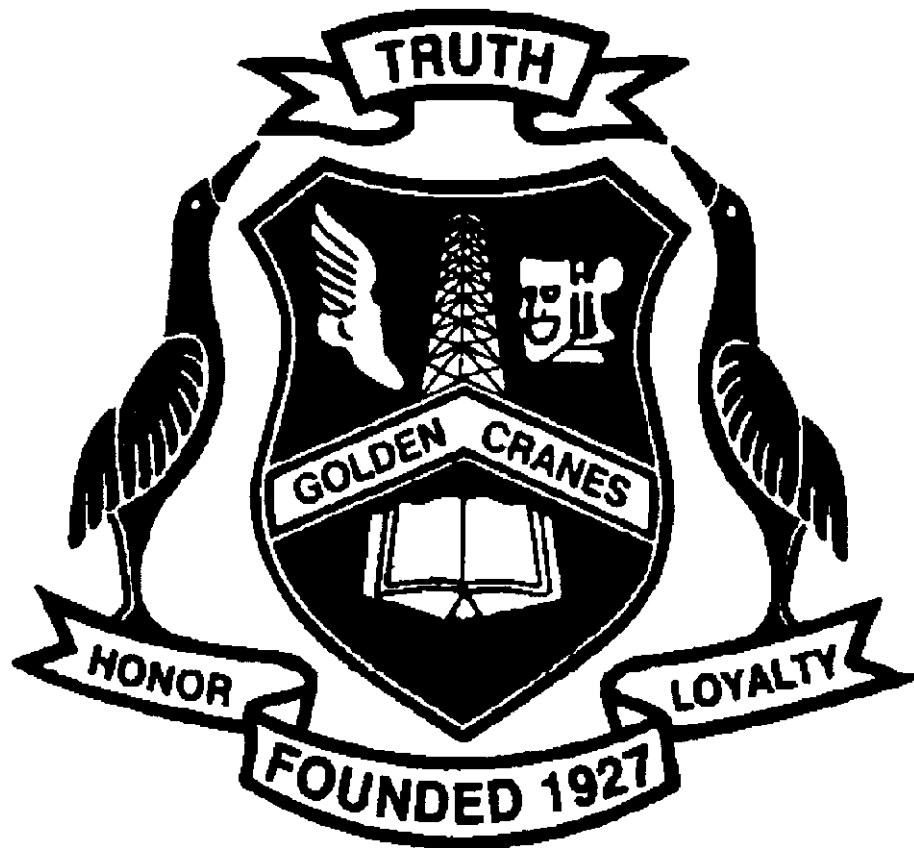


CRANE INDEPENDENT SCHOOL DISTRICT

Student Handbook (including Student Code of Conduct)

2014-2015



Crane Independent School District

511 WEST 8TH STREET

432-558-1022

CRANE INDEPENDENT SCHOOL DISTRICT ADMINISTRATION

BOARD OF TRUSTEES

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Twilah Ward, Vice President
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Jesse Gonzalez, Asst. Secretary
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Ken Eudy, Business Manager
Monty King, Maintenance Director
Naldo Esparza, Athletic Director
Glorietta North, Special Ed Director
Mendy McCarty, Cafeteria Manager

CRANE ISD MISSION STATEMENT

Crane schools are part of a community that personalizes learning and nurtures
thoughtful, knowledgeable citizens

and we believe.....

- ✓ student learning is our highest priority.
- ✓ students learn best when taught with love, compassion and understanding
- ✓ students learn and master skills at different rates and in different ways.
- ✓ each student is unique and has worth.
- ✓ students learn best when motivated and inspired.
- ✓ community and parental involvement is critical to student success.
- ✓ success motivates.
- ✓ learning requires the active participation of the learner.
- ✓ independent thinking is essential.
- ✓ expectations affect outcomes.
- ✓ learning is a lifelong process.

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Acknowledgment Form

My child and I have received a copy of the Crane ISD Student Handbook, Crane ISD Student of Conduct for 2014–2015 and Electronic Use Policy. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the *Student Code of Conduct*. If I have any questions regarding this handbook or the *Student Code of Conduct* document, I should direct those questions to the campus principal: Crane Elementary School, Nicole Jeffery, 432-558-1050; Crane Middle School, Lori Schulze, 432-558-1040; Crane High School, Tony Priest, 432-558-1030.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

<i>Please sign and date this page, remove it from the handbook, and return it to the student's campus office.</i>
--

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Parent Statement Prohibiting Corporal Punishment

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC). [See FO and the SCOC]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Crane ISD, and I prohibit the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian: _____

Signature of parent or guardian: _____

Date: _____

Name of student: _____

Campus: _____

Grade: _____

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**Notice Regarding Directory Information and
Parent's Response Regarding Release of Student Information**

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

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, yearbook, recognition activities, news releases, or athletic programs.

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

Parent: Please circle one of the choices: DO GIVE or DO NOT GIVE

I, parent of _____ (student's name), **(do give) (do not give)** the district permission to release the information in this list in response to a request.

Parent signature _____ Date _____

Please sign and date this page, remove it from the handbook, and return it to the student's campus office.

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Random Drug Testing Authorization Form

Date: _____

Current Year Grade Level: _____

Participant's Name (Print): _____

Parent/Guardian Name (Print): _____

Address: _____

I acknowledge that I have received a copy of the Crane Independent School District's Random Drug Testing Policy. I recognize and understand that I could be asked to provide a urine sample for drug analysis. I consent to any such testing conducted as part of the district's drug testing policy. I agree that I will not refuse to take any such test or otherwise dispute the district's right to conduct any such test(s) on me. I have been given the right to ask questions about the drug testing policy and I fully understand its provisions.

Listed below are the prescription drug(s) and dosages that my son/daughter takes on permanent basis:

Drug Name: _____ Dosage: _____

Drug Name: _____ Dosage: _____

Check box below if applicable:

☐ My son/daughter **does not** take any prescription medication on a permanent basis.

Consent for Testing

Participant's Signature

Date

Parent/Guardian Signature

Date

Note: This document will be valid for the student's participation in any targeted program.

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University Interscholastic League



**Parent and Student Agreement/Acknowledgement Form
Anabolic Steroid Use and Random Steroid Testing**

- Texas state law prohibits possessing, dispensing, delivering or administering a steroid in a manner not allowed by state law.
- Texas state law also provides that body building, muscle enhancement or the increase in muscle bulk or strength through the use of a steroid by a person who is in good health is not a valid medical purpose.
- Texas state law requires that only a licensed practitioner with prescriptive authority may prescribe a steroid for a person.
- Any violation of state law concerning steroids is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Criminal Justice.

STUDENT ACKNOWLEDGEMENT AND AGREEMENT

As a prerequisite to participation in UIL athletic activities, I agree that I will not use anabolic steroids as defined in the UIL Anabolic Steroid Testing Program Protocol. I have read this form and understand that I may be asked to submit to testing for the presence of anabolic steroids in my body, and I do hereby agree to submit to such testing and analysis by a certified laboratory. I further understand and agree that the results of the steroid testing may be provided to certain individuals in my high school as specified in the UIL Anabolic Steroid Testing Program Protocol which is available on the UIL website at www.uil texas.org. I understand and agree that the results of steroid testing will be held confidential to the extent required by law. I understand that failure to provide accurate and truthful information could subject me to penalties as determined by UIL.

Student Name (Print): _____ Grade (9-12) _____

Student Signature: _____ Date: _____

PARENT/GUARDIAN CERTIFICATION AND ACKNOWLEDGEMENT

As a prerequisite to participation by my student in UIL athletic activities, I certify and acknowledge that I have read this form and understand that my student must refrain from anabolic steroid use and may be asked to submit to testing for the presence of anabolic steroids in his/her body. I do hereby agree to submit my child to such testing and analysis by a certified laboratory. I further understand and agree that the results of the steroid testing may be provided to certain individuals in my student's high school as specified in the UIL Anabolic Steroid Testing Program Protocol which is available on the UIL website at www.uil texas.org. I understand and agree that the results of steroid testing will be held confidential to the extent required by law. I understand that failure to provide accurate and truthful information could subject my student to penalties as determined by UIL.

Name (Print): _____

Signature: _____ Date: _____

Relationship to student: _____

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**PARENT’S OBJECTION TO THE RELEASE OF STUDENT INFORMATION TO
MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION**

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

PARENT: Please complete and return the following to your child’s school.

I, Parent of _____(*student’s name*), request that the district
RELEASE or **NOT RELEASE** my child’s name, address and phone number to a
military recruiter or institutions of higher education upon their request.

Parent signature

Date

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CRANE ISD STUDENT RESIDENCY QUESTIONNAIRE

Name of LEA: _____

Name of Student: _____ School: _____

Gender: M or F Date of Birth: _____ Grade: _____ ID# _____
Month Day Year

Address: _____ Phone: _____

The answer you give below will help the district determine what services you or your child may be able to receive under the McKinney-Vento Act. Students who are protected under the McKinney-Vento Act are entitled to immediate enrollment in school even if they don't have the documents normally needed, such as proof of residency, school records, immunization records, or birth certificate. Students who are protected under the McKinney-Vento Act may also be entitled to free transportation and other services.

Where is the student currently living? (Please check one)

- ☐ In a shelter
- ☐ With another family or other person because of loss of housing or as a result of economic hardship (Sometimes referred to as “doubled-up”)
- ☐ In a hotel/motel
- ☐ In a car, park, bus, train, or campsite
- ☐ Other temporary living situation (Please describe):

If any of the above circles are checked please fill out the remaining pages.

- ☐ In permanent housing

Print name of Parent, Guardian or Student
(For unaccompanied homeless youth)

Signature of Parent, Guardian, or Student
(For unaccompanied homeless youth)

Date: _____

The information on this form is required to meet the law known as the McKinney-Vento Act 42 W. S. C. 11434a (2), which is also known as Title X, Part C, of the No Child Left Behind Act.

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. Texas Education Code Sec. 25.002 (3)(d).

All of the questions below refer to the student that is enrolling.

Today's date: _____ **School:** _____

Name: _____ **ID #:** _____

Birth Date: _____ **Grade:** _____

Last school attended: _____ **Last District attended:** _____

Address where the student sleeps at night:

(Street Address, apartment #, City, Zip)

How long has the student been at this address?

Main phone #: _____ **Other Phone #:** _____ **# for emergencies:** _____

“✓” all circles below that best describes where the student sleeps at night, leave blank those that don't apply

- ☐ In a home that the student's parent or legal guardian owns or rents (C189=0)
- ☐ In a place that does not have windows, doors, running water, heat, electricity, or is overcrowded (C189=3)
- ☐ Staying with a friend or relative because of loss of housing, economic hardship, or a similar reason (C189=2) Ex: eviction, foreclosure, fire, flood, lost job, divorce, domestic violence, kicked out by parents, ran away from home
- ☐ In a shelter (C189=1) Ex: living in a family shelter, domestic violence shelter, children/youth shelter, FEMA housing)
- ☐ In an unsheltered location, such as: (C189=3)
 - ☐ A tent
 - ☐ A car or truck
 - ☐ A van
 - ☐ An abandoned building
 - ☐ On the streets
 - ☐ At a campground
 - ☐ In the park

- In a bus or train station
- Other similar place
- In a hotel or motel because of loss of housing or economic hardship (C189=4) Ex: eviction, foreclosure, cannot get deposits for permanent home, flood, fire, hurricane)
- In a transitional housing program (C189=1) (Housing that is available as part of a program for a specific length of time only and is partly or completely paid for by a church, a nonprofit organization, governmental agency, or another organization)
- The Student lives here because of a natural disaster. “√” the type of disaster below and provide the requested information:
 - Hurricane – Name of hurricane: _____
 - Flood _____
 - Tornado _____
 - Wildfire _____
 - Other -- Please describe: _____

 - Date the natural disaster took place: _____
 - Where the natural disaster took place, including county: _____

If the student does not sleep in any of the places described above, tell below where the student does sleep:

Provide the following information for school-age siblings (brothers and/or sisters) of the student:

Last name	First Name	Brother or sister	Stay at the same place?	Grade	School	District

List all other school-aged children that stay in the same place

Last Name	First Name	Grade	School	District

Signature of Person Providing Information

Date

Parent/Legal Guardian/Caregiver/Unaccompanied Student

For School Use Only

I certify the above named student qualifies for the Child Nutrition Program under the provisions of the McKinney-Vento Act.

