who are taking courses above the student's grade level will substitute subject tests appropriate to the grade level, which may include end-of-course examinations in courses for which the student may receive high school graduation credit. If your child does not pass the STAAR after the first administration at a grade level, we will provide intensive instruction in your child's area(s) of academic weakness. Contact your principal for more information or see policy EIE (LOCAL).

In the event of a temporary school closure due to a widespread illness or an epidemic, such as COVID-19, the Board of Trustees may amend policies for grading and promotion, retention, and award of credit as necessary.

Library Facilities, Hours, and Access

Each school has a library available for student research and study, with resources appropriate for needs of the grades served by the campus. Students have access to the library during the school day and during posted hours before and after school.

If you have a concern about library materials available to your child, please contact the librarian, teacher, or the principal. We have a policy and process that will allow you to explain your concerns and reach an understanding about your child's access to the questioned materials.

Educational Technology and Acceptable Use

We are steadily acquiring computers for school use and access to other instructional and research resources through connections to the Internet and the World Wide Web. These electronic instructional resources are for use at school and for school-related purposes. Before your child is permitted to receive a User Identification and password to use school computers, you and your child must sign a User Agreement that explains acceptable and unacceptable use of school educational technology. You will have the choice to prevent your child from having access to the Internet on school computers.

The following kinds of use of the school's equipment or network are classified as unacceptable under our policy and the User Agreement:

1. Unauthorized use of copyrighted material, including violating district software licensing agreements or installing any personal software on district equipment without approval of the Technology Director. (See EFE)
2. Viewing, posting or distributing messages that are obscene, vulgar, profane, harassing, sexually oriented, sexually explicit, pornographic, offensive to others, threatening to others, or illegal, because a significant part of the district's educational mission is to inculcate or instill the habits and manners of civility and to teach students the boundaries of socially appropriate behavior.
3. Personal political use to advocate for or against a candidate, office-holder, political party, or political position, measure, or proposition. Research or electronic communications regarding political issues or candidates is not a violation when the activity is to fulfill an assignment for course credit.
4. Viewing or participating in social network sites or chat rooms other than those sponsored and overseen by the district.
5. Tampering with anyone else's computer, files, or e-mail.
6. "Hacking," i.e., attempting unauthorized access to any computer or electronic device whether within the district's network or outside it.
7. Attempting to change, disable, or destroy district equipment, files, or data or any other user's data or files, including introducing computer viruses into the district's system by any means.
8. Any use that would be unlawful under state or federal law.
9. Unauthorized disclosure, use, or distribution of personal identification information regarding students or employees.
10. Forgery of e-mail messages or transmission of unsolicited junk e-mail chain messages.
11. Use that violates the student code of conduct.
12. Use related to commercial activities or for commercial gain.

13. Advertisement for purchase or sale of a product.

Students who violate the terms of the User Agreement may lose their computer privileges at school, as well as incur consequences under the school's Student Code of Conduct.

[\(Parent Information and Authorization and Student User Agreement forms available\)](#)

Of Special Interest to Students **Extracurricular Activities**

We offer a variety of school-related extracurricular activities and encourage students to participate in those that are of interest to them. Some activities, are closely related to subjects taught in the curriculum; others, such as the Student Council, help students build leadership skills. All of the academic, athletic and sports teams that participate in University Interscholastic League (UIL) athletic competition are extracurricular, as is the Marching Band, FFA, FCCLA and cheerleading.

Participation in extracurricular activities is a privilege, not a right. By state law, students must make a passing grade in all their classes in each grading period in order to be eligible to participate in any extracurricular performance or competition in the next grading period, unless the failing grade was received in an advanced placement or international baccalaureate course or in an honors or dual credit course in English language arts, math, science, social studies, or a language other than English. Students who are ineligible because of one or more grades below 70 will be allowed to practice or rehearse during a suspension, but cannot perform or compete. If the student raises the grade(s) to passing within three weeks, she or he will regain eligibility to perform or compete.

Many of our approved extracurricular activities have standards of conduct, dress, and grooming that are stricter than those that apply to all students. You and your child will be informed of those rules at the beginning of the semester, school year, or activity and will be asked to sign a form acknowledging that you are aware of those standards and know that violation of those standards will result in suspension or removal from the activity. These additional rules are authorized by the school board, which has delegated to the superintendent the authority to approve them.

To ensure the health and safety of our student athletes and others who participate in extracurricular activities, we have implemented a random drug testing program. At the time your child expresses an interest in participation in an activity subject to the drug-testing program, you and your child will receive complete information about the program, which is a requirement for participation in extracurricular activities. Please contact the high school principal if you would like more information about this program or see policy FNF (LOCAL).

Students who participate in UIL athletic activities will be subject to random testing for the presence of illegal steroids as required by UIL rules and regulations.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks. Albany High School Handbook Page 47 of 119
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 3 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

If a student exceeds the number of days allowed they will have to present their situation to the Attendance Hearing Committee.

Student Publications/Distribution of Materials

All materials prepared and published as part of a school's journalism or language arts programs are under the control and supervision of the administration and the Board of Trustees. The principal has final approval authority on all materials published or distributed in the name of the school.

Each campus has an area in the school where non-school publications or materials that have been approved by the principal can be made available to students. Students are not permitted to distribute non-school publications or materials in the classroom or hallways. Before non-school materials or publications are made available to students in the designated area, they must be submitted to the principal for review and approval. The principal will make a decision within two school days after the materials are submitted, and his or her failure to act within that time is interpreted as disapproval. If the materials are disapproved, students can appeal to the superintendent using the student complaint policy FNG (LOCAL).

Parking/Driving at School

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student parking areas, and students must park only in those designated areas. Students may apply for a parking permit by submitting a copy of a valid driver's license, and proof of financial responsibility. Cars parked in unauthorized areas will be towed away at the owner's expense.

Graduation Honors/Class Ranking

Class rankings are calculated for the first time at the end of the sophomore year. In order for a student to be recognized as an honor student, he or she must be enrolled in Albany High School for 3 consecutive semesters to include the spring of 11th grade year and the fall and spring of the 12th grade year. For a student to be eligible for valedictorian, or salutatorian he/she must be enrolled in Albany High School 5 complete consecutive semesters. The consecutive semesters will be spring semester of the sophomore year and fall and spring semesters of their 11th and 12th grade year. Final rank in class for purpose of determining

valedictorian and salutatorian and honor graduates is calculated at the end of the fifth six-week grading period of the senior year. See Appendix I for the class ranking and weighted class policy.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Board of Trustees and the Albany ISD administration may amend policies for graduation honors and class ranking as necessary. Under state law, students who are ranked in the top 10% of their graduating class are generally eligible for automatic admission to all Texas state colleges and universities. For students eligible to enroll at the University of Texas at Austin through admission for the spring, summer and fall 2020 term, the University will automatically admit all eligible applicants who are within the top 6% of their high school graduating classes. Beginning with the 2019-2020 school year, all valedictorians, regardless of class size, are guaranteed automatic admission to all state-funded universities in Texas. The school counselor will provide more detailed information about this opportunity during a student's first year of high school, including information about eligibility for financial aid. Please contact the school counselor at any time for information.

Rank in class for purposes of determining which students are in the top 10% of their graduation class will be calculated at the end of the 11th grade, middle of the 12th grade, and the final calculation will be the end of the 5th six weeks. Students will use the latest ranking in relation to their college application deadlines. The number of students in the top 10% for automatic admission to a Texas college will not exceed the mathematical calculation of 10% of the number of students in the graduating class.

We use a weighted grade point/grade average system that is designed to recognize the relative difficulty and effort required for the course. The additional grade point/points on the grade are used solely for ranking purposes and will not be reflected in the grades recorded on your child's official transcript or Academic Achievement Record.

Eligible students whose class ranking places them in the top ten percent of their graduating class will be recognized as Albany Honor Graduates.

Albany ISD's grade conversion chart is in Appendix J. This conversion chart is for the purpose converting letter grades to numeric grades for course leveling and ranking purposes. [For further information, see policy EIC.]

Class Schedules

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

[See **Schedule Changes** on page 53 for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); 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 student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Students in the Conservatorship of the State (Foster Care)** on page 16 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Cisco College and or Western Texas College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and

- Certain CTE courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications—Automated

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 51 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 51 for information regarding contact with parents during an emergency.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual, available on the district's website at www.albanyisd.net. A copy of the complaint forms may be obtained in the principal's or superintendent's office.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timeline of 15 business days of the event or situation FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct

Applicability of School Rules

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

Campus Behavior Coordinator

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

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

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

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

Social Events

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

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

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

Graduation Exercises

Graduation exercises are held at the end of the school year. With one legally required exception, only those students who have completed all state and local requirements for receiving a diploma, including passing the requisite number of end-of-course examinations or fulfilling requirements established by an Individual Graduation Committee, are eligible to participate in graduation exercises. All students who have completed all graduation requirements, whether in three years or four years, are eligible to participate in graduation exercises.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, the Albany ISD administration may amend procedures for graduation exercises as necessary.

State law requires that we permit a student with disabilities who has completed four years of high school but has not completed all requirements for graduation under the student's individualized program to participate in graduation exercises if he or she wishes. Such students may participate in only one graduation exercise during their high school career.

Participation in graduation exercises is a privilege, not a right, and students who do not comply with dress, grooming, and conduct standards for the rehearsal and ceremony will be removed from the ceremony. Graduating students who are assigned to the district's Disciplinary Alternative Education Program through the end of school year and successfully complete their term of assignment in the DAEP without further disciplinary action may be allowed to take part in graduation ceremonies. That decision rests with the principal and cannot be appealed. See the Student Code of Conduct for additional information.

The graduation ceremony is a solemn event commemorating a milestone achievement in the lives of our graduates. The planning and execution of the ceremony is under the joint control of the graduating class and the administration.

GRADUATION ACTIVITIES

Graduation activities will include:

- Baccalaureate May 23, 2021 at 7:00 pm
- Graduation, May 28, 2021 at 7:00 pm

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments and have not been declared eligible to graduate by an individual graduation committee, if applicable, will be

allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating.

Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

The following students and student groups shall be recognized at graduation ceremonies:

- Salutatorian
- Valedictorian
- Top ACT/SAT Scores
- Scholarship Recipients

Graduation Speakers

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

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

[See FNA(LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 90.]

Graduation Expenses

Because students and parents will incur expenses 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 **Fees** on page 41.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 42.]

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. Examples include:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics;
- Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;
- Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and
- Any activity that induces, causes, or requires the student to violate the Penal Code.

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.

[See **Bullying** on page 35 and policies FFI and FNCC.]

Food Allergies

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

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

[See policy FFAF and **Celebrations** on page 21.]

Head Lice

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).
[See policy FFAA.]

Physical Activity Requirements

Junior High School

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

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held six meetings. Additional information regarding the district's SHAC is available from Lisa Russell.

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

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

Student Wellness Policy / Wellness Plan

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

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more

information regarding these policies and guidelines, see the *superintendent*. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Jonathan Scott, the district's designated asbestos coordinator, at 325-762-2823.

