

Agenda of Regular Meeting

The Board of Trustees Anahuac Independent School District

A Regular Meeting of the Board of Trustees of Anahuac Independent School District will be held July 27, 2026, beginning at 6:00 PM in the Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Convene in a Quorum and Call to Order; United States and Texas Flags Pledges of Allegiance; Invocation
- II. PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)
- III. MONTHLY REPORTS
 - A) Superintendent's Report
 - B) Board Goal Report
 - C) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update
- IV. ACTION ITEMS
 - A) Consider 2026-2027 TASB Compensation Plan
 - B) Consider 2026-2027 Stipend Schedule
 - C) Discuss and consider the approval of legal retainer agreement with the Walsh Gallegos law firm.
 - D) Discuss and approve moving the regular scheduled board meeting from August 31 to August 24.
 - E) Consider and approve date for Public Hearing on 2026-2027 Budget and Proposed Tax Rate
 - F) Consent Agenda
 - 1) Approve minutes from June 29, 2026 meeting.
 - 2) Consider the request for Extracurricular Status and Adjunct Faculty Request from Chambers County Extension Service regarding 4-H.
 - 3) Consider school house lease for Berry, Barrier and Clanton.
 - 4) Consider Bus Transportation Resolution in accordance with CNA Local: Transportation Management-Student Transportation
 - 5) Consider Student Code of Conduct
 - 6) Consider new signature cards for Anahuac ISD Depository(ANB).
 - 7) Consider and approve the Texas Strategic Leadership 5-year Plan

V. DISCUSSION ITEMS

- A) Discuss setting a date for Board goals and Team of 8 training.
- B) Student handbook
- C) Review and discuss lawn care contract
- D) Discuss and update scholarship information

VI. CLOSED SESSION

- A) Discussion/Evaluation of Personnel: Texas Government Code 551.074
- B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

VII. RECONVENE INTO OPEN SESSION

VIII. TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION

- A) Consider hiring a Speech Language Pathologist.

IX. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on _____, at _____.

BOARD REPORT

ANAHUAC INDEPENDENT SCHOOL DISTRICT



Sgt. Paul Vest & I at the 2026 Texas School Safety Conference

SUMMARY

Don't watch the clock; do what it does. Keep going. – Sam Levenson

Twelve-Month staff members resumed District operations on July 13th. The last 2 weeks have been filled with various training sessions to help create or improve upon systems that make up the Texas Strategic Leadership (TSL) Plan. Summer PEIMS submissions and payroll faced many challenges and setbacks due to software upgrades that occurred with the District's third party provider. I commend the staff on working through these challenges and seeing the tasks through to completion.

My observation after less than a month on the job - Systems need to be created and put into place.

TSL - A System of Systems



The TSL identifies systems that are strategic priorities. The District has been focusing on the following systems. Training and planning have been underway, and much attention has been placed upon these systems, specifically Critical Enabling Systems having the most focus, during the months of June and July.

Critical Enabling Systems

Talent Systems

Texas Mentorship Training (TMT) Pathways 1 & 2 Grant - TMT consists of 24 to 30 hours of training aimed at helping beginning teachers succeed by aligning educators and campus/district leaders with the new Texas Education Standards. Pathway 1 training took place this last week and is for mentor teachers. Session Two of

Pathway 2 training took place two weeks ago and is for campus and district leaders tasked with sustaining mentorship programs.

Mr. Andrews is the Program Manager for the TMT Grant. He is developing the TMT Handbook for the Mentors and Mentees that will outline the requirements, expectations, and procedures to follow. Currently, there are 7 teachers that will serve in the Mentor Role:

- Primary School - 1 Mentor
- Elementary School - 2 Mentors
- Middle School - 2 Mentors
- High School - 2 Mentors w/ the possibility of a 3rd

The training dates are as follows:

Pathway 1 Training for Mentoring Educators			
Date	Time	Location	Session ID
6/11/26	8:30-3:30	ESC 5	613499
7/20/26	8:30-3:30	ESC 5	609037 
11/9/26	8:30-3:30	HF	614266
1/4/27	12:30-3:30	HF	613882
3/29/2027	12:30-3:30	HF	614208