McKinney-Vento Liaison Signature

Cuestionario de Residencia Para El Estudiante de Crane ISD

Nombre de LEA: _____

Nombre del estudiante: _____ Escuela _____
:

Sexo: M o F **Fecha de nacimiento:** _____ **Nivel:** _____ **ID #** _____
Apellido Nombre
Mes Día Año

Dirección: _____

Teléfono:

La respuesta que se da a continuación le ayudará al distrito determinar que usted o su hijo pueda recibir bajo la Ley McKinney-Vento. Los estudiantes que están protegidos por la Ley McKinney-Vento tienen derecho a la inscripción inmediata en la escuela, incluso si no tienen los documentos que normalmente se necesitan, como prueba de residencia, registros escolares, registros de vacunación, o certificado de nacimiento. Los estudiantes que están protegidos por la Ley McKinney-Vento también pueden tener derecho al transporte gratuito y otros servicios.

Dónde está el estudiante actualmente? (Por favor marque uno)

- En un refugio
- con otra familia u otra persona a causa de la pérdida de la vivienda o como resultado de las
- dificultades económicas (Algunas veces conocido como "doble-up")
- En un hotel / motel
- En un carro, parque, autobús, tren o camping
- Otra situación de vivienda temporal (por favor describa):

Si alguno de los círculos por encima se comprueban por favor complete el resto de páginas.

- En una vivienda permanente

_____ Fecha: _____

Escriba el nombre del padre, tutor o Firma del padre, tutor o estudiante
(Para los jóvenes sin hogar)

_____ Fecha: _____

Escriba el nombre del padre, tutor o Firma del padre, tutor o estudiante
(Para los jóvenes sin hogar)

Se requiere que la información en este formulario para cumplir con la ley conocida como la Ley McKinney-Vento Act 42 WSC 11434a (2), que también se conoce como Título X, Parte C, de la ley No Child Left Behind.

Presentar información falsa o la falsificación de documentos es un delito bajo la Sección 37.10 del Código Penal, y la inscripción del niño con documentos falsos la persona con la responsabilidad de pagar la matrícula y otros costos. Código de Educación de Texas §. 25.002 (3) (d).

Todas las preguntas que siguen se refieren a que el estudiante que se inscribe.

Fecha de hoy: _____ **Escuela:**

Nombre: _____ **ID #:**

_____ *Apellido Nombre*

Fecha de nacimiento: _____ **Nivel:**

Última escuela que asistió: _____ **Último Distrito que asistió:**

Dirección en la que el estudiante duerme en la noche: _____

(Dirección, apartamento #, ciudad, código postal)

¿Por cuánto tiempo ha estado el estudiante en esta dirección?

Teléfono principal #: _____ **Otro # de teléfono:** _____ **# en caso de emergencia:** _____

"√" todos los círculos que mejor describe donde el estudiante duerme en la noche, deje en blanco los que no se aplican

- ☐ En una casa que los padres del estudiante o tutor legal es dueño o alquila (C189 = 0)
- ☐ En un lugar que no tiene ventanas, puertas, agua corriente, calefacción, electricidad, o está superpoblado (C189 = 3)
- ☐ Con un amigo o familiar debido a la pérdida de la vivienda, problemas económicos, o una razón similar (C189 = 2) Ex: desalojo, ejecución hipotecaria, incendios, inundaciones, pérdida de trabajo, divorcio, violencia doméstica, expulsado por los padres, se escapó del hogar
- ☐ En un refugio (C189 = 1) Ex: vivir en un refugio familiar, refugio de violencia doméstica, los niños / refugio juventud, FEMA vivienda)
- ☐ En un lugar sin techo, tales como: (C189 = 3)
 - ☐ Una tienda de campaña
 - ☐ Un auto o camión
 - ☐ Una camioneta

- o Un edificio abandonado
- o Por las calles
- o Por un camping
- o En el parque
- o En una estación de tren o autobus
- o Otros sitios similares
- o En un hotel o motel debido a la pérdida de la vivienda o dificultades económicas (C189 = 4) Ex: desalojo, ejecución hipotecaria, no puede conseguir los depósitos para el hogar permanente, inundaciones, incendios, huracanes)
- o En un programa de vivienda de transición (C189 = 1) (Vivienda que está disponible como parte de un programa para un período específico de tiempo y sólo en parte o totalmente pagada por una iglesia, una organización sin lucro, agencia gubernamental u otra organización)

El estudiante vive aquí debido a un desastre natural. "✓" el tipo de desastre a continuación y proporcione la información solicitada:

- o Hurricane - Nombre del huracán:

- o Inundaciones
- o Tornado
- o Incendios forestales
- o Otros - Por favor

describa: _____

- o Fecha del desastre natural : _____
- o Cuando el desastre natural se llevó acabo, incluyendo el condado: _____

Sí el estudiante no duerme en cualquiera de los lugares escritos anteriormente, diga dónde duerme el estudiante: _____

Proporcione la siguiente información para los hermanos de edad escolar (hermanos y / o hermanas) del estudiante:

Apellido	Primer nombre	Hermano o hermana	permanecer en el mismo lugar	Nivel	Escuela	Distrito

Anote todos los niños de edad escolar que se quedan en el mismo lugar:

Apellido	Primer nombre	Hermano o hermana	permanecer en el mismo lugar	Nivel	Escuela	Distrito

Firma de la persona que provee la información

Fecha

Padre / Tutor Legal / Cuidador / Estudiante no acompañado

Para uso exclusivo de la Escuela

Yo certifico que el estudiante nombrado arriba califica para el programa de nutrición infantil en las disposiciones de la Ley McKinney-Vento.

McKinney-Vento Firma

Use of Student Work in District Publications

Occasionally, Crane ISD wishes to display or publish original student work, which may include personally identifiable student information as defined in the Student Handbook, to promote student academic and extracurricular activities on the district's Web site, a Web site affiliated or sponsored by the district, such as a campus or classroom Web site, and in district publications.

Original student work includes artwork, projects, photos taken by the student, or other academic or creative work. The district may also wish to publish or display original video and voice recordings.

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

Parent: please circle one of the choices below and check the applicable boxes:

I, parent of _____ (student's name), **(do give)** **(do NOT give)** my permission for the following to be displayed or published by the district:

- ☐ Original student work
- ☐ Voice recordings
- ☐ Video recordings

Parent signature: _____

Date: _____

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REQUEST FOR FOOD ALLERGY INFORMATION

(The District must request, at the time of enrollment, that the parent or guardian of each student attending the District disclose the student's food allergies. This form will satisfy this requirement. Additional information regarding food allergies, including maintaining records related to a student's food allergies, can be found at FD and FL.)

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety.

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food.

Food:	Nature of allergic reaction to the food:

The District will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy. [See FL]

Student name: _____ Date of birth: _____

Grade: _____

Parent/Guardian name: _____

Work phone: _____ Home phone: _____

Parent/Guardian Signature: _____ Date: _____

Date form was received by the school: _____

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CRANE MIDDLE SCHOOL
School/Parent Compact
2014-2015

In an effort to build and develop a strong and responsible partnership that will help our children achieve the State's high academic standards, the following compact is agreed upon:

PARENT RESPONSIBILITIES

As parents, we will support our children's learning by promoting a learning atmosphere at home, including monitoring school attendance, homework completion, and extracurricular/leisure activities. We will attend parent/teacher conferences, as well as meetings, workshops, and student activities, whenever possible. We will stay informed about our children's education through communication with the school by prompt reading of all notices/letters from the school or district received by student, school website, or mail, and responding as appropriate. We will support and/or participate in school committees and/or PTSA if feasible. We will become real participants in our children's education.

STUDENT RESPONSIBILITIES

As students, we will take responsibility for our own learning and will also share responsibility with parents and school to improve our academic achievement to achieve the State's high standards. We will attend school every day, participate in class, complete assignments, and abide by school rules, thus showing we are respectful, responsible, caring trustworthy, and fair citizens of Crane Middle School.

SCHOOL RESPONSIBILITIES

Crane Middle School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards. We will hold annual parent-teacher conferences to keep parents informed about their children's academic progress, and additionally will provide parents with frequent progress reports. We will also provide parents reasonable access to staff as appropriate, as well as opportunities for parents to participate in their children's class and activities when feasible. We will provide parents opportunities to serve on school committees and PTSA. We will strive to work with parents to better the education of all students of Crane Middle School.

AS THE PARENT OF A STUDENT AT CRANE MIDDLE SCHOOL, I PLEDGE TO CARRY OUT MY RESPONSIBILITIES DESIGNATED ABOVE TO THE BEST OF MY ABILITY. I WILL ALSO ENCOURAGE MY CHILD TO CARRY OUT HIS/HER RESPONSIBILITIES AS WELL.

Parent Signature

Date

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CRANE ELEMENTARY SCHOOL

School/Parent Compact

2014-2015

In an effort to build and develop a strong and responsible partnership that will help our children achieve the State's high academic standards, the following compact is agreed upon:

PARENT RESPONSIBILITIES

As parents, we will support our children's learning by promoting a learning atmosphere at home, including monitoring school attendance, homework completion, and extracurricular/leisure activities. We will attend parent/teacher conferences, as well as meetings, workshops, and student activities, whenever possible. We will stay informed about our children's education through communication with the school by prompt reading of all notices/letters from the school or district received by student, school website, or mail, and responding as appropriate. We will support and/or participate in school committees and/or PTSA if feasible. We will become real participants in our children's education.

STUDENT RESPONSIBILITIES

As students, we will take responsibility for our own learning and will also share responsibility with parents and school to improve our academic achievement to achieve the State's high standards. We will attend school every day, participate in class, complete assignments, and abide by school rules, thus showing we are respectful, responsible, caring trustworthy, and fair citizens of Crane Elementary School.

SCHOOL RESPONSIBILITIES

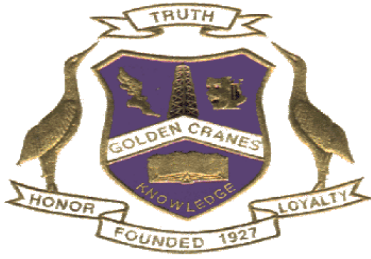
Crane Elementary School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's academic achievement standards. We will hold annual parent-teacher conferences to keep parents informed about their children's academic progress, and additionally will provide parents with frequent progress reports. We will also provide parents reasonable access to staff as appropriate, as well as opportunities for parents to participate in their children's class and activities when feasible. We will provide parents opportunities to serve on school committees and PTSA. We will strive to work with parents to better the education of all students of Crane Elementary.

AS THE PARENT OF A STUDENT AT CRANE ELEMENTARY SCHOOL, I PLEDGE TO CARRY OUT MY RESPONSIBILITIES DESIGNATED ABOVE TO THE BEST OF MY ABILITY. I WILL ALSO ENCOURAGE MY CHILD TO CARRY OUT HIS/HER RESPONSIBILITIES AS WELL.

Parent Signature

Date

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Crane Independent School District

511 W. 8th St.

Crane, TX 79731

(432) 558-1064 (432) 558 1066 Fax

www.craneisd.com

TO THE PARENTS/GUARDIANS OF STUDENT BUS RIDERS:

OUR #1 GOAL OF EACH DAY IS TO TRANSPORT ALL STUDENT BUS RIDERS SAFELY TO AND FROM SCHOOL.

In order to accomplish this goal, we need the cooperation of the student bus riders. Good student behavior while entering, riding and leaving the bus contributes in many ways to safe transportation. Such conduct makes it possible for the driver to give full attention to the roadway and other drivers.

Please review the following information with your child concerning student conduct on the bus. The primary purpose of rules and procedures on the buses are for the safety of all students. Your child's cooperation in following all rules and procedures is appreciated by the drivers who are the final authority on their bus. Assigned seating according to grade level is a common practice and is up to the driver's and/or aide's discretion. Continued or persistent refusal to submit to the authority of the bus driver and bus aide shall be sufficient reason for a pupil to be denied transportation. We have *School Bus Conduct Violation Reports* to inform parents of problems on the school bus.

Parents must make sure that school has the correct address where your child will be picked up and delivered as well as the correct phone numbers of parents or legal guardians. For questions concerning buses, routes, or drivers, please call the Transportation Dept. at 432-558-1064 between the hours of 7:30am and 4:30pm. Bus students whose parents cannot be reached and are not home, will be taken back to their campus offices.

STUDENT CONDUCT ON SCHOOL BUSES: School buses shall be considered an extension of the classroom and students are expected to conduct themselves accordingly. Students being transported in school owned vehicles shall comply with the Student Code of Conduct. Behavior which is not permitted includes but is not limited to the following:

- | | |
|---|---|
| 1. Being disobedient or disrespectful to the bus driver or bus aide | 10. Littering the bus |
| 2. Standing or moving around while the bus is in motion | 11. Disturbing others |
| 3. Sticking head or hands out of the window | 12. Tampering with or vandalizing the bus and/or equipment |
| 4. Throwing objects out of a window or inside the bus | 13. Damaging or destroying bus seats |
| 5. Loud talking, laughing or music | 14. Using laptops on the bus |
| 6. Using tobacco | 15. Possessing or being under the influence of Marijuana, alcohol, a controlled substance, a dangerous drug, or a "look-alike" (something represented to be a prohibited substance) |
| 9. Making obscene gestures to other riders or those outside the bus | 16. Using threatening language and/or threatening gesture |

CONSEQUENCES

First Bus Report – the student will have a conference with the principal and disciplinary action may be taken. The student shall retain bus privileges contingent upon not receiving another bus report. The parent will be notified of the offense.