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, periodic indoor and outdoor 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 U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact Jonathan Scott, the district's IPM coordinator, at 325-762-2823.

Homeless Students

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district's homeless education liaison, Leigh Lowe, at 325-762-2823.

Homework

Teachers assign homework based on the instructional objectives for the subject or course needed in mastering the essential knowledge and skills or the course requirements.

Make Up Work (Homework)

Students who are involve in extra-curricular activities are required to pick up their homework in advance of the activity so that that they can have it ready to turn in upon their arrival back to class.

Students who are absent due to illness are required to ask their teacher for their missed assignments. Assignments will be based on the instructional objectives for the subject or course needed in mastering the essential knowledge and skills or the course requirements that they missed. Make up work is due, a day for a day. Example: out one day make up work is due in one day, (24 hours, next class period). Absent 2 days the student has two days to make up, (48 hours, second class period). More than three days the teacher and student will need to meet to decide on an appropriate plan for the completion of the make-up work.

A student who does not make up assigned work (tests, projects, class work, homework) within the time allotted will receive a grade of zero for the assignment. (Policies EHBC, EIA, FDC, and FDD)

Illness

[See **Student Illness** under **Health-Related Matters** on page **Error! Bookmark not defined..**]

Immunization

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

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

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

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

[For further information, see policy FFAB(LEGAL) and the DSHS website: [Texas School & Child Care Facility Immunization Requirements.](#)]

FAFSA Prerequisite to graduation

Before a student can graduate from high school, he/she must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student will be exempted from this requirement if the student's parent or other person standing in parental relation submits a signed form indicating that the student is authorized to decline to complete and submit the financial aid application. A school counselor, in his/her own discretion, may exempt a student from this requirement. A student may also submit a signed form declining completion of the financial aid application if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Chapter 31 of the Texas Family Code. The district has made available to parents and students a standard form for declining completion of the financial aid application.

Of Special Interest to Parents

Parent Rights

Academic Programs: You can ask the principal to change your child's teacher or class assignment; however, the principal is not required to make the reassignment and will not do so ordinarily if that change would affect the assignment or reassignment of another student.

You can ask the school board to add a specific academic course to the schedule and offerings. If the administration and the board determine that the course is among those included in the State Board of Education-approved curriculum and that there is sufficient interest in the class to make it economically practical to offer the class, the request will not be unreasonably denied.

You can ask that your child be permitted to attend a class for credit above his or her grade level. If the counselor and child's current and prospective teacher expect that the child can perform satisfactorily in the class, the request will not be unreasonably denied.

Teaching Materials: You may review all teaching materials, textbooks and other teaching aids used in your child's classroom and may review all tests administered to your child, after the test is given. To review these materials, please contact the principal, who will make arrangements to provide you access to those materials at school during regular school hours.

Some textbooks are so expensive that we purchase classroom sets rather than a textbook for each student taking the course. You may request that your child be permitted to take home any textbook used by the student, and if a book is available, we will gladly honor that request. If the teacher requests it, the student must return the textbook to school the following school day.

Records and Other Information: As we stated in the "Required Notices" section of this Handbook, you have a right of access to all written educational records that we maintain concerning your child. You also can receive full information about any and all

school activities in which your child is involved. However, as we explained in the section on “Questioning Students at School,” we must comply with a request or directive from a Child Protective Services investigator regarding contact with or information to parents about an investigation.

Video and Audio Recording: We will seek and obtain your written consent before any school employee makes an audio or video recording of your child, except that your prior consent is not required before a recording that will be used only for:

- safety purposes, including maintaining order and discipline in common areas of the school or on school buses;
- a purpose related to a co-curricular or extracurricular activity;
- a purpose related to regular classroom instruction;
- video surveillance of special education settings in accordance with Texas Education Code section 29.022; or
- media coverage of the school.

Psychological Examinations: We will seek and obtain your written consent before conducting any psychological examination, test, or treatment of your child, unless the examination is part of an investigation by Child Protective Services in response to a report of known or suspected child abuse or neglect. If the examination or test is part of the comprehensive assessment to see if your child needs special education or related services, before we obtain consent, on your request, we will provide you with information about the name and type of examination and how the examination will be used to develop an appropriate individualized program for your child.

Exemption from Instruction: You may temporarily remove your child from a class or other school activity that conflicts with your religious or moral beliefs if you provide a written statement authorizing the removal to your child’s teacher. However, you are not entitled to remove your child from class or an activity to avoid taking a test, including a state assessment, or to prevent your child from taking a subject for an entire semester. Your child will be required to satisfy grade level or graduation requirements, regardless of any periods of temporary removal based on your religious or moral beliefs.

Campus Performance and Accountability: We will keep you informed annually of your children’s campus ratings and whether the campus has been identified under state and federal law as one that needs improvement. If the campus is so identified, we will inform you of your rights regarding public school choice and transportation at that time. You will receive information with your child’s report card for the first reporting period of each year related to the campus performance rating under the state accountability system.

Classroom Celebrations: The campus principal has discretion over whether you or a grandparent may provide a food product of your choice to your child and his or her classmates on the occasion of the child’s birthday or for any other school-designated function, such as class parties, bake sales, etc. Such foods may not be consumed in the cafeteria when normal meals are being served due to possible conflicts with federal nutrition guidelines. Please inquire before bringing items to the school or your child’s class so that any issues with food allergies or disruption to classroom instruction can be addressed and every effort can be made to ensure a successful, positive experience.

School Marshals: You may request in writing to be informed in writing whether any school employee at your child's campus is currently appointed as a school marshal; however, we will not disclose the identity of that person.

Visiting School

You are welcome to visit your children's schools from time to time; however, you must comply with our policy requiring **all** visitors to go first to the principal's office and sign in. We have this policy for the safety of your children and our staff. Parents and any other person on campus without the principal's knowledge will be considered as trespassers and may be subject to arrest.

We also expect parents to be polite and civil in their dealings with all school staff. We do not permit or tolerate abusive, disrespectful, threatening, lewd, profane, or offensive language from your children at school, and we will not tolerate it from parents. Parents who create a disruption at school or behave unacceptably may be prohibited from coming onto school property without specific authority and will be treated as criminal trespassers if they disregard the principal's or superintendent's directive.

While we encourage you to be involved in your children's education and knowledgeable about their classes, teachers, and curriculum, it has been our experience that frequent and lengthy visits to the classroom are disruptive both to teaching and learning. The principal can limit or restrict the frequency and duration of classroom visits to be sure that disruption of the instructional process does not occur.

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, Albany ISD may deliver instruction to its students virtually through a remote learning platform. If you wish to view or attend a virtual learning session, you must first obtain approval of such a request from the campus principal. The principal can limit or restrict the frequency and duration of virtual classroom visits to ensure that disruption of the instructional process does not occur.

We encourage you to come to school occasionally and eat lunch with your child; however, children can be removed from the campus during lunch period only by following the established process of signing the child out from the principal's office. Unless we have possession of a court order that specifically limits a parent conservator's access to their child while at school, a parent appointed as a conservator of a child has at all times the right to attend school activities, including, but not limited to, school lunches, performances, and field trips.

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student 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 to document parental consent:

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

DURING LUNCH

Jr. High School Lunch

- Jr. High lunch will be from **11:20-11:55** Monday through Thursday and **from 11:20-11:55 on Fridays** (*subject to change if on testing schedule*)
- Designated area for Jr. High students is the tennis courts or the area behind the Jr. High building. Students are not allowed in other areas of the campus.
- In bad weather the Jr. High students will go to the old gym.

High School Lunch

- 9th - 12th grade will have lunch from **12:10 – 12:45** Monday through Thursday and **12:10-12:45 on Fridays** (*subject to change if on testing schedule*)
- The designated area for high school students is the area around the tennis courts and behind the Junior High.

- In bad weather the students will go to the old gym.
- No one is allowed to sit/hangout in their vehicle during the lunch period.

Open Campus

Junior and Senior are the only students to have an open campus.

The following applies to junior high, freshman, and sophomore students:

- A student may leave campus for lunch with a parent only with the following exception:
 - Grandparents may pick up their grandchild for lunch only if prior arrangements are made with school personnel.
 - Older brothers or sisters are not allowed to take students off campus for lunch.
 - Students are not allowed to leave with the parents of another student.
 - A student may return from lunch with an older brother or sister or another student that the parents have deemed as a responsible party for the student.

AT ANY OTHER TIME DURING THE SCHOOL DAY

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

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

Lost and Found

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

Makeup Work Because of Absence

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

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

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

Students have one day per each absence to make up work. Example, One day absence – One day to make up. Up to three days.

Four or more consecutive days absent the student and teacher will work out a timeline for turning in homework.

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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Junior High/High School Grade Levels

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

In-School Suspension (ISS) Makeup Work

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

Complaint Process

We realize that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. A number of these types of disputes or controversies have specific processes for pursuing those concerns. The principal can provide you with a copy of the relevant policies and procedures.

In general, all parent complaints should be brought initially to the teacher involved or the campus principal within 15 business days of the events or situation that you are concerned about. Often the problem can be resolved through an informal conference with the teacher or principal. On those occasions when a conference does not take care of problem, you should request a copy of the complaint policy and complaint form from the principal's office. In order for your concern to be resolved at the earliest possible level, you must put your complaint in writing on the form provided before meeting formally with the principal.

The principal will schedule a conference with you and give you a written response within ten business days after the conference. You will also have an opportunity for a conference with the superintendent if the principal has not resolved the matter. If the superintendent is not able to take care of the problem, you can make a written request for the board of trustees to consider the matter at a future meeting. You must, however, follow our established policies and use our forms.

Individual trustees cannot respond to parent complaints beyond referring the matter to the administration. Furthermore, the board of trustees will not permit complaints to be heard in the public comment or open forum portion of board meetings. In order for the board to take any action on a complaint, you must follow the complaint process established in policy.

Student Health Concerns

We have adopted and enforce policies to ensure that our campuses comply with Texas Department of Agriculture guidelines for restricting student access to vending machines containing foods of minimal nutritional value. Generally, this means that soft drinks and other foods of minimal nutritional value will not be available to elementary students during the school day or to secondary students during any designated meal periods.

As required by state law, we have and enforce prohibitions against student possession and use of tobacco, tobacco products, and e-cigarettes on campuses or at school-sponsored or –related activities. These prohibitions are addressed in the Student Code of Conduct and also in board policy and the employee handbook.

Physical and Mental Health Resources

The district's board policies promoting student physical and mental health may be found online at [district's Policy Online URL]. Some of the relevant Board policies include:

- Food and Nutrition Management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

Each campus has a full-time school nurse and full-time school counselor. Parents and students who have physical or mental health concerns may contact the following:

- The school nurse, Lisa Russell, at (325) 762-3974.
- The school counselor, Jenny Scott, at (325) 762-3974.

The district's student health advisory council met during the preceding school year and will meet at least four times during each school year.