Pathway 2 District & Campus Leader Design Sessions			
Date	Time	Location	Session ID
5/11/26	8:30-12:30	HF ADMIN	614295
7/16/26	8:30-12:30	HF ADMIN	614380
10/12/26	8:30-12:30	HF ADMIN	614423
5/25/27	8:30-12:30	HF ADMIN	614501

Teacher Incentive Allotment (TIA) - This is another Talent System that AISD has and working on growing. Currently, there are 14 teachers in the District that receive the Teacher Incentive Allotment. The purpose of TIA is to elevate the education profession by rewarding top-performing teachers and helping districts retain them in the classroom. For SY 2026-2027 a TIA point of contact will need to be appointed by the superintendent. This appointment is still under consideration.

Leadership & Academic Systems

Leadership and Instructional Foundations for Texas (LIFT) Grant - is the three-year TEA initiative to help districts adopt High-Quality Instructional Materials (HQIM). Several components make up LIFT and fit nicely under the TSL Model. Part of LIFT addresses Leadership Systems and part Academic Systems.

This is year-one with LIFT, and it is the planning year. A LIFT Action Plan was developed last spring by the District's LIFT team to prioritize the areas of training needed to accomplish this goal and to create this system. The **LIFT Action Plan - High-Level Overview** that follows below lists the various tasks/training that is required, its priority level, and key milestones. Additionally, it is color-coded with three colors. Blue is for the beginning of the year. Green for midyear, and Yellow for end of year.

This summer, teachers and leadership began attending RBIS (Research-Based Instructional Strategies) training in mathematics and reading language arts. RBIS training are meant to ensure educators use practices proven to boost student comprehension and align closely to HQIM, strengthen tier-one instruction, and ensure that all students have equitable access to on-grade-level learning. From what is learned from RBIS training, the team will begin crafting an Instructional Framework to be approved by the team and shared with the campuses.

O/F (Observation/Feedback) is something that will start midyear and was marked a high priority. So that this goal could be met, training on O/F began last week. O/F is for campus and district leadership to learn how to be calibrated so leadership can give appropriate feedback to teachers after a walkthrough is conducted.

As a Dashboard is still being conceptualized and developed, please refer to the **LIFT Action Plan - High-Level Overview** that follows this report. This action plan will be updated over the coming months. What follows is everything effective July 21, 2026. An image of the first page of the report is pasted below. Again, the whole plan will follow the superintendent's report.

LIFT Action Plan - High-Level Overview

Year 1 (2026-2027)

	Priority Level	Key Milestones May - July	Key Milestones August-October	Key Milestones November-January	Key Milestones February-April
RBIS	Medium *	Leaders by August 1st trained (RLA and Math) ESC: Math: July 8-9 @ ESC RLA: July 14 @ ESC East Chambers: RLA - May 26, 2026 HUB Site - East Chambers	Teachers Refined Math New Teachers RLA		
Instructional Framework	High *	Leaders create Both RLA and Math Launching IF process by August 15 Drafting IF (vision & beliefs) and seeking input from stakeholders	Finalizing IF (vision & beliefs) by August 30 Communicating IF across all stakeholders by Sept 30 Mapping Stakeholder Actions by Sept 30	Begin using IF in communication around HQIM usage	Reflect on Instructional Framework
Performance Management	High *	TEA required monthly meetings	BOY PM Routines by Sept	MOY PM Routines by January	EOY PM Routines by April