Second Bus Report – if the student receives a second bus report within the same semester (or within a short space of time), then he/she loses bus privileges for up to 10 days.

Third Bus Report – the student loses bus privileges for up to 30 days.

Fourth Bus Report – the student may lose bus privileges for the remainder of the semester. If the offense occurs in the last six weeks of the semester, the student may be suspended for the next semester. After returning to the bus in the following semester, if the student receives another bus report, he/she will lose bus privileges for the remainder of the school year. In each instance, the parent shall be notified.

*Notice: In the event of participation in a major offence, a student may lose bus privileges for an undetermined length of time.

**NOTICE: Audio and/or video recording devices are utilized by the school district on school property and on school buses.

Parent Signature: _____

Student Signature: _____

PREFACE

To Students and Parents:

Welcome to school year 2014–2015. Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Crane ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

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

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

Both students and parents should become familiar with the Crane ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook, posted online at www.craneisd.com or in the principal’s office.

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

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

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

given as is reasonably practical under the circumstances.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the principal.

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

1. Acknowledgement of Electronic Distribution of Handbook form which covers
 - a. Student Handbook
 - b. Student Code of Conduct
 - c. Electronic Use Agreement
2. Request to Disallow the Administration of Corporal Punishment Form;
3. Notice Regarding Directory Information Form
4. Random Drug Testing Authorization Form
5. Anabolic Steroid Use and Random Steroid Testing Form
6. Release of Information to Military Recruiters and Institutions of Higher Education Form
7. Student Residency Questionnaire
8. Use of Student Work in District Publications Form
9. Photography/Videography Release Form
10. CMS and CES School/Parent Compact for 2014-2015
11. Food Allergies

See **Obtaining Information and Protecting Student Rights** and **Directory Information** for more information.

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

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Crane ISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. (See Academic Counseling and Academic Programs.)
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 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 for more information.
- Becoming a school volunteer. ([For further information, see policies at GKG and the building principal.)
- Participating in campus parent organizations. Parent organizations include: Crane PTSA.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the building principal.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council**.

- Be aware of the school’s ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Yolanda Carr and may be contacted at 558-1022.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.

- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. Also see Removing a Student from Human Sexuality Instruction for further information.

Displaying a Student's Artwork, Photos and Other Projects

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

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,

- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

See **Student Records** for further information.

Granting Permission to Video or Audio Record a Student

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

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

Granting Permission to Receive Parenting and Paternity Awareness Instruction

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

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

Currently, Crane ISD does not offer a curriculum in human sexuality. Should this topic be covered in the course of instruction in another class, the following guidelines are guidelines to which the district will adhere.

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

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

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

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

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

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

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

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, or if you have questions related to the use of electronic media by district employees, contact the campus principal.

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook. A signed statement must be provided each year.

You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous grounds.
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the

same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. See Bullying, policy FDB and policy FFI.

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see **Special Programs** in this handbook or contact Special Education Director, Glorietta North, at 432-558-1032.

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten (10) district business days before bringing the service animal on campus.

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

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 school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a

copy of the report to the parent.

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

The following Web sites provide information to those who are seeking information and resources specific to students with disabilities and their families:

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Glorietta North at 432-558-1032.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent related to leave or

deployment activities may be excused by the district. The district will permit no more than 10 excused absences per year for this purpose. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

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

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.
- Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, 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; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

The address of the superintendent's office is 511 West 8th Street, Crane, Texas.

The address(es) of the principals' offices are:

- **Crane Elementary School:** 300 W. 7th Street, Crane, Texas 79731
- **Crane Middle School:** 1000 Vivian, Crane, Texas 79731
- **Crane High School:** 509 W. 8th Street, Crane, Texas 79731

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), Report Cards/Progress Reports and Conferences in this handbook, and Student or Parent Complaints and Concerns in this handbook for an overview of the process.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.craneisd.com.

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

Please note:

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

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

Directory Information

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

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

Directory Information for School-Sponsored Purposes

The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored activities, new releases, or athletic programs.

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

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

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

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

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

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

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

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

Failure to Comply with Compulsory Attendance

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

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

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.
- For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.
- If a student age 12 through 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

See policy FEA(Legal).

Attendance for Credit

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

principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).

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

Official Attendance-Taking Time

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

Official attendance is taken on all campuses each school day at 10:00 a.m.

A student absent for any portion of the day, including at the official attendance-taking time,

should follow the procedures below.

Parent's Note after an Absence

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

Notes will not be accepted more than 3 days after the student's return to school.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

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

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. For more information, see Academic Counseling in this handbook and policies at EIF

AWARDS AND HONORS

All awards are subject to the approval of administration and directors.

National Honor Society (NHS)

The National Honor Society is the leader among organizations and societies that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of

scholarship, character, leadership and service. Our school is one of thousands chartered with a chapter that follow the Constitution.

Selection to NHS is a privilege, not a right. Students do not apply for membership in the National Honor society; instead, they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council in each school. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. NHS is more than just an honor roll and the extent to which the local chapter emphasizes the other components of the selection process (leadership, service, and character) should be carefully included in the selection process guide-lines. To give aspiring students some guidance in their preparation for possible membership selection, we include a description of traits and requirements:

Scholarship

All candidates will be considered for membership when they have completed four semesters of work, or at the end of their sophomore year. Candidates eligible for election to the chapter shall have a minimum scholarship average of 108 Crane High School grade points. This scholastic level of achievement shall remain fixed, and shall be the required minimum scholastic level of achievement for admission to candidacy. All students who can rise in scholarship to or above such a standard may be admitted to candidacy for election for membership.

Leadership

The student who exercises leadership:

- √ Is resourceful in proposing new problems, applying principles, and making suggestions
- √ Demonstrates initiative in promoting school activities
- √ Exercises positive influence in promoting school activities
- √ Contributes ideas that improve the civic life of the school
- √ Is able to delegate responsibilities
- √ Exemplifies positive attitudes
- √ Inspires positive behavior in others
- √ Demonstrates academic initiative
- √ Successfully holds school offices or positions of responsibility
- √ Conducts business effectively and efficiently
- √ Demonstrates reliability and dependability

Is a leader in the classroom, at work, and in other school or community activities

- √ Is thoroughly dependable in any responsibility accepted
- √ Is willing to uphold scholarship and maintain a loyal school attitude

Service

The student who serves:

- ✓ Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- ✓ Works well with others and is willing to take on difficult or inconspicuous responsibilities
- ✓ Cheerfully and enthusiastically renders any requested service to the school
- ✓ Is willing to represent the class or school in inter-class and inter-scholastic competition
- ✓ Does committee and staff work without complaint
- ✓ Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged
- ✓ Mentors persons in the community or students at other schools
- ✓ Shows courtesy by assisting visitors, teachers, and students

Character

A person of character demonstrates the following six qualities:

- ✓ respect,
- ✓ responsibilities,
- ✓ trustworthiness,
- ✓ fairness,
- ✓ caring, and
- ✓ citizenship

In addition, it can also be said that the student of character:

- ✓ Takes criticism willingly and accepts recommendations graciously
- ✓ Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- ✓ Upholds principles of morality and ethics
- ✓ Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- ✓ Demonstrates the highest standards of honesty and reliability
- ✓ Regularly shows courtesy, concern, and respect for others
- ✓ Observes instructions and rules, is punctual, and faithful both inside and outside the classroom
- ✓ Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies
- ✓ Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- ✓ Actively helps rid the school of bad influences of environment

All deliberations and individual votes of the members of the Faculty Council shall be confidential and only the final results of such deliberations and votes shall be made a matter of general knowledge outside the council.

Once a candidate's qualifications for character, leadership, service, and scholarship are evaluated, the candidacy is approved or denied. A formal letter is sent from the advisor informing the candidate of their acceptance or denial. One induction ceremony will take place each school year. This ceremony will be held during the fall semester.

All NHS members will be required to perform 20 hours of community service before May 21 of each school year. Hours must be approved by the faculty sponsor. Pre-approval by the sponsor is recommended. A record of hours will be kept by each member and turned in before the deadline.

Participation in Crane High School's UIL Academic program may be substituted for community service with the approval of the faculty sponsor. Students choosing this option must have at least 5 hours of documented, after-school practice time and compete in the district UIL Academic Meet.

UIL Literary

Crane High School letter awards will be made to students who participate in UIL contest on the following basis:

Regulations:

- √ To any high school student, grades 9-12 who contributes points at the District UIL meet, or
- √ To any senior who participated in the District meet, but has not contributed points during his/her high school career upon the recommendation of his/her sponsor.
- √ Such letter awards are controlled by rules and regulations of the University Interscholastic League and by the Board of Trustees of the Crane Independent School District.

Band

All band awards will adhere to UIL Rules and Regulations. Band awards will be determined by the band directors based on student's behavior, work ethic, musical ability, leadership, and attitude.

Band Letter Jacket Awards are based on the following requirements:

- √ All seniors graduating in band are to receive a letter jacket award.
- √ Any high school band student, regardless of classification, who meets any two of the following criteria:

- a first division in Marching
- a first division in Solo & Ensemble (instrumental or twirling)
- a first division in Concert & Sight-Reading
- qualifies for All-Region Band
- qualifies for Jazz Region Band
- qualifies for All-State Band

Athletic Letter Jackets

Athletes are eligible according to the rules of the University Interscholastic League. Crane High School letter jackets will be awarded to athletes who participate in athletics on the following basis:

- ✓ The athlete is in high school
- ✓ The athlete was on the varsity team for at least half the regular season of that activity.

Vocational

All vocational students who receive a first division at the state contest are eligible to receive a letter jacket award, provided that they are eligible under the rules and regulations of awards of the UIL

Art

- Students may receive a letter jacket award in Art if they meet the following criteria:
- ✓ Receive a judges score of 4 on their artwork evaluation and student interview at the Visual Arts Scholastic Event (VASE).
 - ✓ Qualify for state at the VASE competition.

Symbolic Award

Symbolic awards will be given only in one activity each year after the first jacket award has been obtained. Students in any event lettered may select a symbolic award. All letter awards are controlled by rules and regulations of the UIL and by the Board of Trustees of the Crane ISD.

Other Awards

Students are awarded for various other accomplishments involving academic performance, character, attendance, etc. from time to time.

Crane Elementary Award Programs Honor Roll

Crane Elementary School maintains honor rolls for students in grades 1-5. To be eligible for the A honor roll each six weeks, students must have an average of 90 or above in each of the academic areas of Language Arts, reading, spelling, mathematics, science, and social studies.

For medals at the end of the year, students must have a 90 average for every six weeks.

To be eligible for the A-B honor roll each six weeks, students must have an A or B average in those same academic areas.

To be eligible for end of year medals, students must have an A or B average every six weeks.

BULLYING

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

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

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

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

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

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the

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

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's web site.

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

[Also see School Safety Transfers, Hazing and policy FFI(LOCAL).]

Also see Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing, and the district improvement plan including within the handbook and in the campus office.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Auto Mechanics, Technology Applications, Family and Consumer Science, Cosmetology and Industrial Arts, Principals of Health. Admission to these programs is based on individual student needs and interests.

Crane ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.

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.

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

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://snpn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2011 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

Students and parents should contact the counselor or principal for further information about automatic admissions, the application process, and deadlines. For further information, see policies at EIC.

Policy EIC may be found online at www.craneisd.com and has reprinted below:

Calculation	The district shall include in the calculation of class rank grades earned in all high school credit courses regardless of when the credit was earned, unless excluded below.
Exclusions	The calculation of class rank shall exclude grades earned in or by band; physical education; athletics; independent studies; office or teacher aide; applied music; and remediate courses.
End-of-Course Assessment Scores	The district shall not include scores from end-of-course (EOC) assessments in calculations for class rank.
Weighted Grade System Categories	The District shall categorize and weight courses as Enriched and Regular in accordance with provisions of this policy.
Enriched Courses	Eligible Enriched courses shall include Honors, AP, and dual credit courses.
Regular Courses	All other eligible courses shall be designated as Regular courses.