In collaboration with you and, if possible, your child's physician, we will develop an individualized health plan for children with diabetes who need care for diabetes while in school or participating in a school activity. If your child has diabetes and will need care at school or while participating in a school activity, you must submit the diabetes management

and treatment plan prepared by you and your child's physician before or at the beginning of the school year, on enrollment after the beginning of the school year, or as soon as practicable following a diagnosis of diabetes.

Students with a diagnosed food allergy that places them at risk for anaphylaxis (sudden onset, whole body reaction to an allergen that can involve closing of airways, hives, swelling, irregular heartbeat, wheezing, and other symptoms) shall be cared for in accordance with district policy.

Students are permitted to possess and use over-the-counter sunscreen at school to avoid over-exposure to the sun and over-the-counter insect repellent to prevent mosquito bites, provided that the sunscreen or repellent is not being used for medical treatment of any injury or illness.

Student Illness or Injury at School

We will promptly attempt to notify you or a person you have authorized us to notify if we have knowledge that your child has been injured at school or has become ill at school. We have school nurses/licensed vocational nurses/trained aides available on each campus and a secluded area where your child can stay if she or he is injured or becomes ill.

One of the forms we ask you to complete at the beginning of each school year is a form authorizing designated school employees to consent to medical treatment in case your child is injured at school or a school-related activity and requires emergency treatment. We, of course, will call you in such a situation and will also call for emergency medical assistance, if needed. **It is important, however, that you understand that the school district is not responsible for any cost of medical treatment or services provided after an injury at school or a school-related activity. We cannot and will not use public funds to pay individual student medical expenses.**

[\(Student Activity Permission and Student Activity and Transportation Permission forms available\)](#)

At the beginning of each school year, we offer you the opportunity to purchase low-cost student accident insurance that covers the student while at school. You may also purchase a policy that covers the student 24 hours a day. The school district is not the policyholder for this insurance; if you decide that additional protection would be a benefit and protection to you and your family, the contract is between you and the insurance company. We are authorized to and do purchase accident insurance for students who participate in interscholastic athletic practice and competition.

Although we want your child to attend school every day, we do not want your child at school if she or he has a communicable disease or is running a fever of 100° or more. Under State and local Health Department regulations, if your child has certain medical conditions, she or he must be excluded from school for a period of time. The principal can provide you a complete list of those conditions and periods of exclusion.

Administering Medicine at School

Often, students have to take prescription medication for a certain period of time as treatment for a medical condition. If at all possible, we ask that you schedule the timing of the doses so that the child takes the medicine at home. If children have to take medicine at school, you must make a written request to the principal or nurse. The school nurse or other

authorized school employee will administer medications only from a container that appears to be the properly labeled original prescription container or from a properly labeled unit dosage container filled by the nurse from a properly labeled original prescription container. Only the nurse or other authorized school employees are permitted to administer prescription medicines at school. Other than prescription asthma medicine or anaphylaxis treatment for students with severe allergies that may result in anaphylaxis, we do not permit students to carry their own medications and self-administer.

Children with asthma or children with severe allergies that may result in anaphylaxis will be allowed to carry and self-administer their prescription asthma or anaphylaxis medicine under certain conditions. The student must have demonstrated to his or her doctor and to the school nurse that the child has the skills necessary to self-administer the asthma or anaphylaxis medicine. Additionally, you must provide us a written authorization for self-administration and a written statement from child's doctor that the student has asthma and is capable of self-administration and that includes the name and purpose of the medicine, the prescribed dosage, the times and circumstances for administration, and the period for which the medicine is prescribed.

We keep commonly used over-the-counter treatments, such as antacids, aspirin, acetaminophen, ibuprofen, antibiotic ointments, and the like in the nurse's office. Nurses or authorized personnel will administer these medications according to the labeled instructions only if you make a written request to the nurse, providing the same basic information as is required for administering prescription drugs.

If your child has unique medical conditions or any other condition that requires virtually immediate administration of medications under specified conditions, please contact the principal, who will schedule a meeting of appropriate personnel to ensure that your child's needs are met.

If your child has a food allergy or a severe food allergy that, in your judgment, would require immediate medical attention if the student were exposed to the allergen, we will ask you to disclose that information, including the food to which the child is allergic and the nature of the allergic reaction, at enrollment so that we may take necessary precautions for the child's safety. The information provided is confidential and will be disclosed only to those employees who need the information in order to appropriately care for your child.

Lost, Damaged, or Stolen Personal Items

We ask that you discourage your child from wearing or bringing to school expensive or irreplaceable jewelry, watches, sunglasses, or personal clothing that may be removed during the days, such as winter coats. Students are responsible for all their personal possessions while at school or any school-sponsored or school-related event. **It is important that you understand the school district is not responsible for any personal items that are lost, damaged, or stolen at school or a school-related activity.**

Each campus maintains a "Lost and Found" in the administrative offices; clothing and other items that are turned in as "lost" and not claimed by the end of the school year will be donated to a local charity.

Telephone Use

School telephones are for school business use. Students will be permitted to use school telephones only for emergencies and only with permission. If you call for your child during the school day, we will take a message and deliver it to the student at the end of the class period or other time that will least interfere with instruction. Improper use of a cellular phone or other electronic communication device during the school day will result in the item's being confiscated.

Each classroom has been equipped with a Multi-Use Storage pocket chart, where students will be required to place their phone as they enter each room during the instructional period.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15 at the end of the day.

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

In the event of a temporary school closure due to a widespread illness or epidemic, such as COVID-19, students will not be permitted to use their cell phones during virtual instruction on virtual learning platforms except as necessary to access remote learning materials.

Parent Organizations/Volunteer Opportunities

Every campus in the district has an active Parent-Teacher Association/Parent-Teacher Organization/Parent-Teacher-Student-Organization, and we encourage you to actively participate in the group at your child's or children's campus(es). At the secondary schools, parents have formed booster clubs and organizations to support several types of student activities.

We encourage parents to volunteer in our schools. All volunteers must complete an application form, and the district will obtain a Criminal History Report on all applicants for volunteer programs. Approved volunteers participate in a training and orientation program before they are permitted to assist in school programs and activities.

Transportation Program

We provide transportation on school buses to and from school for those children who live more than two miles away from the school they attend. Students are required to comply with rules for conduct on school buses and to comply with the Student Code of Conduct while at authorized school bus stops waiting for the bus. Students who misbehave or violate

the Code of Conduct while on the bus will be disciplined according to the Code of Conduct and may be suspended from the bus for a period of time.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact office at 325-762-3974. [See the Student Code of Conduct for provisions regarding transportation to the DAEP.] Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

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

Authorized Fees

Although the basic cost of your child's public education is provided through local tax revenues, state funding, and some federal funds, we may assess fees for certain kinds of materials and services, as described in the following list:

- a fee to cover the cost of materials when the student makes, builds, or prepares some product that becomes the student's personal property.
- dues for voluntary student organizations and clubs and admission fees to voluntary extracurricular activities.
- security deposits for materials, supplies, or materials that must be returned to the district.
- fees for personal PE equipment and clothing, unless the student provides his or her own clothing and equipment that meets school health and safety standards.
- fees for items of personal use or products a student chooses to purchase, such as student publications, class rings, annuals, and graduation announcements.

- a reasonable fee, not more than the annual cost of maintenance, for school-owned musical instruments and uniforms.
- fees for personal apparel used in extracurricular activities that become the student's personal property, such as cheerleader, pep squad, or drill team uniforms.
- a fee for vehicle identification for cars regularly parked on school property.
- a fee for student identification cards.
- a fee for school-provided driver training courses.
- a fee for an elective course taken for credit if it requires using facilities not available on school premises or employment of an educator who is not part of the regular staff.
- fees for attendance at summer school. If the course is one required for graduation, summer school fees will be assessed if the course is also offered during the regular school year.
- fees, not more than \$50, for attendance in a program offered outside of regular school hours that allows students who have excessive absences that would require losing credit to make up missed instruction and receive credit. This fee will be assessed only if a parent signs a form stating that paying the fee will not create a financial hardship or discourage the student from attending the program.
- a reasonable fee for transporting a student to and from school if the student is not an eligible rider and the district does not receive any state funds for a transportation allotment.

You may request a waiver of any required fee that you are unable to pay by contacting the principal who will determine ability to pay based on the criteria for identifying students who are eligible for participation in the free and reduced-price school breakfast and lunch program.

Food Service/Free and Reduced-Price Food Program

We serve a variety of nutritious food for students and faculty members at a nominal cost. We do not allow foods of minimal nutritional value, as defined by the federal Child Nutrition program, to be served or available for purchase in food service and eating areas during the time students are being served meals. Students must follow directions for entering the cafeteria and observe good table manners and courteous behavior at all times, e.g., no cutting in line. Wearing hats in the cafeteria, loud talking, and unnecessary noise are considered poor manners and may result in disciplinary action.

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Meal Prices	Students	Faculty
Breakfast	\$1.85	\$1.90
Lunch	\$2.55	\$3.45

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's

parent notifies the district that a student's information should not be disclosed. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. See campus office to apply for free or reduced-price meal services. See CO for more information.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

Students in Foster Care

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

Please contact Leigh Lowe, who has been designated as the district's foster care liaison, at 325-762-2823 with any questions.

[See **Students in the Conservatorship of the State** on page 16 for more information.]

Student Speakers

The district provides students the opportunity to introduce the following school events: School programs and Baccalaureate. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 60 for information related to student speakers at graduation ceremonies.]

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

To ensure the health and safety of all our students, we have implemented a random drug-testing program.

Suicide Awareness and Mental Health Support

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 visit [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Summer School

Summer School is used for students to regain credit due to attendance or not making the grade required to receive credit. Summer Acceleration is also required for those students who do not pass the STAAR (EOC) test.

Credit Recovery due to a failing grade(s) the student will be required to pay tuition.

½ Credit (Semester) will cost \$150.00

1 Credit (2 Semesters) it will cost \$300.00

Only students who make a 60 to 69 are allowed to come to summer school to obtain the credit they failed. Below a 64 and below will have to retake the course.

Tardies

A student who is tardy to class by more than two minutes may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

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

Transfers

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

[See **Safety Transfers/Assignments** on page 16, **Bullying** on page 35, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page **Error! Bookmark not defined.**, for other transfer options.]

Transportation

School-sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 54 for more information.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all

passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact office at 325-762-3974.