Student Experience Elements

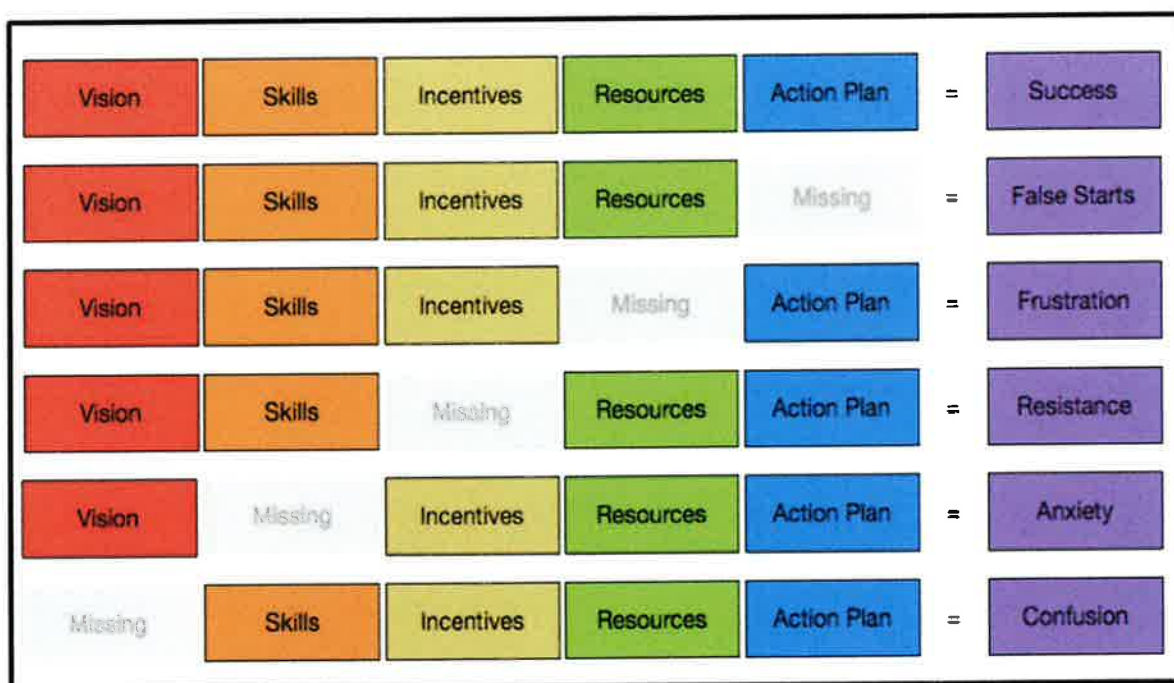
Integrated Student Support Systems

Under these systems fall Effective Schools Framework (ESF) and the Multi-Tiered System of Supports (MTSS). These initiatives provide coordinated academic, behavioral, and mental health interventions to eliminate non-academic barriers to student success. Two areas of focus are Rtl (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports). One of the areas that will be of high focus will be Rtl and Tier 1 instruction that occurs in the classroom to ensure instruction is at grade level and has the appropriate rigor, relevance, and pacing. Part of the training from LIFT will aid with Tier 1 instruction as well. Tier 1 instruction has to be a focus for this year.

Failure is not an option

While receiving training in the various systems that make up the Texas Strategic Leadership Plan for Anahuac ISD, I learned about how initiatives can fail. The Knoster Model for Change Management was presented to the Leadership Team, and we learned of the 5 Key Elements necessary for organizational change. I felt that this information should be shared with the Board of Trustees so that as the Board governs the District, it will keep these 5 elements in the forefront of its planning and decision making as we move forward with the TSL Strategic 5-Year Plan.

Knoster Model for Change Management



Knoster Model

- Focuses on 5 key elements necessary to for organizational change
- Asserts that if any one of these elements is missing, the change process will face barriers

In your past, can you think of a time when an initiative failed (whether school related or in another field)? What key element was missing? What was the feeling, e.g., frustration, confusion, etc.?

What happens when any element is missing?



VISION	SKILLS	INCENTIVES	RESOURCES	ACTION PLAN
1	2	3	4	5
A clear picture of what the future state will look like, including the rationale for the change. <i>Lacking Vision =</i> CONFUSION	The necessary knowledge and abilities to perform new tasks required by the change. <i>Lacking Skills =</i> ANXIETY	The required motivation and rewards for participating in the change process. <i>Lacking Incentives =</i> RESISTANCE	The necessary tools, technology, time, and budget needed to implement the change. <i>Lacking Resources =</i> FRUSTRATION	A detailed roadmap that outlines the steps, responsibilities, and timeline. <i>Lacking Action Plan =</i> FALSE STARTS



How might the lack of necessary elements erode Learning Readiness for campus leaders or teachers?



Key Idea

Change *is* hard.

Change is possible.

Change is **manageable**.

We must be the Facilitators of Change.

1. Change is a process, not an event.
2. Change is accomplished by individuals, not institutions.
3. Change is a highly personal experience.
4. Change involves developmental growth.
5. Teachers change their practice when they see success with their students.