Weighted Numerical Grade Average	The District shall assign weights to semester grades and calculate a weighted numerical grade average, in accordance with the following scale: <table> <tr> <td>Category</td><td>Weight</td></tr> <tr> <td>Enriched</td><td>Multiplied by 1.4</td></tr> <tr> <td>Regular</td><td>Multiplied by 1.2</td></tr> </table> The District shall record unweighted numerical grades on student transcripts.	Category	Weight	Enriched	Multiplied by 1.4	Regular	Multiplied by 1.2
Category	Weight						
Enriched	Multiplied by 1.4						
Regular	Multiplied by 1.2						
Transferred Grades	When a student transfers grades for properly documented courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District, if same course is offered to the same class of students in the District.						
Local Graduation Honors	For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose. For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. (See EIC(Legal))						
Valedictorian and Salutatorian	The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. Students who entered grade 9 prior to the 2011-2012 school year shall not be subject to the following eligibility requirements for valedictorian and salutatorian. Application of the following provisions began with students who entered grade 9 in the 2011-2012 school year. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in the District high school for the three semesters immediately preceding graduation and have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation.						
Breaking Ties	In case of a tie in weighted numerical grade averages, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:						

	Compute the weighted numerical grade average to a sufficient number of decimal places until the tie is broken. Compare ACT scores, if the same test was taken by all students involved in the tie. Compare SAT scores, if the same test was taken by all students involved in the tie. Compare the grades in AP courses taken by each student involved in the tie. Compare the grades in Honor courses taken by each student involved in the time. If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title.
Honor Graduates	The District shall recognize as an honor graduate each student who has all students whose weighted numerical grade averages comprise the top ten percent of the students in the graduating class.

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.

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

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

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012 term, the University will be admitting the top nine percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered

by the University through an independent review process.

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

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

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

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), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Odessa College and UTPB;
- Certain CTE courses.

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

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

COMPLAINTS AND CONCERNS

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

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be

sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

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

Disruptions of School Operations

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

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

Social Events

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

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

CONTAGIOUS DISEASES / CONDITIONS

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

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8-11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

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

Personal Counseling

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

Also see suicide awareness within the handbook.

Psychological Exams, Tests, or Treatment

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

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

COURSE CREDIT

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

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

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

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

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 201 y3–2014 school year include:

Dates Scheduled:

October 7, 2014
November 19, 2014
November 20, 2014
January 6, 2015
June 8, 2015
June 9, 2015

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

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

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

Credit by Exam – Failure to Report

Students who register for a Credit by Examination session and fail to report at the appropriate time will be required to reimburse the district for the cost of the exam.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

[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 or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

Sexual Harassment 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.

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

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

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

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

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

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

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

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

DISCRIMINATION

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

DISTANCE LEARNING

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

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

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 within this handbook. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student’s final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

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

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

The additional distance learning opportunities available to district students are Odessa College and University of Texas of the Permian Basin.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper, *The Crane*, and the yearbook, *The El Ave*, are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal. See Directory Information for School-Sponsored Purposes for additional information

Nonschool Materials...from students

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

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials...from others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

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

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

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

General Guidelines:

- Articles of clothing with pictures, emblems, symbols, slogans, or writings that are lewd, offensive, vulgar, obscene, contain sexual innuendoes, or cause disruption to the educational process are prohibited.
- Articles of clothing that advertise or depict tobacco products, alcoholic beverages, drugs, controlled substances, or other outlawed items are prohibited.
- See-through attire is unacceptable.
- Tight clothing that fits closely to the body is prohibited.
- Articles of clothing with holes; that are frayed, worn, or that would reveal undergarments or body parts are not permitted.
- Students may not wear boxers, pajamas, or other sleepwear as outerwear.
- All articles of clothing must be worn as it is designed to be worn (i.e., not backwards or inside out).
- Revealing fashions should not be worn.

Shirts and Dress Tops

- Shirts must be worn at all times while in the classroom, on school grounds, or at school-related or school-sponsored events.
- Boys - shirts and dress tops must have sleeves that cover the shoulders of the student.
- Girls – shirts and dress tops must have a shoulder 2" wide.
- Undergarments should not be visible.
- Shirts must be long enough to cover the midriff.

- Spandex tops, leotards, and tube tops are prohibited.
- Shirts with cutouts or that expose the back are prohibited.

Pants, Shorts, Capris, Skirts, Skorts, or Dresses

- Dresses, shorts, skirts, slit skirts, or split skirts must reach mid thigh or longer.
- All must fit over the hips at the waist.
- Undergarments should not be visible
- Pants may not sag or bag at the waist or drag on the ground.
- No baggy or sagging oversized clothing is allowed.
- Oversized pockets are not allowed.
- Spandex material, tight or form fitting pants, stretch pants, or leggings must be covered by a garment reaching mid thigh
- Biker shorts, and cutoffs are prohibited.

Footwear

- For reasons of health and safety, shoes must be worn at all times.
- The following footwear is prohibited due to health or safety concerns:
 - house shoes
 - beach footwear
 - flip flops
 - roller shoes

Certain classes may require students to wear certain types of footwear. For example, athletic shoes may be required for physical education classes (which includes shoes with a backstrap for elementary) and closed toe shoes may be required for chemistry.

Hair and Headwear

- Hairstyles or designs that are disruptive or distractive to the school environment are prohibited (i.e., Mohawks, rattails, dreadlocks, patterns or shavings in the hair, or spikes).
- Hair color that is disruptive or distractive to the school environment is prohibited (i.e., colors other than natural hair colors).
- Wigs may not be worn unless there is a medical exception.
- Notching of the eyebrows is prohibited.
- Hats, caps, sweatbands, scarves, bandanas, hoods, visors, or other head coverings are prohibited in the classroom or school building except on approved occasions.

Males

- Hair will not fall below the top of the eyebrow. Hair length on the sides or back of the head will not be longer than the top of the shirt collar or 1" above a shirt that has no collar.
- Sideburns may not exceed the bottom of the earlobe.
- Males may not wear any length of ponytails, braids, etc., in order to avoid compliance with the dress code.
- Afro style hairstyles may not exceed more than three inches.
- Beards and goatees are prohibited. Mustaches are permitted as long as the mustache, including the sides of the mustache, do not extend the student's bottom lip.
- Shirts must have sleeves.

Jewelry and Accessories

- Appropriately worn earrings are permitted for females only. Earrings include clip earrings, pierced earrings or studs, or any item used as a post in a pierced ear.
- Facial piercing of any kind is prohibited.
- Lip and nose wear (i.e., rings and studs) is prohibited.
- Tongue rings or studs are prohibited.
- Eyebrow rings or studs are prohibited.
- Belly rings or studs are prohibited.
- Band-aids may not be used to cover earring piercings.
- Jewelry that causes a distraction or that could be dangerous to the student or other individuals is prohibited (i.e., necklaces made out of safety pins and chain links).
- Mouth grills or mouth pieces that are worn over a student's teeth that serve only a decorative purpose are prohibited.
- All tattoos must be covered at all times while in the classroom, on school grounds, or at school-related activities or school-sponsored events.
- Males are prohibited from wearing make-up or fingernail polish.
- Contacts that are an unnatural eye color (ie., purple), "Wild Eye" contacts, or contacts that alter the normal shape and look of the pupil are prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.

Coats or Winter Attire

- No jackets, coats, or vests may be longer than the student's knees.
- All winter weather attire must comply with dress code provisions.

Exceptions to Dress Code

- Medical conditions may qualify for an exception from certain dress and grooming policies. However, any exceptions must receive prior approval by the campus administrator and be supported by documentation from a physician.
- Certain recognized religious or spiritual beliefs may qualify for an exception from provisions of the dress code. However, any exceptions must receive prior approval by the campus administrator.

Certain extracurricular activities or events may qualify students for an exception, when appropriate, from provisions of the dress code. However, any exceptions to the dress code must receive prior approval by the campus administrator.

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones. Cell phones- Ipods- or any other type of electronic device must be turned "OFF" and kept out of sight during the school day. (From when students arrive on campus in the morning until the end of the school day). Extracurricular use is at the discretion of the sponsor. However, inappropriate use as outlined below is subject to consequence. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

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

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

Possession and Use of Other Personal Electronic Devices

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, including earbuds and/or headphones. Teachers will collect the items and turn them in to the principal's office. These devices will be treated the same as cell phones.

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

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

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

Acceptable Use of District Technology Resources

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit** , **Grading Guidelines**, **Graduation**,, and **Standardized Testing**.

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.

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

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks. The following courses have been recognized by Crane ISD as exempt from these requirements:
 - Any and all AP courses
 - Any and all Dual Credit (Concurrent) courses
 - Calculus AB
 - Calculus BC
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.

- A student is allowed in a school year up to 15 absences not related to post-district competition. 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.

(For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups**).

Students are encouraged to participate in school activities beyond the classroom. Research shows that school is a more rewarding experience when students feel ownership and have opportunities to apply their skills and knowledge.

The following is a partial list of organizations and clubs sponsored by Crane High School:

Band

The high school band is an important part of our school activities. Band members are expected to contribute many hours of personal effort toward making this organization a success. The high school band participates in University Interscholastic League activities and other events during the school year.

Cheerleaders

The purpose of cheerleading is to promote school spirit and involve students and adults in sportsmanlike support. Tryouts are held in the spring of the preceding school year. The Varsity Squad will be open to all students entering the 9th, 10th, 11th, and 12th grades. There will be 12 cheerleaders and one mascot elected by a panel of judges. Eligibility for tryouts will be determined according to the following criteria:

1. Candidates who are ineligible at the time of tryouts will be allowed to tryout.
2. The candidate must not have been ineligible more than once during the current school year.
3. A candidate must have his/her parent's consent before he/she will be allowed to tryout.
4. After the candidate signs up to try-out for cheerleader or mascot, they and a parent/guardian **MUST** attend a meeting when rules and tryout information is given. Any parental substitutions must be cleared through the sponsor prior to the meeting. Notification must come from the parent or guardian.
5. Any cheerleader or mascot candidate must have no more than one discipline violation that results in a consequence of ISS and no violations that result in a consequence of AEP during the current year.
6. Any cheerleader or mascot that leaves the squad during the year and/or does not fulfill their duties will not be eligible to tryout the following year.

The judges will be from out of town and will all be affiliated with the UCA (Universal

Cheerleaders Association), if possible.

Extracurricular Academics

Crane High School is a member of the University Interscholastic League. Students can participate in the following list of UIL literary events:

- Informative Speaking, Persuasive Speaking, Prose, Poetry, Lincoln-Douglas Debate, Cross-Examination Debate, Accounting, Calculator, Computer Science, Computer Application, Mathematics, Ready Writing, Current Issues, Number Sense, Spelling, Science, Social Studies, Journalism, One-Act Play and Literary Criticism.

Athletic Activities

The following are areas of athletic competition in which Crane students can compete:

BOYS

Football
Basketball
Golf
Tennis
Powerlifting
Track
Baseball
Cross country

GIRLS

Volleyball
Basketball
Golf
Tennis
Powerlifting
Track
Softball
Cross country

Eligibility to Participate

1. During the first grading period, a student is eligible if he/she was promoted at the end of the previous year, or has accumulated the required number of units toward graduation. See the PROMOTION and GRADE CLASSIFICATION sections in this handbook or the principal for more information on promotion.
2. A student participating in University Interscholastic League (UIL) will be suspended from participation after a grading period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class (other than an identified honors or advanced class). This suspension continues for three school weeks. The grades will be subsequently reviewed at the end of each three-week period; the suspension will be removed if the student's grade is equal to or greater than the equivalent of 70.
3. Students taking identified honors and advanced classes and scoring below a 70 will be exempt from No Pass, No Play rules. Exemptions are intended to encourage hard working students who want to take challenging courses.

4-H and High School Rodeo

Students are encouraged to participate in the Crane County 4-H program and Texas High School Rodeo. Students must be passing all basic subject areas: however, to be eligible to attend stock shows or rodeo events, all make-up work must be completed upon the student's return to school. Students and/or students' parents are responsible for confirming with the school if a child is passing three weeks prior to participation in the stock show and rodeo.

Publications

The Crane is the school newspaper published and edited by the high school journalism class. Contributions from all students are invited and news leads and suggestions from students, faculty members, and citizens of the community are helpful.

El Ave is the high school yearbook, sold only by subscription each fall and distributed the following August.

Skills USA (Auto Mechanics and Cosmetology)

Students taking Auto Mechanics and Cosmetology are encouraged to be members of Skills USA. This enables them to enter district and state contests provided for them.

Student Council

The Crane High School Student Council is an organization designed to help provide better solutions for the problems of school life, to establish laws of good creed, cooperation, loyalty and fair play, to preserve good understanding between the student body and faculty and to support all forms of student activities, thereby promoting school spirit.

Student Council is designed to give students a share in the management of the school and the decision-making process. It encourages students to participate and become involved in school activities and develops within the individual a sense of responsibility for personal conduct and behavior. Student Council contributes to the total educational growth of the student.

Each class will elect six representatives made up equally of both male and female. The seventh member of the council will be the president of the class. Any Crane High School student may apply for an Associate Membership in the Student Council at the beginning of the grading period, provided that the student has been determined to be eligible, according to UIL rules. Associate Members are governed by the same rules as representatives except for the fact they have no voting rights.