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

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

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

Vandalism

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

Video Cameras

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or the superintendent, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

Visitors to the School

General Visitors

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

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

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

The district does invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers

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

Voter Registration

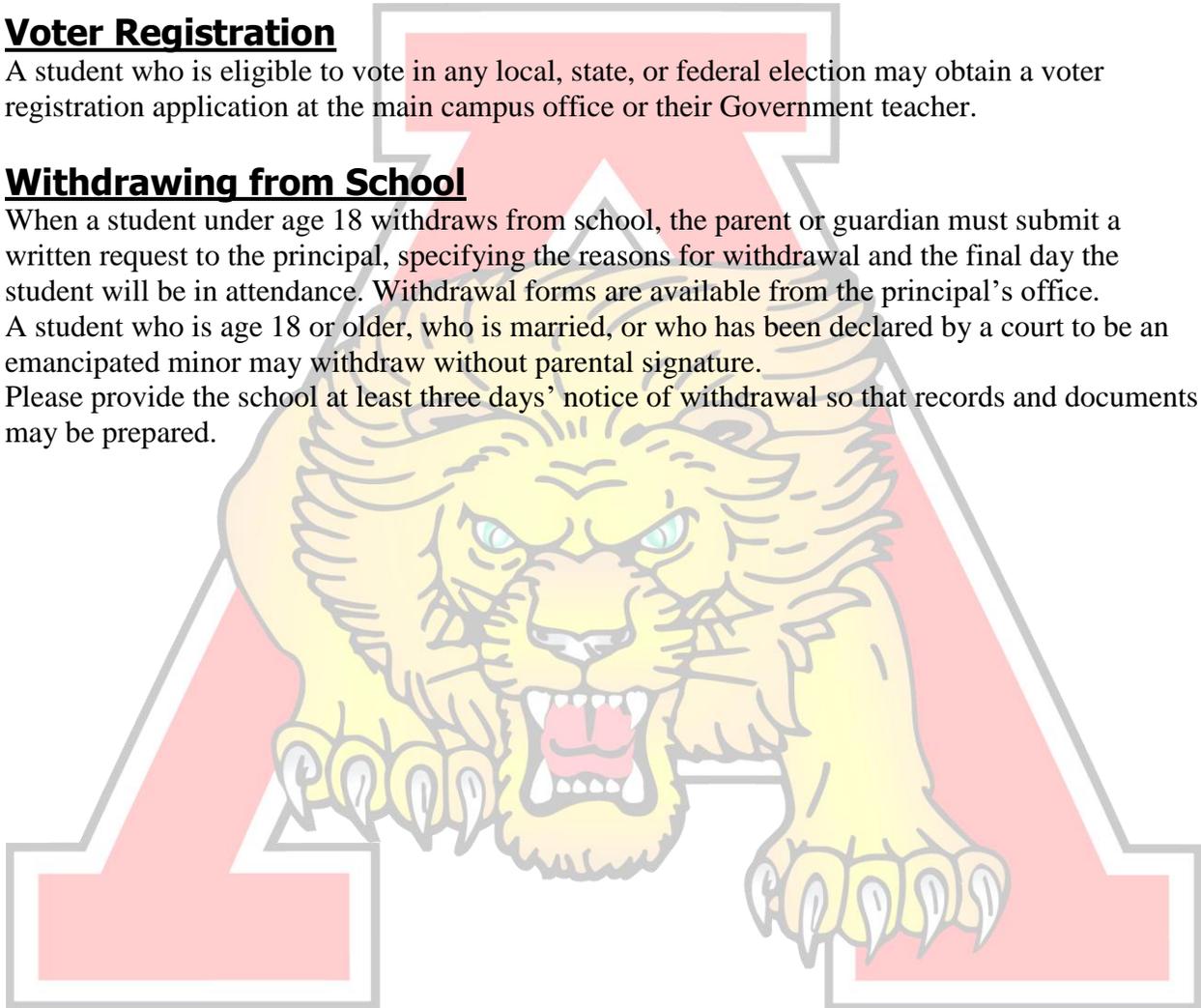
A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office or their Government teacher.

Withdrawing from School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.



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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

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

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

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

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

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

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

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

TAC stands for the Texas Administrative Code.

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

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

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

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

Appendix A: STUDENT WELFARE - Freedom from Harassment Policy FFH (LOCAL)

Note: This policy addresses harassment of District students. For provisions regarding harassment of District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG.

The District prohibits sexual harassment and harassment based on a person's race, color, gender, national origin, disability, or religion. Employees shall not tolerate harassment of students and shall make reports as required at REPORTING PROCEDURES, below. Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an Intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities. Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment. Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of prohibited harassment may include, but are not limited to, offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. Any student who believes that he or she has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who receives notice that a student has or may have experienced prohibited harassment is required to promptly report the alleged acts to an appropriate person designated below. Any other person who knows or believes that a student has experienced prohibited harassment should immediately report the alleged acts to the appropriate person designated below.

Reports of known or suspected child abuse or neglect shall be made as required by law. [See FFG] Reports of harassment shall be made as soon as possible after the alleged acts. A failure to promptly report alleged harassment may impair the District's ability to investigate and address the harassment.

Oral or written reports of prohibited harassment shall normally be made to the campus principal. A person shall not be required to report harassment to the alleged harasser; nothing in this policy prevents a person from reporting harassment directly to one of the District officials below:

1. For sexual harassment, the Title IX coordinator. [See FB (LOCAL)]
2. For all other prohibited harassment, the Superintendent. A report against the Title IX coordinator may be made directly to the Superintendent; a report against the Superintendent may be made directly to the Board.

Upon receipt of a report of harassment, a principal shall promptly notify the appropriate District official listed above. The principal or District official shall promptly notify the parents of any student alleged to have experienced prohibited harassment by a District employee or another adult associated with the District. In cases of student-to-student harassment, the District shall promptly notify the parents of any student alleged to have experienced harassment when the allegations presented, if proven, would constitute sexual harassment or other prohibited harassment as defined by District policy. 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 and comply with applicable law. The District may request, but shall not insist upon, a written report.

If a report is made orally, the District official shall reduce the report to written form. Upon receipt or notification of a report, the District official shall determine whether the allegations, if proven, would

constitute sexual harassment or other prohibited harassment as defined by District policy. If so, the District official shall authorize or undertake an investigation.

If appropriate, the District shall take interim action to prevent harassment during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

The District's obligation to conduct an investigation is not satisfied by the fact that a criminal or regulatory investigation regarding the same or similar allegations is pending.

Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

If the results of an investigation indicate that prohibited harassment occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the harassment.

The District may take disciplinary action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of harassment prohibited by law or District policy.

A student, including a complainant, may appeal through FNG (LOCAL), beginning at the appropriate level. A complainant shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Retaliation against a student alleged to have experienced harassment, a witness, or another person who makes a report or participates in an investigation is strictly prohibited. A person who makes a good faith report of prohibited harassment shall not suffer retaliation for making the report. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding prohibited harassment is subject to appropriate discipline. Retention of records shall be in accordance with FB (LOCAL). Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

APPENDIX B: ALBANY ISD DRESS CODE

The District's dress code is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards. Students are required to follow the dress code while participating in extracurricular, co-curricular, and other school related competitions.

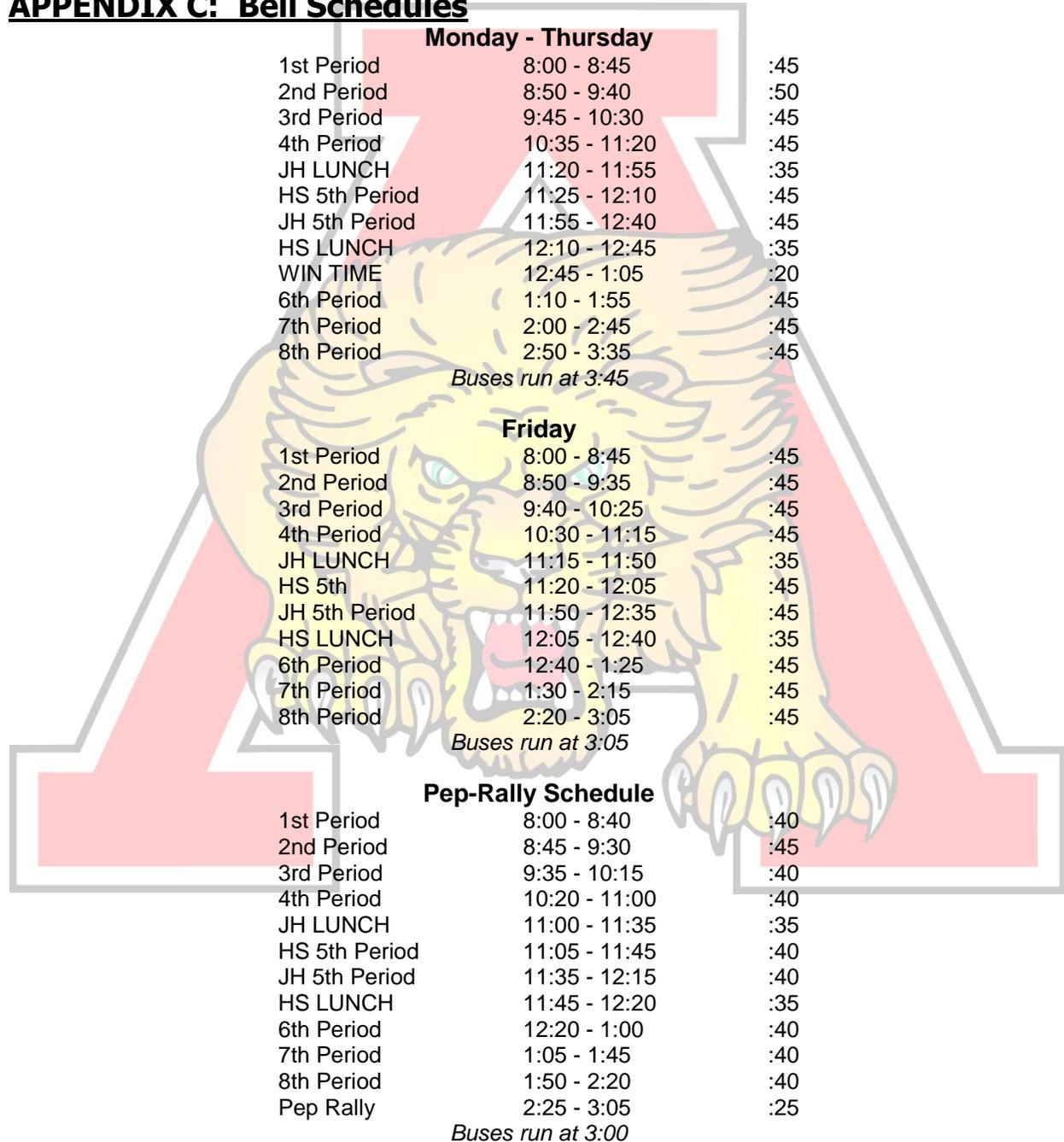
Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Students may not wear, as outer clothing, any clothing designed to be worn as an undergarment.
- Students may not wear strapless, spaghetti strap, tank or cut top, half, or mesh shirts. All shirts and blouses should be of sufficient length so as not to expose the midriff and should be properly buttoned. Sleeveless shirts must have tight armholes and not reveal any undergarments.
- Walking shorts are permitted if they are hemmed and are of sufficient length. Shorts must be longer than mid-thigh and be in good taste. Un-hemmed cut-off shorts or spandex shorts are not allowed.
- Wind / Running / Athletic shorts with a rounded rise on the side will not be allowed.
- Dresses may not be worn that are too short. The dress length allowed is 1 inch above the knee.
- Jeggings, yoga or similar pants are permitted if they are modestly covered.
- Students may not wear excessively tight or form-fitted clothing, including low cut blouses or tops that expose cleavage and/or midriff.
- Students must wear appropriate footwear. Students cannot be barefooted. For safety of the students it is recommended that students have appropriate shoes for science, FCS, and Ag class.
- Students may not wear clothing or articles of clothing that contains pictures, emblems, or writings that are lewd, offensive, vulgar, obscene, satanic, is gang related or that depict death. Clothing that advertises or depicts tobacco products, alcoholic beverages, drugs or any other substance or product prohibited by the school may not be worn. This also includes face masks.
- Students may not wear clothing that is full of holes, has "slits" or tears in the fabric. Holes must be below mid-thigh unless wearing tights underneath. "Distressed" jeans are permitted. Distressed is defined by a change in color, not as tattered fabric.
- While earrings are permitted in moderation, other forms of body piercing such as the nose, eyebrow, tongue, etc. are not permitted. Violation of this requirement will result in the jewelry being removed immediately and the jewelry will not be returned to the student.
- Students are not allowed to have facial hair.
- Body art which is inappropriate must be covered and remain so. (The principal will determine if the body art is appropriate.)
- Students should avoid extremes in hairstyles that attract so much attention that they interfere with the learning environment. Hair should be kept clean and well groomed. Hair length for boys must be above the eyes in the front.