Good peer & leadership coaching will be vital.

Grant Application(s)

The COPS Office School Violence Prevention Program (SVPP) FY 2026 will be submitted. The total project amount is \$165,000. The SVPP share is 75% (\$123,750) and the required local match is 25% (\$41,250), which will be funded from the safety allotment received from the State. The ultimate outcome desired from this project is to have a Countywide Unified Response and Reunification Team. This year, the state is requiring that all schools conduct an off-site Reunification Exercise. AISD needs to prepare itself for this requirement.

Leading up to Reunification Readiness, the following areas and projects will be reviewed and addressed:

- Campus Safety Audits
- Facility Vulnerability Assessment (CPTED - Crime Prevention Through Environmental Design model)
- EOP (Emergency Operation Plans) Comprehensive Review
- Incident Action Plans for all campuses
- Tabletop Exercise in coordination with first responders and emergency management
- Functional Exercise in coordination with first responders and emergency management
- Interactive Staff Training
- Emergency Systems Advisory
- And Grant Compliance & Project Management

Every area will receive a SWOT Analysis, which is a strategic planning framework used to evaluate an organization's or project's competitive position. (SWOT = Identifying internal Strengths & Weaknesses, alongside external Opportunities and Threats to guide decision-making).

The submission deadline is August 2026. I will update you if awarded.

Note that the implementation plan is sequenced to satisfy the SVPP's 36-month Comprehensive School Safety Assessment requirement early, then build toward a district-wide functional exercise, while leaving runway within the 60-month award period for sustainment and reporting.

Implementation Plan & Milestones

Phase	Timeframe	Milestone / Deliverable
Phase 1 — Mobilization	Months 1–2	Award acceptance support, kickoff meeting, campus/staff data validation, JustGrants and SAM.gov coordination check, project schedule finalized
Phase 2 — Assessment	Months 2–6	Campus Safety Audits and Facility Vulnerability (CPTED) Assessment completed for all 3 campuses; GAP analysis and Corrective Action Plans delivered
Phase 3 — Planning	Months 5–10	Comprehensive EOP Review completed with committee facilitation; campus-level Incident Action Plans finalized and adopted
Phase 4 — Training	Months 9–15	Customized Interactive Staff Training delivered district-wide; Tabletop Exercise conducted and After-Action Report/Improvement Plan issued
Phase 5 — Technology & Exercise	Months 14–22	Integrated Multi-Layered Emergency Systems Advisory (panic alert integration) completed; district-wide Functional Exercise conducted with local first responders
Phase 6 — Compliance Verification	Months 20–30	36-month Comprehensive School Safety Assessment requirement formally closed out; SF-425 and performance reports current; quarterly sustainment check-ins begin
Phase 7 — Sustainment & Closeout Support	Months 30–36 (through award end at Month 60)	EOP maintenance updates, annual refresher training, final Closeout Report support

Raw STAAR & EOC Scores Comparisons

The next A - F Estimate will not be available until July 28, 2026

AES

2025

AES			Region V			State		
Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading								
71	44	16	74	44	15	78	52	23
			-3	=	+1	-7	-8	-7
3rd Grade Math								
61	30	13	63	37	13	70	45	19
			-2	-7	=	-9	-15	-6
4th Grade Reading								
74	43	16	77	45	16	81	54	24
			-3	-2	=	-7	-11	-8
4th Grade Math								
69	44	14	60	36	16	68	46	24
			+9	+8	-2	+1	-2	-10
5th Grade Reading								
66	41	13	72	50	22	77	58	30
			-6	-9	-9	-11	-17	-17
5th Grade Math								
61	31	11	67	38	15	73	46	22
			-6	-7	-4	-12	-15	-11

2026

AES			Region V			State		
Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading								
68	41	14	70	45	19	74	52	26
			-2	-4	-5	-6	-11	-12
3rd Grade Math								
63	32	8	62	38	16	67	44	22
			+1	-6	-8	-4	-12	-14
4th Grade Reading								
78	54	20	73	45	17	78	53	24
			+5	+9	+3	=	-1	-4
4th Grade Math								
68	47	23	60	39	17	68	50	25
			+8	+8	+6	=	-3	-2
5th Grade Reading								
78	53	27	73	51	26	79	59	35
			+5	+2	+1	-1	-6	-8
5th Grade Math								
72	42	15	66	37	14	75	47	20
			+6	+5	+1	-3	-5	-5