Texas Association of Future Educators (TAFE)

TAFE is a career and technology organization open to all high school students. TAFE is dedicated to providing students the opportunities for exploration of education careers. Students participate in leadership development through competitions on a Regional and State level. Senior classification members may apply for recognition of graduation cords.

Qualifications for graduations cords are listed in the Chapter By-laws.

Technology Education

The Technology Education Club is made up of students who are interested in furthering their knowledge of the subject area in Technology Education. Each year, club members compete in the regional and state TSA (Technology Student Association) U.I.L. contest with either individual projects, team projects, or written subject matter tests.

Standards of Behavior

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

For further information, see policies at FM and FO. For student-organized, student-led groups, see Meetings of Noncurriculum-Related Groups.

Offices and Elections

In order to obtain the best possible student leadership and to prevent interference with scholastic pursuits, all student leaders are expected to possess certain traits of character and personality, which will inspire the cooperation of group members. Scholarship, good citizenship, dependability, and cooperation are important traits to be considered.

If it should become necessary in the best interests of the students and the school, the administration may remove any student from an office of leadership, retract any position of honor, deny any privilege of service, and prevent any further activity by the student in an organization. Failure on the part of a student to maintain good scholarship, to comply with the rules and regulations of the school, to show interest in fulfilling the duties of an office, or to cooperate with the faculty sponsor are among the reasons for which a student may be disqualified for an office of responsibility and leadership.

Any student dismissed from an organization or removed from an office as a result of breach of conduct will be ineligible for re-election to such organization or office until the beginning of the next year.

FEES

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

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

Any required fee or deposit may be waived if the student and parent are unable to pay.

Application for such a waiver may be made to the principal. [For further information, see policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a

location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation.

GRADE CLASSIFICATION

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

GRADING GUIDELINES

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

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

Relation to Essential Knowledge and Skills. The district shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district objectives.

Guidelines for Grading. The superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment. Guidelines for grading shall be clearly communicated to students and parents.

The following grading guidelines will apply:

1. If final exams are given, the principal will keep the final examination papers on file until the beginning of the next school year.
2. A student receiving an incomplete for a six-week grading period has one calendar week from the last day of the six weeks to convert the incomplete grade to an earned grade.

Grade Books. Each teacher must maintain accurate, up-to-date grade books using the District's accepted electronic grade book system. Grade books must be updated on a weekly basis. The following information must be recorded in the grade book:

1. A record of attendance for each student.
2. Quiz and exam grades, and any daily grades and project grades, identified with a notation at the column heading.
3. Grade reductions as a result of unexcused absences. Late assignments, or academic dishonesty, if allowed by Board policy.

Grade books will be available for examination by administrators at all times and will be filed with the principal at the end of the school term.

Six-Week and Semester Numerical Grade Averages. Six-week and semester numerical grades will be averaged according to the following weights:

- | | | | |
|----|-----------|-----------------|---|
| 1. | Six-Week: | Daily grades | 30-50% |
| | | Quizzes | 10-30% |
| | | Major tests | 40-60% (includes CSCOPE unit tests/benchmarks/six-week tests) |
| 2. | Semester: | Six-week grades | 85% |
| | | Semester exam | 15% |

Number of Grades per Six-Week Period. A minimum of 8 grades (at least 1 per week for each subject area) must be recorded for each student during the six-week grading period.

Progress Reports to Parents. Teachers will use the following techniques, as applicable, in maintaining communication with parents:

1. Report cards, with comments as appropriate.

2. Written notices regarding excellent or unsatisfactory performance, attendance, conduct, and the like.
3. Personal conferences.
4. Telephone communication.

Teachers will notify parents immediately upon ascertaining that a student is performing below a level that will permit him or her to meet promotion requirements in accordance with EIE(Local).

Report Cards. Report cards are normally issued to students the week following the close of each six-week period during the school year. At the close of each school year, the final report card is issued at a time and in a manner designated by each school principal.

With the exception of the report card at the end of the year, all report cards are to be signed by the parent and returned to the school.

Interim Reports. Teachers must issue interim reports at the midpoint of each grading period to the parents of all students with a grade average below 70. Teachers may issue interim reports for other students as well. See EIA(Local).

Exceptions. Campus principals may allow exceptions to these guidelines as he/she determines appropriate.

Conferences. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

Academic Dishonesty. A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Makeup Work. Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

Tests. Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up 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 shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

Late Projects. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.

Unexcused Absences. The District shall not impose a grade penalty for make-up work after an absence because of suspension.

Exemptions from Semester Tests

If semester tests are given, exemptions for semester tests will be granted to all students who meet the following criteria during a semester and have cleared all fines:

<u>Grade</u>	<u>Attendance</u>	<u>Discipline</u>
70-79	1 Absence	No ISS Assignments, No AEP Assignments
80-89	2 Absences	No ISS Assignments, No AEP Assignments
90-100	3 Absences	No ISS Assignments, No AEP Assignments

Three tardies will be considered an absence for exemption purposes.

Absences are counted towards exemption status in every circumstance with the following exceptions:

- Absence in a school related activity;
- Hospitalization-verified *in writing*.;
- Two College Days (Juniors & Seniors Only)-verified *in writing* by the college;
- Death in the immediate family as defined by board policy for school employees;
- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and

Documented health-care appointments, including absences for recognized services for student diagnosed with autism spectrum disorders.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014–15 school year must successfully:

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

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

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

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

Testing Requirements for Graduation

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

If a student fails to perform satisfactorily on an EOC assessment, the district will provide

remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program.

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

The information in the table below is subject to change pending TEA interpretation.

Courses	Number of credits Minimum Program	Number of credits Recomm ended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Languag e Arts	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies	3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3

Courses	Number of credits Minimum Program	Number of credits Recomm ended Program	Number of credits Advanced/ Distinguished Achievement Program
Fine Arts		1	1
Electives	6.5 credits	5.5 credits	4.5 credits
Academic Elective	1 credit from any of the following: World History World Geography any science course approved by SBOEStudies		Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

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

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

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

- 1) An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
- 2) Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended

scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

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

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

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

Foundation Graduation Program

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and

transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

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

The foundation graduation program requires completion of the following credits:

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
Language other than English***	2	2
Fine Arts	1	1
Electives	5	7

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

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

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

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

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

Personal Graduation Plans for Students under the Foundation Graduation Program

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

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent.

OR

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

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

[See policy FMH(LEGAL).]

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

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes a STAAR Modified or STAAR Alternate EOC assessment, the score on the EOC assessment will not be used as 15 percent of the final course grade, and is not required to be used toward the student's cumulative score for graduation.

Graduation Activities

Graduation activities will include:

- Commencement Ceremony.

Graduation Speakers

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

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

Graduation Expenses

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

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the counselor for information about other scholarships and grants available to students.

HARASSMENT

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

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused

by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

- What are the symptoms?

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

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for

people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

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

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 student 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.craneisd.com

Also see policy FFAF.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. Because lice spread so easily, the district will need to exclude any student found to have live lice until after one treatment of an FDA-approved shampoo or cream rinse, which can be purchased from a drug store or grocery

store.

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

More information on head lice can be obtained from the TDSHS Web site at:

<http://www.dshs.state.tx.us/schoolhealth/lice.shtm> .

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in [30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters]. For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council (SHAC)

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

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

[See **Removing a Student from Human Sexuality Instruction**

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 the campus principal to obtain the results of his or her child's physical fitness assessment

conducted during the school year.

Vending Machines

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

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products, nicotine products, e-cigarettes, vaping devices, or like devices, etc. by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

Asbestos Management Plan

The district 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 in the office of Monty King, Maintenance/Transportation Director. If you have any questions or would like to examine the district's plan in more detail, please contact Monty King, the district's designated asbestos coordinator, at 432-558-1064.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Monty King, the district's IPM coordinator, at 432-558-1064

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Tony Priest at 432-558-1030.

HOMEWORK

Crane Elementary School

Homework may not be assigned on Wednesday, on weekends, or over student holidays. Homework should require little parental assistance and should take no more than 30-45 minutes for the average student to complete. Parents/guardians are asked to monitor their child's homework assignments and check to see that assignments are complete. Students are encouraged to read their AR library book every night.

Crane Middle School and Crane High School

The CMS/CHS staff recognizes that homework contributes toward building responsibility, self-discipline and lifelong learning habits, and that time spent on homework directly influences a students' ability to meet the district's academic standards. CMS/CHS expects students and parents/guardians to view homework as a routine and important part of student's daily lives. Although it is the student's responsibility to do most homework assignments independently, CMS/CHS expects students at all grade levels to use parents/guardians as contributing resources. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher. To further support students' homework efforts, the grade level teachers have established a tutorial schedule where students can receive encouragement and clarification about homework assignments from teachers.

IMMUNIZATION

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

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the 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. licensed physician stating that, in the doctor's opinion, the

immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the TDSHS Web site:
<http://www.dshs.state.tx.us/immunize/school/default.shtm.>]

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

IN-SCHOOL SUSPENSION

In-School Suspension (ISS)

The Crane ISD In-School Suspension will operate under rules consisting of the following:

- Student is to report directly to the I.S.S. campus by 7:45 a.m. (school clock). If students are not present at this time, they will be given an additional day. Students are responsible for their own transportation. Students riding route buses will be unloaded at the I.S.S. campus.
- Students must bring all necessary textbooks, paper, pen, pencil and any other necessary materials to do all academic work assigned.
- Students will be assigned a study cubicle by the I.S.S. supervisor. Remain seated at all times in a good upright position. You must face the wall at all times. Student's eyes must be affixed at all times to the material pertinent to completing the assignment. Students must not be day dreaming and must be working at all times.
- A student in need of assistance (help with understanding an assignment, finished an assignment and need additional work, need a reference book, sharpen a pencil, or for any other reason) should hold up his/her hand without looking around. The supervisor will come to you.
- You must be working on school-assigned work at all times. No non-school related material (comic books, magazines, etc.) are to be brought to the I.S.S. room.
- Gum or tobacco, in any form, is not allowed.
- Students are given one restroom break at 10:00 in the morning and one at 1:30 in the afternoon. You will use the restroom near the I.S.S. room. You will be allowed to go only one at a time.
- Lunch time is 12:00 to 12:20. Each student will be expected to bring his or her own lunch (brown bags) or the student may purchase a sack lunch from the cafeteria while in the I.S.S. room. No caffeine or carbonated drinks will be allowed. Students will eat lunch in the cubical. There will be no talking.
- If you are absent a day from school while assigned to I.S.S. regardless of the reason, this day must be made up in I. S. S.
- Students should keep their feet off the wall and chairs as far forward as possible in the

cubicles.

- Students will be dismissed at 3:34 p.m. Students must leave the building immediately.
- Bus students will wait at the front door for their route bus.

The I.S.S. supervisor will decide if the assigned student has done satisfactory work, followed proper rules and maintained the proper attitude necessary for meeting I.S.S. requirements. Failure to meet requirements will mean extra days assigned to I.S.S.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to

be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS

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

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

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office to 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 the 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 the student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Crane ISD is an open campus for grades 6 through 12. Elementary students, grades PK-5 will not be allowed to leave campus during the lunch period without first going through the process as described in the "Leaving Campus" instructions set out above.

At Any Other Time During the School Day

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

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

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

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 cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence

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

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

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

Crane Elementary School

All Elementary students are given an opportunity to make up missed work. Upon the student's

return from an absence, the following guideline for make-up work is to be followed:

- For each school day missed, the student will receive one day for each day out to make up all work missed.
 - Example: if a student is out of school for three days, he/she has three days to make up the work.
- Make-up work is due upon the day of return if assigned before the absence.

DAEP Make-up Work

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

MEDICINE AT SCHOOL

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

- Only authorized employees, in accordance with policies at FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Crane ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil

Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Jim T. Rumage, Superintendent, 511 West 8th Street, Crane, Texas, 432-558-1022.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Glorietta North, Special Education Director, 511 West 8th Street, Crane, Texas, 432-558-1032.
- All other concerns regarding discrimination: See the superintendent, Jim T. Rumage, 511 West 8th Street, Crane, Texas, 432-558-1022.

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma**.

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

The district periodically conducts certain health screenings as required. (See FFAA(LEGAL).

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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

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

PRAYER

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

PROMOTION AND RETENTION

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

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

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

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be

promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

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

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

RELEASE OF STUDENTS FROM SCHOOL

See "LEAVING CAMPUS"

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any courses near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. See Working Together.

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

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

with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school the next school day.

RETALIATION

See Dating Violence, Discrimination, Harassment, and Retaliation.

SAFETY

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

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

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

Fire Alarm	leave the building
2 bells	return to the classroom

Tornado Drill Bells

1 continuous tone	move quietly but quickly to the designated locations
2 bells	return to the classroom

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See Standardized Testing.

SCHEDULE CHANGES

Schedule change requests made after the 3rd six weeks of school will not be allowed without permission of the campus principal or designee.