- Students are not allowed to wear hats in the buildings under any circumstance. If a student wears a hat into the building, the hat will be taken up and returned at the end of the semester. Hoodies will be treated the same as a hat.
- Sagging pants are not allowed. “Sagging” is defined as pants low enough to expose the underwear.

Since it is impossible to list all of the acceptable and unacceptable types of dress and grooming, the principal may use his/her judgment in deciding appropriate attire and grooming.

APPENDIX C: Bell Schedules



Monday - Thursday		
1st Period	8:00 - 8:45	:45
2nd Period	8:50 - 9:40	:50
3rd Period	9:45 - 10:30	:45
4th Period	10:35 - 11:20	:45
JH LUNCH	11:20 - 11:55	:35
HS 5th Period	11:25 - 12:10	:45
JH 5th Period	11:55 - 12:40	:45
HS LUNCH	12:10 - 12:45	:35
WIN TIME	12:45 - 1:05	:20
6th Period	1:10 - 1:55	:45
7th Period	2:00 - 2:45	:45
8th Period	2:50 - 3:35	:45
<i>Buses run at 3:45</i>		
Friday		
1st Period	8:00 - 8:45	:45
2nd Period	8:50 - 9:35	:45
3rd Period	9:40 - 10:25	:45
4th Period	10:30 - 11:15	:45
JH LUNCH	11:15 - 11:50	:35
HS 5th	11:20 - 12:05	:45
JH 5th Period	11:50 - 12:35	:45
HS LUNCH	12:05 - 12:40	:35
6th Period	12:40 - 1:25	:45
7th Period	1:30 - 2:15	:45
8th Period	2:20 - 3:05	:45
<i>Buses run at 3:05</i>		
Pep-Rally Schedule		
1st Period	8:00 - 8:40	:40
2nd Period	8:45 - 9:30	:45
3rd Period	9:35 - 10:15	:40
4th Period	10:20 - 11:00	:40
JH LUNCH	11:00 - 11:35	:35
HS 5th Period	11:05 - 11:45	:40
JH 5th Period	11:35 - 12:15	:40
HS LUNCH	11:45 - 12:20	:35
6th Period	12:20 - 1:00	:40
7th Period	1:05 - 1:45	:40
8th Period	1:50 - 2:20	:40
Pep Rally	2:25 - 3:05	:25
<i>Buses run at 3:00</i>		

Early Release

1st Period	8:00 - 8:25	:25
2nd Period	8:30 - 8:55	:25
3rd Period	9:00 - 9:25	:25
4th Period	9:30 - 9:55	:25
5th Period	10:00 - 10:25	:25
6th Period	10:30 - 10:55	:25
7th Period	11:00 - 11:25	:25
8th Period	11:30 - 11:55	:25
Lunch	11:55 - 12:30	:35

Buses run at 12:30

WIN RTI

1st Period	8:00 - 8:40	:40
2nd Period	8:45 - 9:30	:45
3rd Period	9:35 - 10:15	:40
4th Period	10:20 - 11:00	:40
5th Period	11:05 - 11:45	:40
JH LUNCH	11:45 - 12:20	:35
HS 6th Period	11:50 - 12:30	:40
JH 6th Period	12:20 - 1:00	:40
HS LUNCH	12:30 - 1:05	:35
WIN RTI TIME	1:05 - 2:05	:60
7th Period	2:10 - 2:50	:40
8th Period	2:55 - 3:35	:40

Buses run at 3:45

APPENDIX D: SEMESTER TEST EXEMPTION POLICY

Each semester Students are required to take **2 different core** exams (English, Math, Science, Social Studies) regardless of exemption status.

Core Course Exam Requirements:

All students must take the 4 core course exams per year (Math, Science, Social Studies, English), different 2 each semester.

- All high school students in any EOC/AP tested course will take the semester exam in the fall (Algebra I, English I, English II, Biology, US History, Calculus).
- First Semester everyone will take Math and Science, if exempted.
- Second Semester everyone will take English and Social Studies, if exempted.

* Dual credit classes, your finals are based on the professor.

** Juniors and Sophomores taking 1 core dual credit course have to take one other core exam.

If a student meets the following criteria, he/she may be exempt from the allowable exams:

1. 0-1 absences - an 80 or above average per class.
2. 2 absences - an 85 or above average per class.
3. 3 absences - a 90 or above average per class.
4. 4 or more absences the student must take all exam.

An absence is non-attendance during the class period. Exceptions are as follows;

1. Co-curricular and Extra-curricular activities under the direction of a professional staff member.

2. Recurring medical appointments for a chronic condition and medical appointments with specialists, as deemed appropriate by the ARD committee.
3. Any doctors note that specifies the student needs to stay out of school (i.e., 72 hours fever free).

** Any on-campus (ISS), Saturday School, corporal punishment, out of school suspension, or AEP will disqualify a student from exemption status in all classes.

If a student is exempt the whole day they must sign in at the office by 9:00 am.

A teacher has the authority to over-ride the exemption policy if need for their subject taught.

Jr. High HAS NO Exemptions

APPENDIX E: SEMESTER TEST SCHEDULE

Exam Day 1

<u>Period</u>	<u>Start</u>	<u>End</u>
1	8:00 AM	9:15 AM
2	9:20 AM	10:35 AM
Lunch	10:35 PM	11:15 AM
3	11:15PM	12:30 PM

Exam Day 2

<u>Period</u>	<u>Start</u>	<u>End</u>
4	8:00 AM	9:15 AM
5	9:20 AM	10:35 AM
Lunch	10:35 PM	11:15 AM
6	11:15PM	12:30 PM

Exam Day 3

<u>Period</u>	<u>Start</u>	<u>End</u>
7	8:00 AM	9:15 AM
8	9:20 AM	10:35 AM
Lunch	10:35 PM	11:15 AM
Make-Up	11:15PM	12:30 PM

APPENDIX F: STAAR TESTING SCHEDULE 2020-2021

2020 Assessments		
Test Dates	Test Name	Report Dates
STAAR		
Dec 8 (Tue)	English I	TBD
Dec 10 (Thu)	English II	
Dec 11 (Fri)	All make-up STAAR English assessments scheduled to be administered from Dec 8 & 10 must be completed by the end of this day.	
2021 Assessments		
TELPAS		
Feb. 22- Apr 2	Grades K-12 TELPAS Listening, Speaking, Reading, and Writing	TBD
STAAR		
April 6 Paper/Online	7 th Writing & English I	TBD
April 6/6-May7 Paper/Online	8 th Mathematics	
April 7/6-May7 Paper/Online	8 th Reading	TBD
Apr 8	English II	TBD
May 7	All make-up STAAR English assessments scheduled to be administered from April 6 – May 7 must be completed by the end of this day	
STAAR		
May 4 – May 7	Algebra I/Biology/US History	TBD
STAAR		
May 6	8 th Science	TBD
May 7	8 th Social Studies	TBD
May 11	7 th Mathematics & 8 th Mathematics Retest	TBD
May 12	7 th Reading & 8 th Reading Retest	TBD
May 17	All make-up STAAR English assessments scheduled to be administered from May 6-12, 2019, must be completed by the end of this day.	
STAAR		
June 22	English I	TBD
June 22	8 th Mathematics Retest	TBD
June 24	English II	TBD
June 23	8 th Reading Retest	TBD
Window June 22-25	Algebra I/Biology/US History	TBD
June 29	All make-up STAAR English assessments scheduled to be administered from May 13-16, 2019, must be completed by the end of this day.	

APPENDIX G: COMPUTER ACCEPTABLE USE POLICY

ALBANY Independent School District is pleased to offer technological opportunities to our students, staff and administrators. Our goal is to promote educational excellence in the Albany Independent School District by facilitating safe and effective resource sharing, innovation and communication with schools, colleges, organizations, and individuals around the world through the Internet and other electronic information systems.

- Use of the Albany ISD network must be in support of education and research and be consistent with the educational objectives of Albany ISD.
- Use of the Albany ISD Electronic Communications & Data Management System must not interfere with the acceptable use of the network by staff or other students.
- Users must respect the privacy of others. Users shall not intentionally obtain copies of or modify files or data that belongs to anyone else without permission from the owner of the files/data. Users shall not distribute files or data that belongs to someone else without permission from the owner of the files/data.
- Albany ISD classes and/or activities often give students the opportunity to have pictures, announcements and/or examples of student work published on the Albany ISD web site. Images will be published without student names or with first names only and work will be given credit by initials or first names only.
- Students are prohibited from transmitting any material in violation of any United States or other state organizational laws. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret.
- Students are prohibited from creating or intentionally obtaining files, data and/or E-mail that contains objectionable material. Objectionable material includes, but is not limited to, lewd or foul language or images, materials that are abusive, threatening, harassing or damaging to another's reputation, or information to assist in technology theft or misuse.
- Students are prohibited from intentionally accessing objectionable material on the Internet. If you unintentionally access objectionable material, you are expected to immediately discontinue the access and report the incident to the supervising teacher or site administrator.
- For safety reasons, students are not allowed to access or participate in Internet chat rooms, forums, blogs or newsgroups.
- Students may not use any sort of Internet or network instant messaging program.
- Forgery or attempted forgery of E-mail messages and/or data is prohibited. Do not attempt to read, delete, copy, or modify the E-mail and/or data of other network users.
- Plagiarism and cheating using technology is prohibited.

The smooth operation of our systems relies upon the proper conduct of all its users. Please read and discuss this acceptable use policy (AUP) with your child. Sign the attached agreement together and return it to your child's campus. If you are interested in further information, please call the appropriate school office or the administration office at 325-762-3974.

The following policy for acceptable use of the Albany ISD network shall apply to all Albany ISD students.