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 7:30 a.m. District supervision **will not begin before 7:30 a.m.**

- SUR – Crane High School
- Front of High School – Crane High School
- Horseshoe Patio – Crane Middle School

- Gym – Crane Elementary – **All students are to report to the gym each morning at 7:30 a.m. NOT THE PLAYGROUND.**

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

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

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials.

Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See Mendy McCarty to apply.

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

Library

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:

- Monday – Friday – 7:30 a.m. – 4:00 p.m.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the

hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(Local).

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

SEARCHES

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

Students' Desks and Lockers

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

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

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

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office at the end of the school day. Subsequent offenses will result in confiscation by the campus principal for 15 days.

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

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

Vehicles on Campus

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

Trained Dogs

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

Drug-Testing

or further information, see policy FNF(Local) and Steroids.

SEXUAL HARASSMENT

See Dating Violence, Discrimination, Harassment, and Retaliation

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Glorietta North, Special Education Director, 432-558-1032.

STANDARDIZED TESTING

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

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

the end of the junior year.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

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

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

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

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

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

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

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

Also see "Graduation" for additional information.

TSI (Texas Success Initiative) Assessment

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

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil texas.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

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

Please contact the superintendent, Jim Ramage, who has been designated as the district's liaison for children in the conservatorship of the state, at 432-558-1022 with any questions.

STUDENT SPEAKERS

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

- Administrator approved assemblies and banquets
- Class Meetings

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

See FNA(Local) regarding other speaking opportunities and Graduation for information related to student speech at graduation ceremonies.

SUICIDE AWARENESS

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

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

SUMMER SCHOOL

Students may apply credits earned in summer school at any accredited public school towards graduation requirements at Crane High School.

TARDINESS

Tardiness too often becomes a habit difficult to break, while punctuality is a virtue appreciated by all. Consequently, Crane High School is issuing the following policy to help students in their efforts to be in class, on time, and ready to receive instruction.

Students are tardy if they are not in their assigned seat or not in their assigned work area when the bell rings. Students tardy to class are not being considerate of other students or teachers. The only acceptable excuse for tardiness during the school day is being detained by the counselor or the principal. When detained, students should report to the main office for an admit slip to class. Excessive tardiness by a student is considered thoughtless and disrespectful behavior and can result in more serious disciplinary action.

Elementary students are tardy after 7:55a.m. All doors will be locked at the elementary school at 7:55a.m. Students arriving after 7:55 a.m. will have to enter through the main office for a tardy slip before going to class.

Students are allowed four unexcused tardies per semester. On the fifth unexcused tardy, the student will be assigned a detention. Any other unexcused tardy that semester will receive additional consequences as outlines below:

1st- 4th Tardy- no consequence

5th-6th Tardies- (1) 1 hour after school detention or 1 Swat for each offense

7th-8th Tardies- (1) 2 hour after school detention or 2 Swats for each offense

9th-10th Tardies (1) day ISS or 2 Swats for each offense

11+ Tardies will result in parent/student conference and disciplinary action at the discretion of the campus administrator.

Failure to attend the assigned disciplinary action will result in additional consequences as assignment by campus administrator.

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 **School Safety Transfers, Bullying, and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services** on page 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. The superintendent, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site.

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 Monty King at 432-558-1064.

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

Students are expected to assist district staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in district vehicles, 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 bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- 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 bus or van and before crossing in front of the vehicle.

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

Discipline Policy for Bus Students

OUR #1 GOAL OF EACH DAY IS TO TRANSPORT ALL STUDENT BUS RIDERS SAFELY TO AND FROM SCHOOL. In order to accomplish this goal, we need the cooperation of the student bus riders. Good student behavior while entering, riding and leaving the bus contributes in many ways to safe transportation. Such conduct makes it possible for the driver to give full attention to the roadway and other drivers.

Please review the following information with your child concerning student conduct on the bus. The primary purpose of rules and procedures on the buses are for the safety of all students. Your child's cooperation in following all rules and procedures is appreciated by the drivers who are the final authority on their bus. Assigned seating according to grade level is a common practice and is up to the driver's and/or aide's discretion. Continued or persistent refusal to submit to the authority of the bus driver and bus aide shall be sufficient reason for a pupil to be denied transportation. We have *School Bus Conduct Violation Reports* to inform parents of problems on the school bus.

Parents must make sure that school has the correct address where your child will be picked up and delivered as well as the correct phone numbers of parents or legal guardians. For questions concerning buses, routes, or drivers, please call the Transportation Dept. at 432-558-1064 between the hours of 7:30am and 4:30pm. Bus students whose parents cannot be reached and are not home, will be taken back to their campus offices.

STUDENT CONDUCT ON SCHOOL BUSES: School buses shall be considered an extension of the classroom and students are expected to conduct themselves accordingly. Students being transported in school owned vehicles shall comply with the Student Code of Conduct. Behavior which is not permitted includes but is not limited to the following:

- Being disobedient or disrespectful to the bus driver or bus aide
- Standing or moving around while the bus is in motion
- Sticking head or hands out of the window
- Throwing objects out of the window or inside the bus
- Loud talking, laughing or music
- Using tobacco
- Making obscene gestures to other riders or those outside the bus
- Littering the bus
- Disturbing others
- Tampering with or vandalizing the bus and/or equipment
- Damaging or destroying bus seats
- Using laptops on the bus
- Possessing or being under the influence of Marijuana, alcohol, a controlled substance, a dangerous drug, or a "look-alike" (something represented to be a prohibited substance)
- Using threatening language and/or threatening gestures

CONSEQUENCES

First Bus Report – the student will have a conference with the principal and disciplinary action may be taken. The student shall retain bus privileges contingent upon not receiving another bus report. The parent will be notified of the offense.

Second Bus Report – if the student receives a second bus report within the same semester (or within a short space of time), then he/she loses bus privileges for up to 10 days.

Third Bus Report – the student loses bus privileges for up to 30 days.

Fourth Bus Report – the student may lose bus privileges for the remainder of the semester. If the offense occurs in the last six weeks of the semester, the student may be suspended for the next semester. After returning to the bus in the following semester, if the student receives another bus report, he/she will lose bus privileges for the remainder of the school year. In each instance, the parent shall be notified.

*Notice: In the event of participation in a major offence, a student may lose bus privileges for an undetermined length of time.

**NOTICE: Audio and/or video recording devices are utilized by the school district on school property and on school buses.

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 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.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

Visitors Participating in Special Programs for Students

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

WITHDRAWING FROM SCHOOL

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

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

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

WEEKLY FOLDERS FOR ELEMENTARY

Each teacher will send home a weekly folder on the first school day of each week and on Thursday, Parents are asked to review their child's folder, sign it, take all notes and graded papers and return it to their child's teacher the following school day.

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Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of

graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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

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

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APPENDIX I

Freedom for Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.craneisd.com > board policies. Below is the text of the district's policy FFI(Local) as of the date that this Handbook was finalized for this school year.

Bullying Prohibited	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Definition	Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that: 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it: 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2. Interferes with a student's education or substantially disrupts the operation of a school.
Examples	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation

	regarding bullying shall be subject to appropriate disciplinary action
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures Student Report	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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APPENDIX II

GUIDELINES FOR PENALTIES OF *STUDENT CODE OF CONDUCT*

Penalties for infractions are listed by Steps. In severe cases a penalty may be increased based on an individual review.

Step 1 - Verbal warning and review of offense plus 1 day detention

Step 2 - Review of offense and a parent contact/conference is made plus 2 days detention

Step 3 - Minimum of ISS - 1 to 5 days based upon offense and frequency of occurrence.

Step 4 - Alternative Education - 1st offense 10 days; 2nd offense 20 days; 3rd offense rest of year.

Step 5 - Suspension - Suspensions will range from 1-3 days based upon need for student removal.

Step 6 - Expulsion - Remainder of year. (120 day review is available)

Attendance

(All step 1 and 2 attendance violations must be preceded by documentation of parent contact from the Principal or Attendance Clerk.)

Step 2- Class cutting/missed class

Step 1- Failure to return to class

Step 1- Leaving class without authorization

Step 2 Leaving school without authorization

Step 1- Tardy

Step 3- Truancy (absent with out parent, guardian, or attendance office having knowledge)

Tobacco

Step 3- Possession of tobacco products

Step 3- Prohibited use of tobacco products

Step 3- Sale of tobacco products

Insubordination

(All step 1 and 2 insubordination's must be preceded by a documented contact between the teacher and the parent)

Step 1- Failure to attend detention, Etc.

Step 1- Failure to follow instructions

Step 1- Failure to suit out for PE

Step 3- Failure to attend ISS

Step 2- Insubordination/gross failure to comply

Step 2- Misrepresentation, fake note, and fake call

Step 1- On campus without permission
Step 2- Other persistent misbehavior
Step 2- Refusal to work/failure to comply

Disruption

(All disruptions must be preceded by a documented contact between the teacher and the parent)

Step 2- Class disruption
Step 2- Disrespect (mild)
Step 2- Disruptive behavior (mild)
Step 2- Disruption out of class
Step 2- Disruption of the educational process
Step 2- Horseplay, scuffling, running
Step 2- Misbehaving
Step 2- Talking in class
Step 2- Throwing objects
Step 2- Unprepared for class/incomplete work

Abusive Conduct Toward Students

Step 4- Assault toward a student
Step 3- Coercion toward a student
Step 3- Extortion/blackmail toward a student
Step 3- Fighting with a student
Step 3- Harassment/intimidation toward student
Step 3- Rude/profane language/gestures toward student
Step 3- Sexual harassment toward student
Step 3- Threat/incite threat toward student
Step 3- Racial remarks toward a student

Abusive Conduct Toward Adults

(The step represents the minimum penalty that could be assessed. The penalty may be elevated to step 4, 5, or 6 if the action is warranted due to the severity of the violation.)

Step 4- Assault toward an adult
Step 3- Coercion toward an adult
Step 3- Extortion/blackmail toward an adult
Step 3- Harassment/intimidation toward adult
Step 4- Physical contact with an adult
Step 3- Rude/profane language/gestures toward an adult
Step 4- Sexual harassment toward adult
Step 4- Threat/incite threat toward adult

Property

Step 6- Arson

Step 3- Possession of stolen property

Step 3- Robbery/theft/stealing

Step 4- Vandalism/criminal mischief of school property greater than \$200

Step 3- Vandalism/criminal mischief of school property less than \$200

Step 4- Vandalism/criminal mischief of student property greater than \$200

Step 3- Vandalism/criminal mischief of student property less than \$200

Step 4- Vandalism/criminal mischief of teacher/staff property greater than \$200

Step 3- Vandalism/criminal mischief of teacher/staff property less than \$200

Step 3- Unauthorized entrance

Weapons

Step 6- Explosives or explosive devices

Step 4- Possession of fake/look alike weapons

Step 6- Possession of a firearm

Step 6- Possession of weapons as defined in Penal Code

Step 6- Use of firearm

Step 6- Use of a weapon

Step 2- Possession/use of laser device

Alcohol

Step 4- Alcohol consumption

Step 4- Alcohol distribution

Step 4- Under the influence of alcohol

Step 4- Possession of alcohol

Step 4- Sale of Alcohol

Dangerous Drugs/Controlled Substances

Step 4- Consumption of drugs/controlled substances

Step 4- Distribution of drugs/controlled substances

Step 4- Under the influence of drugs/controlled substances

Step 4- Possession of drugs/controlled substances

Step 4- Sale of drugs/controlled substances

Violation of Rules

Step 2- Cheating

Step 2- Violation of established classroom rules

Violation of Policy

(All step 1 and 2 violations of policy must have been preceded by a documented contact between the principal and the parent)

Step 4- Affiliated with unauthorized organizations

Step 1- Dissemination of unauthorized materials

Step 1- Dress code violation

Step 1- Violation of hallway matters

Step 1- Littering

Step 1- Loitering in unauthorized areas

Step 1- Lunch violation

Step 1- Sitting in a car

Violation of Law

(All step 1 and 2 violations of law must have been preceded by a documented contact between the principal and the parent.)

Step 4- Bomb threat

Step 4- Criminal Mischief (felony)

Step 4- False fire alarm

Step 1- Gambling

Step 3- Hazing

Step 2- Improper use of free lunch

Step 2- Indecent exposure

Step 2- Possession of pager

Step 2- Possession/use of fireworks

Step 4- School gang related violence

Step 3- Sexually explicit behavior

Step 2- Student driving violation

APPENDIX III

ELECTRONIC USE POLICY

Electronic Communication and Data Management

Board Policy—CQ (LOCAL)

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

Availability of Access –

Access to the District's electronic communications system, including the Internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District's computer or network resources; and
3. Has no adverse effect on an employee's job performance or on a student's academic performance.

Use by Members of the Public –

Access to the District's electronic communications system, including the Internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District's computer or network resources.