Electronic Communications & Data Management System:

The Albany ISD Electronic Communications & Data Management System includes:

- Any and all computers owned by Albany ISD, networked or stand-alone

- Any and all peripherals attached to any network computer including, but not limited to modems, keyboards, monitors, mice, printers, scanners, and digital cameras
- Any and all servers attached to the Albany ISD network
- Any and all network hardware comprising the Albany ISD network
- Any and all computer program software and/or subscriptions licensed to Albany ISD
- Any and all software installed (with Technology Department authorization) on any network or stand-alone computer

Network & Internet Services:

- Although Internet access is filtered, it is possible that users may run across areas of adult content and/or material that might be found objectionable. Albany ISD will make every effort to educate and guide all Albany ISD network users in the proper use of the Internet; however, it is impossible to control all materials on the global network. Therefore, it is imperative that the user be held accountable for the appropriate utilization of the technology.
- Albany ISD makes no warranties of any kind, whether expressed or implied, for the network service it is providing. The District's system is provided on an "as is, as available" basis. Albany ISD will not be responsible for damages incurred while on this system.
- Albany ISD shall not be liable for users' inappropriate use of electronic communication resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and/or costs incurred by users.
- Albany ISD shall not be responsible for ensuring the accuracy, age appropriateness, and/or usability of any information obtained through its electronic services.

User Accounts:

- The Albany ISD network and Internet services are not private. The Albany ISD Technology Department and/or Albany ISD administrators may monitor data and/or users at any time to ensure proper use.
- Students in pre-kindergarten through third grades may have system access only through a group account.
- Students in fourth through twelfth grades will be assigned an individual account for system access.
- Do not share your account or password with anyone.
- Do not allow anyone else to use your account and do not use someone else's account.
- Do not leave your computer unattended. If you must leave your computer for a moment, either log off or lock the computer. Always log off when you are finished.
- The user is responsible at all times for the proper use of his/her account.

Computer Systems:

- Students are prohibited from downloading and/or installing files or software unless permission is granted by the Albany ISD Technology Department. All users must respect the legal protection provided by copyright license to programs, books, articles and data. Installation of unlicensed software will not be permitted under any circumstance.
- Students are not allowed to use any external data storage system (floppy disks, CD's, Flash drives, etc.) on the Albany ISD network unless the supervising teacher has approved that device.
- Students are not allowed to use personal devices (including, but not limited to, PDA's, laptops,

cell phones) to access the Albany ISD network unless the campus Principal grants prior approval and Albany ISD Technology Department.

- Students shall not attempt to write, produce, generate, copy, propagate or introduce any computer code designed to self-replicate, damage, change or otherwise hinder the performance of any computer's memory, file system, or software. Such software is known as a bug, virus, worm, Trojan, or similar name.
- Vandalism is defined as any malicious attempt to harm or destroy any equipment and/or data of another user or of any other networks that are connected to the system. Deliberate attempts to degrade and/or disrupt system performance are violations of District policy and may constitute criminal activity under applicable state and federal laws. Any vandalism will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences.

Inappropriate Use:

- The use of the Albany ISD network and Internet services is a privilege, and inappropriate use will result in cancellation or suspension of this privilege and/or disciplinary action in accordance with District policies and the Student Code of Conduct. Albany ISD administration will rule upon inappropriate use.
- Possible Consequences of Inappropriate Use:
 - o Suspension of user access to the system
 - o Termination/Revocation of the system user account
 - o Other disciplinary or legal action, in accordance with district policy and applicable laws.

APPENDIX H: EXTRACURRICULAR CODE OF STUDENT CONDUCT

I. Extracurricular Activities

The term “extracurricular activity” means any membership or participation in groups, clubs, and organizations recognized and approved by the Board of Trustees and school district and sponsored by the district or a campus, as well as non-curricular events, including but not limited to all University Interscholastic League (UIL) and non-UIL activities and student organizations, such as Student Council and National Honor Society. Extracurricular activities also include but are not limited to, public performances, dances, contests, and club events taken part in by Albany ISD students. All extracurricular activity participants, including elected and appointed officers of all campus organizations, are subject to the provisions of the Extracurricular Code of Student Conduct. Students are encouraged to participate in more than one extracurricular activity and to be involved in extracurricular activities throughout the year. Participation in extracurricular activities is a privilege and not a right.

Non-School Sponsored Sports and or other Activities.

Members of school-sponsored teams, especially varsity teams, are discouraged from participating in non-school-sponsored sports/activities during the school-sponsored season. This includes select, travel, and AAU teams, etc. Participation in non-school-sponsored sports/activities distracts athletes as well as risking possible injury further jeopardizing their school-sponsored team.

If an athlete is participating in a non-school-sponsored sport/activity during a school-sponsored sport/activity the head coach of the school-sponsored sport/activity must be made aware at the beginning of the season. It is the athlete's responsibility to communicate with the school coach/sponsor and make arrangements for any conflicts. The school-sponsored sport/activity is expected to come first and the athlete must expect consequences for any absences due to non-school-sponsored activity participation.

School-sponsored sport coaches/sponsors will address any missed practices and/or games according to their sport/activity makeup policy outlined at the beginning of the season. If the athlete fails to notify the coach of an absence, it will be considered unexcused and may result in suspension from following contests.

II. Jurisdiction

Student participation in extracurricular activities is encouraged. Albany ISD makes extracurricular activities available as an extension of the regular school program, with this important difference: participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Students who engage in extracurricular activities represent the entire student body and the Albany community. For this reason, their behavior must be exemplary and reflect the finest attributes of the total Albany ISD student body at all times and places.

Important goals of the extracurricular program are to give students direction in developing self-discipline, responsibility, pride, loyalty, leadership, teamwork, respect for authority, and healthy living habits.

Participation in extracurricular activities is a privilege, not a right. Therefore, Albany ISD is authorized to set higher standards for participants in extracurricular activities than it would for those students who choose not to participate in these activities. This Extracurricular Code of Student Conduct extends beyond the Albany ISD Student Code of Conduct not only in the types of behavior prohibited, but also in the corresponding consequences and jurisdiction for imposing discipline. This Extracurricular Code of Student Conduct will be enforced for all students in grades 7-12 who participate in any extracurricular activity:

- Regardless of whether or not school is in session;
- Regardless of whether the offense occurs on or off school property or at a school-related event;
- Regardless of whether the student is participating in, performing in, or attending the extracurricular activity at the time the prohibited conduct occurs;
- Regardless of whether or not the extracurricular activity is in-season; and
- Regardless of when or where the conduct occurs.

It is possible that a student who violates the Albany ISD Student Code of Conduct will incur consequences from both the appropriate school administrator and from his/her coach or sponsor for the same particular violation. It is also possible that a student participating in extracurricular

activities could violate the Extracurricular Code of Student Conduct and be subject to discipline by a coach or sponsor without having violated the Albany ISD Student Code of Conduct.

III. Conduct Expectations

The following conduct is expected of all participants. Failure to meet these expectations can result in disciplinary action by a coach, sponsor, or principal:

- Students in extracurricular at Albany Junior/Senior High School are expected to exemplify outstanding discipline, work ethic, and behavior in the classroom.
- Student commitment to a team or organization is expected for the entire season or activity. Students who participate in extracurricular activities that involve competition among schools and school districts will conduct themselves in a sportsmanlike manner at all times. This includes behavior toward visiting teams or hosting teams as well as the opponents' fans. Albany ISD participants will be noted for clean, tough, competitive play and show good sportsmanship and play to the best of their ability.
- Students should arrive at practices (including workouts), meetings, and events on time and prepared.
- Students who cannot be present for a practice (including workouts), meeting, or event should call the coach, sponsor, team captain, or club president as soon as they are aware that they will be absent. Missed practices, meetings, or workouts, unless excused at the discretion of the coach or sponsor, will be made up and a sponsor or coach has the right to assess disciplinary action if he/she deems it necessary.
- Injured or ill students who are unable to participate, but are able to attend a practice (including workouts), a meeting or events, are required to dress appropriately and sit or stand with the rest of the group.
- Students are required to show respect at all times to coaches and sponsors.
- Students will wear appropriate attire that promotes the positive image of an Albany student athlete.
- Male students participating in sports are required to be clean-shaven.
- Students should follow the rules promulgated in the Albany ISD Student Code of Conduct. Failure to do so may result in additional disciplinary measures related to the student's participation in extracurricular activities as determined by the coach or sponsor.
- Student conduct outside of school that reflects poorly on the district can be grounds for the removal of the privilege of participating in extracurricular activities.
- Student will comply with the AISD Student Code of Conduct.

IV Prohibited Conduct

Albany ISD students who participate in extracurricular activities are prohibited at all times from:

- Possessing, smoking/vaping, selling, or using tobacco products;
- Possessing, delivering, or using drug paraphernalia;
- Possessing, being under the influence of, selling, or delivering to another person look-alike drugs or items represented to be drugs or contraband of any kind;
- Possessing, selling, giving, delivering to another person, using, or being under the influence of marijuana, alcohol, any controlled substance, or any dangerous drug;
- Engaging in serious misbehavior, as that term is defined in the Albany ISD Student Code of Conduct;

- Attending any event at which underage drinking or smoking is occurring (students will be allowed a slight concession for an amount of time long enough to determine that a violation is occurring and to leave the premises);
- Riding in a vehicle containing alcohol unless a parent, guardian, or other responsible adult is present and aware of the presence of the alcohol.

V. Procedures

The coach, sponsor, and/or principal will determine, within a reasonable amount of time, whether an Extracurricular Code of Student Conduct violation has occurred. Once it has been determined that a violation of Extracurricular Code of Student Conduct has occurred, the following individuals will be notified:

- The student and the student's parent(s) or guardian(s) and/or
- The principal, and the school counselor. The counselor will provide counseling, support and guidance in dealing with issues associated with alcohol, drugs, mood-altering chemicals, and other prohibited activities, if relevant to the cause of the discipline.
- A signed record of the findings and decision will be kept on file for future reference.

Nothing in this Extracurricular Code of Student Conduct limits the authority of a coach, sponsor, or athletic director to impose reasonable sanctions, including extra workouts, for students who breach team or organization conduct expectations but do not engage in prohibited conduct as defined below.

VI. Disciplinary Action

Coaches and sponsors will review all the facts and circumstances surrounding a particular violation and impose appropriate disciplinary action. Coaches and sponsors will strive for consistency in meting out punishment for Extracurricular Code of Conduct violations, but will also exercise sound professional discretion. Violation of any of the above-mentioned rules by a student participating in Extracurricular activities will be subject to the following disciplinary actions:

1. **1st Offense:** suspension from all extracurricular activities for 21 calendar days, school holidays do not count towards the 21 days.
 - a. Removal from all elected offices the student holds.
 - b. The counselor will determine if counseling is needed depending on the incident and student. The length of time will be determined by the student's receptiveness to the counseling program.
2. **2nd Offense:** suspension from all extracurricular activities for 35 calendar days, school holidays do not count towards the 35 days.
 - a. Removal from all elected offices the student holds.
 - b. The counselor will determine if counseling is needed depending on the incident and student. The length of time will be determined by the student's receptiveness to the counseling program.
3. **3rd Offense:** Suspension from all extracurricular activities for a calendar year.
 - a. Removal from all elected offices the student holds.

- b. The counselor will determine if counseling is needed depending on the incident and student. The length of time will be determined by the student's receptiveness to the counseling program.

All suspensions begin with the next contest the student is involved in. Scrimmages do not start the suspension.

The student will be suspended from the extracurricular activity until the student is determined not guilty of all charges brought against him/her. If it is determined the student violated this code, he/she will be suspended according to the suspension clause.

The principal will not ordinarily interfere in a coach of sponsor's judgment regarding appropriate discipline but has the authority to increase or decrease the punishment based on his or her assessment of the situation.

VII. Insurance for Athletes

Albany ISD is not responsible for injuries of its students who are participating in extracurricular activities. However, Albany ISD may make available, to the parent/guardian, an opportunity to purchase insurance covering participation in practice or competition for athletes. The coverage for each injury will vary according to the accident. **This insurance is supplemental to personal coverage, if no personal coverage is taken out, the school's insurance will not pay more than the supplemental coverage.** For detailed information regarding athletic insurance, call the high school office at 762-3974.

VIII. Acknowledgement

A condition required for participation in any extracurricular activity or to holding any office (elected or appointed) is that the student must sign an acknowledgement that the student has read, understands and agrees to abide by the Extracurricular Code of Conduct. The student's parent or guardian must also sign an acknowledgement. The acknowledgement states that the signing party understands the consequences for engaging in prohibited conduct.

APPENDIX I: CLASS RANKING POLICY

General Information

For a student to be eligible for valedictorian, or salutatorian he/she must be enrolled in Albany High School five complete consecutive semesters. The consecutive semesters will be spring semester of the sophomore year and fall and spring semesters of their 11th and 12th grade year.

AJSH Honor Student eligibility

In order for a student to be recognized as an Albany High School honor student, top 25% of graduating class, the student must be enrolled in Albany High School 3 consecutive semesters to include the following semesters: Spring of 11th grade year AND fall and spring of the 12th grade year.

Students who have completed all the course requirements of the state of Texas on the regular, recommended or distinguished program but fail to pass all sections of the Exit level TAKS/STAAR will be allowed to receive a "Certificate of Completion" at the graduation ceremony. Students will be allowed to participate in and attend all events associated with the graduation. Once the student has passed all sections of the TAKS/STAAR tests he/she will receive a high school diploma.

Grade Point Average and Weighted Points

Calculation of WGPA (Weighted Grade Point Average) – Beginning with incoming Freshmen

1. Course must be on the list of courses below to be factored in to the WGPA.
2. Each semester grade is calculated towards WGPA.
3. Weighted Points from each semester grade to get WGP.
 - i. Level I Courses = +10 Points

Student A					Student B				
Course	Sem.	Semester Grade	Wt. Factor	WGPA Pts.	Course	Sem	Semester Grade	Wt. Factor	WGPA Pts.
Honors Eng. I	1	95	+10	105	English I	1	95	0	95
Honors Eng. I	2	96	+10	106	English I	2	96	0	96
Honors IPC	1	94	+10	104	IPC	1	94	0	94
Honors IPC	2	90	+10	100	IPC	2	90	0	90
Honors Geometry	1	97	+10	107	Geometry	1	97	0	97
Honors Geometry	2	97	+10	107	Geometry	2	97	0	97
Honors Algebra I	1	92	+10	102	Algebra I	1	92	0	92
Honors Algebra I	2	90	+10	100	Algebra I	2	90	0	90
Weighted GPA				103.875	Weighted GPA				93.875

Weighted Grade Point Average (WGPA) Courses

Level I (+10 weighted Points)	Level II (0 Weighted Points)
Honors/Pre-AP English I	English I
Honors/Pre-AP English II	English II
English DC	English III
Honors Algebra I	English IV
Honors Geometry	Algebra I
Algebra II	Geometry
Pre-AP Calculus	Algebra II
AP Calculus	Math Models
Honors IPC	IPC
Honors/Pre-AP Biology	Biology
Honors Chemistry	Chemistry
Physics	Advanced Plant and Soil Science
DC US History	US History/World Geography/ World History
DC Government/Economics	Economics
Spanish I (Class of 2017 and after all LOTE's will be Level II)	Government
Spanish II (Class of 2017 and after all LOTE's will be Level II)	Speech
	* Any substitute course for one on this list that is taken via correspondence, CBE or any other way will count as a Level II.
Dual-Credit and Concurrent-Credit Courses must meet the following criteria – Must be taught by a Cisco College/WTC or Albany adjunct professor must teach by distance learning or in the classroom on the Albany campus during the school year. These courses are subject to change each year as availability and requests are calculated.	All Core Dual Credit Courses that are needed for graduation. Math, Science, Social Studies and English are Level I weighted.

Dual Biology	Dual Credit Government
Dual Credit English	Dual Credit Economics
Dual Credit Anatomy and Physiology	Dual Credit Foreign Language
Dual Credit History	
Dual Credit Math	

Grade Point Average and Weighted Points

Calculation of WGPA (Weighted Grade Point Average)

- Course must be on the list of courses below to be factored in to the WGPA.
- Each semester grade is calculated towards WGPA.
- Weighted Points from each semester grade to get WGP.
 - Level I: Subtract 50 from each Semester's Grade.
 - Ex. If a student makes a 97 in the first semester of a Level I course they get a Weighted GPA of 47.
 - Level II: Subtract 60 from each Semester's Grade.
 - Ex. A student makes a 97 in the first semester of a Level II course they get a Weighted GPA of 37.
- A Zero is calculated in for any course, both Level I and Level II with a semester grade of 69 or less.

Below is an example of 2 students and how their grades are calculated.

Student A					Student B				
Course	Sem.	Semester Grade	Wt. Factor	WGPA Pts.	Course	Sem	Semester Grade	Wt. Factor	WGPA Pts.
Honors Eng. I	1	95	50	45	English I	1	95	60	35
Honors Eng. I	2	96	50	46	English I	2	96	60	36
Honors IPC	1	94	50	44	IPC	1	94	60	34
Honors IPC	2	90	50	40	IPC	2	90	60	30
Honors Geometry	1	97	50	47	Geometry	1	97	60	37
Honors Geometry	2	97	50	47	Geometry	2	97	60	37
Honors Algebra I	1	92	50	42	Algebra I	1	92	60	32
Honors Algebra I	2	90	50	40	Algebra I	2	90	60	30
Weighted GPA				43.875	Weighted GPA				33.875

Weighted Grade Point Average (WGPA) Courses

Level I (50 weighted Points)	Level II (40 Weighted Points)
Honors English I	English I
Honors English II	English II
Honors English III	English III
Honors Algebra I	English IV
Honors Geometry	Algebra I
Algebra II	Geometry
Pre-AP Calculus	Algebra II
AP Calculus	Math Models
Honors IPC	IPC
Honors Biology	Biology
Honors Chemistry	Chemistry

Physics	Advanced Plant and Soil Science
Honors World Geography	World Geography
Honors World History	World History
Honors US History	US History
Honors Government	Economics
Spanish I (Class of 2017 and after all LOTE's will be Level II)	Government
Spanish II (Class of 2017 and after all LOTE's will be Level II)	Speech
	* Any substitute course for one on this list that is taken via correspondence, CBE or any other way will count as a Level II.
Dual-Credit and Concurrent-Credit Courses must meet the following criteria – Must be taught by a Cisco College/WTC or Albany adjunct professor must teach by distance learning or in the classroom on the Albany campus during the school year. These courses are subject to change each year as availability and requests are calculated.	All Core Dual Credit Courses that are needed for graduation. Math, Science, Social Studies and English are Level I weighted.
Dual Biology	Dual Credit Government
Dual Credit English	Dual Credit Economics
Dual Credit Anatomy and Physiology	Dual Credit Foreign Language
Dual Credit History	
Dual Credit Math	

Summer, online, or correspondence courses

- Any course taken as a substitute to the above list of courses offered at AJSH will be weighted at Level II.

Out of District Courses:

- Out of district courses will be placed on the same level as Albany Jr./Sr. high school courses.
- In order to qualify for Level I weight the course must meet the following criteria:**
 - Course must be taken at another Texas ISD and designated as Honors or Advanced by the other School District.**
 - Course must be in the physical classroom with the school employee as the teacher.**
 - No correspondence, credit by exam or other type of course will qualify for Level I. These types of courses will be Level II if offered at AJSH. They will not count towards GPA if AJSH doesn't offer course.**
- Out of district “advanced and honors” course leveling will be applied if Albany Jr./Sr. High School has the “advanced or honors” designation for the out of district course. If not the course will not be counted towards class rank.
- If Albany Jr./Sr. High School does not have the “advanced or honors” designation, the course will be on the same level as the course offered by Albany Jr./Sr. High School.

APPENDIX J: GRADE CONVERSION CHART

The following chart is used to convert “letter” grades to “numeric” grades. Albany ISD high uses numeric grades to record student performance.

A+	98
A	95
A-	90
B+	88
B	85
B-	80
C+	78
C	75

Appendix K: TITLE I PARENT-STUDENT-TEACHER COMPACT

As a parent of a student at Albany Jr./Sr. High School:

- I will support my student by ensuring that he/she will attend school daily and arrive on time.
- I will provide a home environment that will encourage my student to learn and achieve academic excellence through daily reading and everyday problem solving
- I will communicate to my student the necessity of respect, responsibility, classroom discipline, and self-discipline
- I will communicate regularly with my student's teacher/s, participate in decisions related to his/her education and volunteer where I can

As a student at Albany Jr./Sr. High School:

- I will attend school regularly
- I will come to school prepared to follow the rules and be responsible for my conduct
- I will work cooperatively with students and staff members
- I will complete my school work and bring the necessary supplies

The faculty and staff of Albany Jr./Sr. High School will:

- Treat each child fairly by demonstrating care and concern for his/her needs
- Keep parents informed of their student's successes and challenges
- Provide a positive classroom environment that promotes active learning
- Provide quality teaching and leadership
- Modify/enhance instructional content to ensure that all students have an opportunity to meet and/or exceed state standards
- Encourage self-discipline through consequences of action which are fair and equitable to all students
- Provide opportunities for parents to visit our school and participate effectively in their child's education
- Upon request, provide parents with information regarding teacher and paraprofessional qualifications

As principal I, Glen Hill, represent all Albany Jr./Sr. staff in affirming this contract.

Appendix L: Bullying

BULLYING PROHIBITED: The District prohibits bullying as defined by this policy.

Retaliation against anyone involved in the complaint process set out in this policy is a violation of District policy.

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

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or oral expression or physical conduct and interferes with a student's education or substantially disrupts the operation of a school; and
2. Such conduct:
 - a. Has the effect or reasonably will have the effect of physically harming a student, damaging a student's property, or placing a person in reasonable fear of harm to the student's person or of damage to the student's property; or
 - b. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

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

FALSE CLAIM: A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying under this policy is subject to appropriate discipline.

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 promptly report may impair the District's ability to investigate.

REPORTING PROCEDURES/STUDENT REPORT: To obtain intervention and assistance, 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 professional employee.