Acceptable Use -

The Superintendent or designee shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. (See DH, FN series, FO series and the *Student Code of Conduct*). Violations of law

may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety –

The Superintendent or designee shall develop and implement an Internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities; and
4. Restrict unauthorized disclosure, use and dissemination of personally identifiable information regarding students.

Filtering –

Each District computer with Internet access shall have a filtering device or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. Upon approval from the Superintendent or designee, an administrator, supervisor or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use –

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered private. Designated District staff shall be authorized to monitor such communication at any time to ensure appropriate use.

Intellectual Property Rights –

Students shall retain all rights to work they create using the District's electronic communications system.

As agents of the District, employees shall have limited rights to work they creating using the District's electronic communications system. The District shall retain the right to use any product created in the scope of a person's employment even when the author is no longer an employee of the District.

Disclaimer of Liability –

The District 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 costs incurred by users. The District shall not be responsible for ensuring the accuracy,

age appropriateness or usability of any information found on the Internet.

GENERAL DISTRICT RESPONSIBILITIES

(in addition to Board Policy Listed Above)

The Superintendent or designee will oversee the District's electronic communications system and work with the Regional Educational Service Center and TEA network staff, as appropriate.

Commercial use of the District's network system is strictly prohibited.

Copyrighted software or data may not be placed on any system connected to the District's network system without the author's permission. Only the owner(s) or the individuals the owner specifically authorizes may upload copyrighted material to the system.

Unless required to do so by law or by policies of the District or to investigate complaints regarding electronic mail that is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material, the system administrator will not intentionally inspect the contents of electronic mail sent by a system user to an identified addressee or disclose such contents to anyone other than the sender.

System Access

All users of the District's network system will be provided with a user name and password. The user is responsible for maintaining the security of his/her password. The Superintendent or designee may require that passwords be changed periodically to maintain a reasonable level of security.

Any system user identified as a security risk or having a history of violations of District and/or campus computer use guidelines may be denied access to the District's network system.

System Administrator Responsibilities

The system administrator will:

- be responsible for disseminating and enforcing District policies and administrative regulations governing use of the District's network system.
- ensure that system users have been provided appropriate training.
- be authorized to monitor or examine all system activities as deemed appropriate to ensure proper use of the system.
- be authorized to establish a retention schedule for electronic messages on the system.
- set quotas for disk usage on the system, as needed. Requests for increased quotas may be submitted to the system administrator and should state the reason for the requested increase.
- ensure that all users of the District's network system sign an agreement to abide by the District's policies and administrative regulations regarding such use. All such

agreements will be maintained and filed in the appropriate office.

Individual User Responsibilities

The following rules will apply to all users of the District's electronic information/communication systems:

1. The individual in whose name a system account is issued will be responsible at all times for its proper use. If the user believes that his/her password has been compromised, it is the user's responsibility to report any inappropriate activities that resulted from the breach and to change the password on the account to re-establish account security. All security problems in the District's system must be reported to the appropriate teacher or administrator as appropriate.
2. System users must not encourage the use of alcohol, tobacco, or controlled substances or otherwise promote any activity prohibited by District policy or state or federal law.
3. Transmission of material, information, or software in violation of any District policy or local, state, or federal law is prohibited.
4. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy.
5. System users may not use another person's system account. Attempting to log on to the District's network system as another user may result in cancellation of user privileges and/or other disciplinary action.
6. System users may not post messages or access materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. The Internet filtering process cannot filter ALL inappropriate material. The user is not permitted to access inappropriate material even if the filter would allow it.
7. A student may use real-time conference features such as talk/chat/Internet relay chat only as approved by the supervising teacher. All such activities must be monitored by the supervising teacher.
8. System users must remove electronic mail in accordance with established retention guidelines. Messages may be removed by the system administrator if guidelines are not followed by the user.
9. System users will not disable virus protection on any part of the system. Real-time virus protection must be in place at all times.
10. System users must not evade or otherwise manipulate the filtering process for Internet access that is maintained by the District. Use of peer-to-peer file sharing processes (on the local area network as well as across the Internet) are strictly prohibited without permission from the system administrator.
11. System users must abide by copyright regulations concerning downloaded material as well as any software that is to be installed on a District computer.
12. System users who have Internet filter bypass authorization must maintain the security of such access and monitor all access to the system while the bypass is in place.

Vandalism

Any malicious attempt to harm or destroy District equipment or materials, data of another user or the District's system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance will be viewed as violations of District policy and may be viewed as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses. Any interference with the work of other users, including erasing, renaming or making files or disks unusable, with or without malicious intent, is construed as mischief and is strictly prohibited. Vandalism of this nature may result in the cancellation of system use privileges and could result in restitution for costs associated with system restoration, hardware, or software costs.

Forgery Prohibited

Forgery or attempted forgery of electronic mail messages or other data on the network system is prohibited. Attempts to read, delete, copy or modify the electronic mail or other data of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

Information Content/Third Party Supplied Information

System users and parents of students with access to the District's system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material.

A student knowingly bringing prohibited materials into the school's electronic environment may be subject to suspension and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with District policy.

An employee knowingly bringing prohibited materials into the school's electronic environment will be subject to disciplinary action in accordance with District policy.

System users may order services or merchandise from individuals and agencies not affiliated with the District but may be accessed through the District's system. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties and guarantees, and delivery are solely between the seller and the system user.

The District makes no warranties or representation whatsoever with regard to any goods or services provided by the seller and regard to any goods or services provided by the seller.

District employees and administration will not be party to any such transaction or be liable for any costs or damages arising out of either directly or indirectly, the actions or inactions of sellers.

Termination/Revocation of System User Account

The District may suspend or revoke a system user's access to the District's system upon any violation of district policy and/or administrative regulation.

Prior to a suspension or revocation of system service, or as soon as practicable, the principal or other supervisor will inform the system user of the suspected violation and give him/her an opportunity to present an explanation, as follows:

1. A system user may appeal the suspension or revocation within seven calendar days.
2. The district coordinator or designee will conduct hearing before a committee. The person who imposed the suspension or revocation will not be assigned to the committee hearing the appeal.

Termination of an employee's account will coincide with the effective date of resignation or termination of employment. Termination of student's access will be effective on the date the principal receives notice of student withdrawal or revocation of system privileges, or on a future date of so specified in the notice.

Guidelines for Technology Usage

Penalties for violations are listed in Steps. In severe cases a penalty may be increased upon an individual review. In cases where there has been a violation of law, the proper authorities will be notified. The following guidelines are used in conjunction with the *Student Code of Conduct* Guidelines.

Guidelines

- Step 1 – Verbal warning and review of offense
- Step 2 – Review of offense and a parent contact/conference is made
- Step 3 – Student usage suspended of a period of 2 weeks
- Step 4 – Student usage is denied for a period of 6 weeks (42 calendar days).
- Step 5 – Student usage is denied for the remainder of the school year

Online Conduct Violations

Step 2 User sharing usage rights.

- Step 1 User reference to tobacco, alcohol or controlled substances.
- Step 3 User transmission of material, information or software in violation of policy or law.
- Step 3 User usage for illegal purposes.
- Step 2 User using someone else's account without permission.
- Step 2 User attempting to log on as another user.
- Step 2 User using realtime conference features (talk, chat or internet relay chat) without approval.
- Step 2 User misuse of electronic email accounts.

Step 2 User abuse of quota storage space.

Step 2 User posting inappropriate messages to any electronic bulletin board inside or outside the system.

Vandalism

Step 4 User attempt to harm or destroy equipment or materials.

Step 4 User attempt to harm or destroy data.

Step 5 User attempt to destroy equipment, materials or data of other agencies or networks connected to the District system.

Step 5 User introduction of a virus to the system.

Step 4 User erasing, renaming or making files or disks unusable.

Forgery

Step 4 User electronic forgery of mail messages (read, delete, copy or modify) of another system user.

Step 3 User interference of another's ability to send or receive electronic mail.

Prohibited Materials

Step 3 User transmits any prohibited materials.

Step 3 User searches for prohibited materials.

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APPENDIX IV

Extracurricular Code of Conduct

This Code of Conduct is an attempt to ensure a clear understanding of expectations for students involved in Crane ISD extracurricular activities. This Code of Conduct is intended to help lend fairness and consistency across school programs to the highest extent appropriate. The board, administration and staff believe these policies to be in the best interest of students. Policies apply to students in mentioned activities throughout the entire calendar career.

Philosophy

The philosophies of Crane ISD regarding extracurricular programs are as follows:

1. Extracurricular activities allow students a positive outlet for energy, while teaching vital life skills.
2. Extracurricular participation is a privilege extended to students who are willing to adhere to certain policies and procedures. Participation is not a right.
3. Extracurricular programs are voluntary; therefore, special rules and regulations apply to them that do not necessarily apply to students outside these organizations.
4. As a representative of Crane ISD, the school expects positive behavior to be exhibited at all times by students and staff.
5. The use of alcohol, tobacco, and drugs will not be tolerated.
6. This policy adheres only to extracurricular sanctions and is separate from school sanctions.
7. Extracurricular activity participants are expected to comply with this policy at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays and summer vacation.

Expectations for Extracurricular Activity Participants

1. Maintain an average of 70% or better in all academic courses, except as provided in District policy FM(Legal).
2. Be punctual and prepared for all games, practices, meetings, performances, camps and/or other scheduled events related to an extracurricular event.
3. Treat all school property with respect and ensure that school property is returned upon request in good condition.
4. Abide by the District's dress and grooming standards for students, as well as any reasonable dress and grooming standards required by the activity sponsor.
5. Comply with all UIL rules, including local drug testing requirements and UIL steroid testing, if applicable
6. Be courteous and respectful toward all fellow participants, school faculty and staff members, spectators, parents and officials.

7. Provide advance notice to coach or sponsor of an activity if unable to attend a game, practice, meeting, performance, and/or other scheduled event related to the extracurricular activity.
8. Complete all required safety training (ex. Symptoms of injuries, risk of using dietary supplements).
9. Comply with all rules established for a specific activity for which the student participates.
10. Comply with and adhere to the behavioral standards identified in the District's Student Code of Conduct.

Prohibited Conduct for Extracurricular Activity Participants

1. Engaging in criminal behavior regardless of on or off school property
2. Engaging in theft, destruction, or misuse of school district property
3. Failing to return school issued property
4. Engaging in hazing, harassment or bullying
5. Buying, selling, giving, delivering, using, possessing, or being under the influence of tobacco, alcohol, marijuana, a controlled substance (without proper prescription), or a dangerous drug at any time regardless of whether the student is on school property or at a school-related activity
6. Being tardy or absent to games, meetings, practice performances, camps or events without permission from the activity sponsor
7. Engaging in acts of poor sportsmanship
8. Being insubordinate to a sponsor
9. Disruptive behavior while involved at an extracurricular related event
10. Violating specific rules for specific extracurricular activities
11. Engaging in general misconduct prohibited by District's Student Code of Conduct

Participation Restrictions

Students placed in DAEP, In-school Suspension, Out-of-school Suspension (including expulsion) will not be allowed to practice for, or participate in, an event on the day they are assigned to DAEP, ISS, suspension or expulsion.

Discipline Authority

Each activity sponsor or coach is responsible for discipline decisions regarding participants when behavior is of minor nature. Serious or repetitive discipline infractions may result in the removal of a participant for one or more activities at the sponsor's discretion and/or according to any specific activity guidelines.

Long-term suspensions or removals must be approved by the head sponsor (ex. Athletics – athletic director; band – HS band director) and the campus principal. Parents will be notified of all violations that result in suspension of extracurricular activities. The activity sponsor/coach will contact the students(s) and parent(s) via telephone or have a face-to-face

conference within five (5) school days from the time the sponsor/coach learns of such a violation.

The sponsor will provide an opportunity for the student to respond to the allegations. All appeals will be addressed through the district's complaint process contained in policies FNG(Legal) and(Local). A decision of the Crane ISD Board of Trustees regarding an extracurricular activity complaint is final and not appealable.

Specific Policies for Athletics/Band/Cheerleading

Conditional Participation

As a condition of participation in targeted programs, each student and his or her parent/guardian shall sign an Authorization Form acknowledging that the student may be randomly tested for drugs before, during, and after the season of the activity in which the student participates. If a student and/or his parent/guardian refuse to permit the drug testing to be performed, the student will automatically be removed from the targeted programs.

Alcohol and Drugs

Participants will not possess, use, or be under the influence of alcohol or drugs. Students will not possess paraphernalia associated with these drugs. Any participant who tests positive, admits guilt, is observed and reported by school personnel, or reported by law enforcement as having been engaged in the above mentioned prohibited activities will be subject to the sanctions listed below. Under all situations, it will be the student's responsibility to inform his/her sponsor upon a violation of this policy.