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

REPORT FORMAT: A report may be made orally or in writing. If a report is made orally, the principal or designee shall prepare a written report from the oral information.

INVESTIGATION OF REPORT: The principal or designee shall determine whether the allegations, if proven, would constitute prohibited conduct under FFH(LOCAL), Freedom from Discrimination, Harassment, and Retaliation. If so, the matter shall be referred to the appropriate District official, as set out in FFH(LOCAL), for processing in accordance with that policy. If not, the principal or designee shall conduct an investigation based on the allegations of bullying. If appropriate, the principal shall promptly take interim action calculated to prevent bullying during the course of the investigation.

CONCLUDING THE INVESTIGATION: If the District official determines that the alleged conduct, if proven, would not be a violation of this policy or of policy FFH, the District official shall so notify the complainant/reporter in writing and dismiss the complaint. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional action.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether bullying occurred. If the alleged victim is facing possible disciplinary action based on a physical interaction or altercation with the alleged perpetrator, the report shall include a determination whether the victim used reasonable self-defense. A copy of the report will be filed with the Superintendent or other

appropriate administrator. The principal shall also communicate a summary of the report and its conclusions to the complainant.

NOTICE TO PARENTS: If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of both the victim and the perpetrator.

DISTRICT ACTION: In no circumstance shall the District be required to inform the complainant of the specific disciplinary or corrective action taken.

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 Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

STUDENT WITH DISABILITIES: Before a student with disabilities is disciplined for engaging in bullying, the District shall comply with state and federal requirements related to discipline of students with disabilities.

COUNSELING: If the results of the investigation indicate bullying occurred, the principal or designee shall inform the victim, the perpetrator, and any witnesses of District counseling options available to them.

TRANSFERS: If the results of the investigation indicate bullying occurred, policy FDB will apply to any transfer request.

IMPROPER CONDUCT: If the investigation reveals improper conduct that was not “bullying,” the District may nonetheless take appropriate disciplinary action consistent with the Student Code of Conduct or other corrective action to address the conduct.

CONFIDENTIALITY: To the extent possible, the District shall endeavor to protect the privacy of the complainant, persons against whom the complaint is brought, and witnesses. However, limited disclosures may be necessary in order to conduct a thorough investigation.

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

RECORDS RETENTION: The District shall retain records of the complaint and investigation in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES: Information regarding this policy and any related procedures shall be included annually in the employee and student handbooks. The policy and procedures shall be posted on the District’s Web site; a copy may also be obtained at each campus and the District’s administrative offices.

Appendix M: Cell Phone Violation Policy **In accordance with policy FNCE**

1. 1st Offense
 - a. \$15 fine due before phone is given back.
 - b. 1 day of lunch detention.
 - c. Device returned at the end of the student’s school day.
2. 2nd Offense:
 - a. \$15 fine due before phone is given back.
 - b. 3 days of Lunch Detention

- c. Device returned at the end of the student's school day.
3. 3rd Offense:
 - a. \$15 fine due before phone is given back.
 - b. 5 days of Lunch Detention.
 - c. Device returned at the end of the student's school day.
 4. 4th and Beyond:
 - a. \$15 fine due before phone is given back.
 - b. 1 Saturday School or ISS Assignment per violation over 4.
 - c. Device returned at the end of the student's school day.

APPENDIX M: Cheerleading, Newspaper/Yearbook Staffing/Parking

Cheer Leader Tryouts

All cheerleader tryouts (7th grade varsity) will follow the same format including a combination of outside judges, teacher evaluation and student votes. Tryouts are generally held in March. A student must have continuous enrollment the prior semester in order to tryout. Students must also meet the academic standards.

NEWSPAPER/YEARBOOK STAFFING

Staff members for the newspaper and yearbook will be selected at the discretion of the respective advisors of each publication. Inclusion in either program will be determined based on staffing needs each school year, and must be approved prior to the start of the school year. Priority will be given to students who have completed the basic journalism class.

Parking/Driving at School

Students driving cars to school are subject to all state and local traffic laws and regulations while they are on school property and must practice courteous and safe driving habits around school. The principal will establish student-parking areas (see below), and students must park only in those designated areas. Vehicles parked in unauthorized areas may be towed away at the owner's expense. Designated student parking areas are as follows:

Seniors	Before lunch on the street in front of school and in the Band Hall lot
Underclassmen	Before lunch in the parking lot between the Gym and the Activity Center

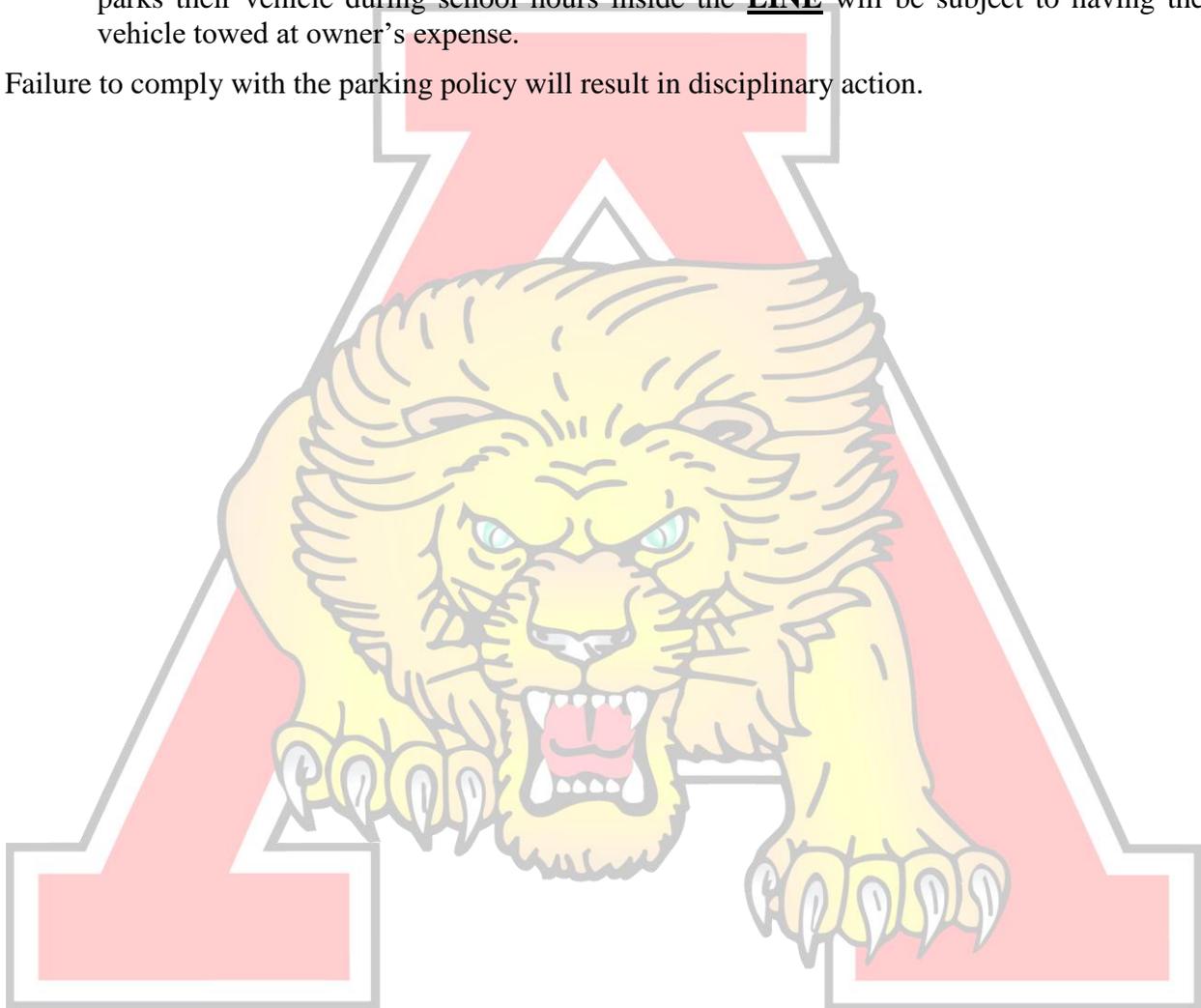
After lunch, juniors and seniors may park in any student designated areas.

In order to provide a safe environment, the following applies:

- Vehicles are not to be moved between classes unless the student is going to the elementary for class or to a medical or dental appointment.
- The speed limit is 25 miles per hour on the street, including the road to the Ag farm and 5 miles per hour in the band hall and gym parking lots.
- Exhibition of speed or breaking the speed limit will be reported to law enforcement officials and will result in school disciplinary action.

- Students may park on the street, the band hall parking lot and gym parking lot, as indicated above. Students **are not** allowed to park at the tennis courts, cafeteria or the back of the school during school hours from 7:55 a.m. until 3:40 p.m.
- Students are not allowed to sit in their vehicles during lunch or break.
- Students are not allowed to park around the Ag shop or field house.
- Students are not allowed to park inside the area between the gym, weight room and Ag shop. A **LINE** has been drawn between the weight room and gym and any student who parks their vehicle during school hours inside the **LINE** will be subject to having the vehicle towed at owner's expense.

Failure to comply with the parking policy will result in disciplinary action.



Appendix N: Signature Form due: BEFORE August 18, 2020

By signing this page, I have read and agree to all the information and agree to receiving it electronically. Paper copies can be requested from the High School Office. Refusing to sign does not absolve any student from abiding all the rules and regulations set forth in the AJSH Handbook, appendices, Extracurricular Code of Conduct and AISD Code of Conduct.

Student Handbook: AJSH Student Handbook

Student Code of Conduct: AISD Student Code of Conduct

Acceptable use of an Electronic Communications System: Appendix G of AJSH Student Handbook.

- My child May Use. My Child May NOT Use.

Extracurricular Code of Conduct: Appendix H of AJSH Student Handbook.

Cell Phone Policy: Appendix M of the AJSH Student Handbook.

Parent Permission for Student/s to Leave Campus: Pg. 40 of AJSH Student Handbook

- My child may leave campus. My child **may not** leave campus for activities.

Corporal Punishment: Pg. 7 of AISD Student Handbook, FO (LOCAL), FO(LEGAL).

* If you do not want corporal punishment administered attach to this form “a written, signed statement prohibiting the use of corporal punishment as a method of student discipline”. FO(LEGAL).

Publications, Video, Interactive TV, and Internet Consent

My child’s name, art work, written work, voice, or picture (video or still) may appear in any school publicity or publication, school buildings, school videos, or website.

- May be used. May not be used. (Includes the yearbook.)

Directory Information:

- Consent to release all information listed below for limited school sponsored purposes.
 Consent to only release: Name; Address, Phone #,
 Email, Photo, Recent School Attended,
 Degrees/Honors, Grade Level, Activity Participation,
 Ht./Wt. for rosters: for limited school sponsored purposes.
 DO NOT consent to release ANY information about child without written consent.

Title I A Pact: Appendix K of AJSH Student Handbook

As a parent of a student at Albany High School:

- I have read the Title I Part A parent and student pacts.

Parent Signature

Date

Student Signature

Date