Consequences for Alcohol/Drug Infractions

1st Offense – The student shall be suspended from all competition and/or performances for fourteen (14) calendar days from the date of determination. The student shall be suspended from no fewer than the next two consecutive events or performances. The student shall be permitted to participate in practices for the activity. The participant will not be allowed to travel with the team. The school will provide the student and parent/guardian with a list of drug education programs available in the area. After the first offense, the student shall be tested on the dates of the next three random tests.

2nd Offense – The student shall be suspended from all competition and/or performances for 28 calendar days from the date of determination. The student shall be suspended from no fewer than the next four consecutive events or performances. The student shall be permitted to participate in practices for the activity. The participant will not be allowed to travel with the team. After the second offense, the student shall be tested on the dates of the next six random tests.

3rd Offense – The student shall be suspended from all competitions and performances for one

calendar year from the date of determination. The school shall require a certificate of completion from a drug/alcohol substance abuse course prior to reinstatement to a targeted program. The program will be at the student/parent expense. After the third offense, the student shall be tested at each random testing dates upon reinstatement.

4th Offense - The student will be suspended from all targeted activities for the remainder of the student's high school career from the date of determination.

Quitting

Quitting is an intolerable habit to acquire. Students who quit an activity may lose the privilege of participating in athletic activities. A student may quit an activity and remain in the athletic program if that student quits the activity before a specified cutoff date. For football, volleyball, and cross-country, the date will be Labor Day. For basketball and power lifting, the date will be January 1st. For all spring athletics, the date will be after Spring Break. The student may leave a particular sport to go to another sport if they do so before these cutoff dates. If the student quits a particular sport after the cutoff date, they are suspended from the entire athletic program until that sport comes around again the following year. Extenuating circumstances to this policy will be at the discretion of the athletic director and superintendent.

Travel

Athletes will be expected to travel to and from the athletic events in transportation provided by the school. Parents or guardians may accept responsibility for transporting the student home by notifying the coach in charge in person and in writing, at the event. The athlete will then be released to ride home with the parent or guardian. Athletes will not be released to anyone other than the parents or guardians unless arrangements are made prior to the contest with the superintendent's office.

APPENDIX V

**SPECIAL EDUCATION INFORMATION
511 W. 8TH STREET CRANE, TX 79731
432.558.1032 FAX # 432.558.1076**

504 CHILD FIND NOTICE

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students. For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact the District's Section 504 Coordinator 432.558.1032 or by mail at 511 W. 8th Street, Crane, TX 79731.

ADVISOR SOBRE LA IDENTIFICACION DE ESTUDIANTES INCAPACITADOS BAJO LA SECCION 504

Bajo la Seccion 504 del Decreto de Rehabilitacion de 1973, el Distrito Escolar esta obligado a identificar, referir, evaluar, y proporcionar servicios educativos apropiados y gratuitos a estudiantes incapacitados que califican para recibir servicios bajo esta ley, Si usted desea mas informacion sobre los derechos de padres de nino incapacitados, o si tiene preguntas sobre la indentificacion, evaluacion, y colocacion de ninos en el programa de Seccion 504, favor de ponerse in contacto con el Coordinador de 504 del Distrito al numero, 432.558.1032, o por correo a la siguiente direccion: 511 W. 8th, Crane, TX 79731.

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Options and Requirements

For Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

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 local education agencies to meet the needs of all struggling students.

At any time, a parent may request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

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

Contact Person: Glorietta North

Phone Number: 432.558.1032

Opciones sitios para Ofrecer Asistencia a Estudiantes que

Tienen Dificultades de Aprendizaje o que Necesitan o Pueden Necesitar Servicios de Educacion Especial

Si un niño está experimentando dificultades de el aprendizaje, el padre o la madre puede ponerse en contacto con la persona que se menciona abajo para aprender sobre el sistema global de investigación o remisión para educación general del distrito para los servicios de apoyo. Este sistema vincula a los estudiantes con una variedad de opciones de apoyo, inclusive los remite a una evaluación para educación especial. Los estudiantes que tienen dificultades en la clase normal deberían ser considerados para servicios de tutorías, compensatorios u otro servicio de apoyo académico o, de comportamiento, que están disponibles para todos los estudiantes y que incluyen un proceso basado en la Respuesta a la Intervención (RtI, por sus siglas en inglés). La implementación de la RtI tiene el potencial para producir un impacto positivo en la habilidad de las agencias locales de educación, para cubrir las necesidades de todos los estudiantes con dificultades.

El padre o la madre tiene derecho a pedir una evaluación para los servicios de educación especial en cualquier momento. El distrito debe decidir si la evaluación es necesaria dentro de un periodo razonable de tiempo. Si la evaluación es necesaria, el padre o la madre será notificado/a y se le pedirá que presente un consentimiento informado por escrito para la evaluación. El Distrito debe completar la evaluación y el informe dentro de los 60 días calendario a partir de la fecha en que el distrito recibió el consentimiento por escrito. El distrito debe entregar una copia del informe al padre o la madre.

Si el distrito determina que la evaluación no es necesaria, el distrito le entregará al padre o la madre una notificación por escrito donde explique por qué el niño no será evaluado. Esta notificación incluirá una declaración en la que se le informa sobre sus derechos, si éste/a no está de acuerdo con el distrito. Además, la notificación deberá informarle al padre o la madre cómo obtener una copia de la *Notificación de las Salvaguardas del Procedimiento – Derechos de los Padres de los Estudiantes con Disacidades (Notice of Procedural Safeguards-Rights of Students with Disabilities)*.

La persona designada para ser contactada acerca de las opciones que tiene un niño que experimenta dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona de contacto: Glorietta North

Número de teléfono: 432.558.1032

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APPENDIX VI

STUDENT CODE OF CONDUCT

Crane Independent School District

2014-2015

(Pages 119 – 152)

The Student Code of Conduct Acknowledgement page is located in the front of this handbook as a part of the student Handbook Acknowledgement and should be signed and returned to the campus office along with the other required signatures pages.

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STUDENT CODE OF CONDUCT

Purpose

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

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

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

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

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be posted on the district's Web site at www.craneisd.com. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled.

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

- During the regular school day and while the student is going to and from school on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- While the student is in attendance at any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
- When criminal mischief is committed on or off school property or at a school-related event;

- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

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

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

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

Revoking Transfers

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

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code, resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

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

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

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.

- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.
- Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault see DAEP Placement and Expulsion.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, harassment, or making hit lists. (See glossary for all three terms.)
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.

- Engage in conduct that constitutes dating violence. (See glossary.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See glossary.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual or gender-based conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief see DAEP Placement or Expulsion.)
- Deface or damage school property—including textbooks, lockers, furniture, and other equipment—with graffiti or by other means. 13
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery, aggravated robbery, and theft see DAEP Placement and Expulsion.)

Possession of Prohibited Items

Students shall not possess or use:

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

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

Possession of Telecommunications or Other Electronic Devices

A “paging device” is a telecommunications device that emits an audible sound, vibrates, displays a message, or otherwise summons or delivers a communication to the processor. The term does not include an amateur radio under the control of an operator who holds an amateur radio station license issued by the Federal Communications Commission.

The Board may adopt a policy prohibiting students from possessing paging devices while on school property or while attending school-sponsored or school-related activities on or off school property.

The policy may establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the paging device.

The District policy may provide for:

1. Disposal of a confiscated paging device in any reasonable manner, provided the student’s parent and the paging company whose name and address appear on the device are given 30 days’ notice of the intent to dispose of the device. Such notice may be made by telephone, telegraph, or in writing, and must include the serial number of the device.
2. Charging the owner of the device or the student’s parent an administrative fee of not more than \$15 before it releases the device.

An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.

A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the student handbook, the student or the student’s parents may retrieve the device after paying the fee.

If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.

Guidelines regarding other personal electronic devices shall be addressed in the student handbook.

A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate use agreements. [See CQ].

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

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

Misuse of Technology Resources and the Internet

Students shall not:

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

Use e-mail or Web sites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or “time-out.”
- Seating changes within the classroom.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, counselors, or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Withdrawal or restriction of bus privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in the Out-of-School Suspension section of this Code.

- Placement in a DAEP, as specified in the DAEP section of this Code.
- Placement and/or expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
- Expulsion, as specified in the Expulsion section of this Code.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Notification

The principal or appropriate administrator shall notify a student's parent by phone or in writing of any violation that may result in a detention outside of regular school hours, out-of-school suspension, placement in a DAEP, or expulsion. Notification will be made within three school days after the administrator becomes aware of the violation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.cranesd.com

Consequences shall not be deferred pending the outcome of a grievance.

Removal from the School Bus

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

Removal from the Regular Educational Setting

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

Routine Referral

A routine referral occurs when a teacher sends a student to the principal's office as a discipline management technique. The principal may then employ additional techniques.

Formal Removal

A teacher or administrator **may** remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom. A teacher **may** also initiate a formal removal from class if:

The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or

The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion will be followed. Otherwise, within three school days of the formal removal, the appropriate administrator shall schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

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

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

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

Returning Student to Classroom

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

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

Out-of-School Suspension

Misconduct

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

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

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

Process

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

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

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

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

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

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

- Involvement in criminal street gang activity. (See glossary.)
- Any criminal mischief, including a felony.

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence.")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

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

Emergencies

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

Process

Removals to a DAEP shall be made by the campus principal or designee.

Conference

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

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

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

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

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

Length of Placement

The duration of a student's placement in a DAEP shall be determined by the campus principal or designee.

The duration of a student's placement shall be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

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

The student is a threat to the safety of other students or to district employees, or

Extended placement is in the best interest of the student.

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

Exceeds School Year

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

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

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

Exceeds 60 Days

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration. Appeals regarding the decision to place a student in a DAEP should be addressed to the campus principal in accordance with policy FOC(LEGAL). All other appeals regarding a placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office or the central administration office or through Policy On Line at the following address: www.craneisd.com

Disciplinary consequences shall not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district shall provide transportation to students in a DAEP.

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or

- The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

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

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

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

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

Withdrawal during Process

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

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district. The district may place the student in the district's DAEP or a regular classroom setting.

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

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended

beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

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

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

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

Review Committee

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

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

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

Appeal

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

Certain Felonies

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

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

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

- The date on which the student's conduct occurred,
- The location at which the conduct occurred,
- Whether the conduct occurred while the student was enrolled in the district, or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers,
- Will be detrimental to the educational process, or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school,
- The charges are dismissed or reduced to a misdemeanor offense, or
- The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

Self-defense (see glossary),

Intent or lack of intent at the time the student engaged in the conduct, and

The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

- Engaging in the following, no matter where it takes place:
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
- Aggravated assault.
- Sexual assault.
- Aggravated sexual assault.
- Murder.
- Capital murder.
- Criminal attempt to commit murder or capital murder.
- Aggravated robbery.
- Breach of computer security.
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possession, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony.
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct.

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;

2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07 Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

Federal Law

A student must be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

Bringing to school a firearm, as defined by federal law. “Firearm” under federal law includes:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm weapon.
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

- Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:
 - A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
 - An illegal knife, such as a knife with a blade over 5½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
 - A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

- A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, a switchblade knife, knuckles, armor-piercing ammunition, a chemical dispensing device, a zip gun, or a tire deflation device. (See glossary.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See glossary.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or children.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

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

Process

If a student is believed to have committed an expellable offense, the principal or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

- Another appropriate classroom.
- In-school suspension.

- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
- An opportunity to testify and to present evidence and witnesses in the student's defense, and
- An opportunity to question the district's witnesses.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within ten days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation.

Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

After the due process hearing, if the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

The student is a threat to the safety of other students or to district employees, or

Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then reenrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the appropriate administrator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

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

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

The out-of-state district provides the district with a copy of the expulsion order, and

The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

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

Emergency Expulsion Procedures

When an emergency expulsion occurs, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

Causes serious bodily injury to another;

Uses or exhibits a deadly weapon; or

Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:

65 years of age or older, or

A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

A crime that involves starting a fire or causing an explosion with intent to destroy or damage:

Any vegetation, fence, or structure on open-space land; or

Any building, habitation, or vehicle:

Knowing that it is within the limits of an incorporated city or town,

Knowing that it is insured against damage or destruction,

Knowing that it is subject to a mortgage or other security interest,

Knowing that it is located on property belonging to another,

Knowing that it has located within it property belonging to another, or

When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or

A crime that involves intentionally starting a fire or causing an explosion and in so doing:

Recklessly damages or destroys a building belonging to another, or

Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a

school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

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

This conduct is considered bullying if it:

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

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is the use of any electronic communication device to engage in bullying or intimidation.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

Cause action by an official or volunteer agency organized to deal with emergencies;

Place a person in fear of imminent serious bodily injury; or

Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or

Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Persistent misbehavior is two or more violations of the Code in general or repeated occurrences of the same violation.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from

school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, or a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or centrifugal force. The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.