AMS

AMS 25-26 STAAR SCORES

File Edit View Data Tools Help

100% View only

		Total # Tested	Does Not Meet	Approaches or Higher	Meets or Higher	Masters or Higher	2026 State Pass Rate	2026 ESC 5 Pass Rate	2025 AMS Pass Rate	2025 AMS Meets or Higher	2025 AMS Masters or Higher			
2		116	48	68	38	11								
3	6th ELA		41%	59%	33%	9%			63%	38%	15%	66%	41%	13%
4		107	38	71	38	18								
5	7th ELA		34%	66%	36%	17%			70%	43%	13%			
6		125	37	88	54	19								
7	8th ELA		30%	70%	43%	15%			76%	44%	13%			
8		117	46	71	25	3								
9	6th Math		39%	61%	21%	3%			69%	22%	5%	61%	31%	11%
10		89	63	26	5	0								
11	7th Math		71%	29%	6%	0%			36%	10%	0%			
12		116	35	81	47	10								
13	8th Math		30%	70%	41%	9%			66%	48%	17%			
14		123	45	78	49	21								
15	8th Science		37%	63%	40%	17%			60%	29%	7%			
16		125	68	57	25	11								
17	8th SS		54%	46%	20%	9%			37%	20%	11%			

AHS

25-26 STAAR EOC Scores

Score Summary

	Total # Tested	Does Not Meet	Approaches	Meets	Masters	Total Pass	Apples to Apples 2025 approaches	Apples to Apples 2025 meets	Apples to Apples 2025 masters	Apples to Apples 2025 total pass	2025 AHS Pass Rate
English 1	108	23	25	52	8	85	31%	31%	13%	76%	66%
		21%	23%	48%	7%	79%					
English 2	105	23	15	61	6	82	19%	36%	5%	60%	67%
		22%	14%	58%	6%	78%					
Algebra 1	108	27	50	24	7	81	18%	31%	17%	66%	81%
		25%	46%	22%	6%	75%					
Biology	111	12	25	53	21	99	31%	22%	7%	60%	91%
		11%	23%	48%	19%	89%					
US History	112	4	48	43	17	108	17%	10%	11%	37%	94%
		4%	43%	38%	15%	96%					

CONVOCATION SCHEDULE

AISD CONVOCATION 2026-2027

9:15-9:30- Band will play cadences as staff enter the auditorium.

9:35-9:40- Dr. Walker-Opening Prayer, 250 years comments, Welcome and introduce our School Board members

Introduce County Officials, Pastors, Booster Clubs (Athletics, Band, etc.), PTO reps in Attendance

9:45-10:00- Dr. Walker opening comments, celebrations, introduction of theme

10:00-10:10-Dr. Redman comments

10:10-10:30- Introduce Campus Principals and Department Heads to Introduce New Employees- New Employees stand and wave-TRANSPORTATION

10:30-10:40-Education Foundation-Hannah Vaughn

10:40-11:00- Closing and Reminders-Dr. Walker

11:30- Closing prayer and blessing of food-Ministerial Alliance

BACK TO SCHOOL & MEET THE PANTERS

Meet the Teacher

APS - 8/4/26 4:30pm - 6:30pm

AES - 8/4/26 3:30pm - 5:30pm

AMS - 8/5/26 5:30pm-7:30pm

AHS(Back to school Bash) - 8/5/26 5:00pm-7:00pm



ANAHUAC
HIGH SCHOOL

**MEET THE
PANTHERS**

AT KYLE WHITE STADIUM

6:30 - 7:30 PM
ON
AUGUST 24

COME MEET
OUR
STUDENT
ATHLETES
& COACHES!

MEET OUR
COACHES
& TEAMS

GET INFO ON
ATHLETIC
PROGRAMS

PANTHER
PRIDE
ON DISPLAY

2026 - 2027
SEASON
PREVIEW

ONE TEAM. ONE TOWN. ONE **PANTHER** FAMILY!

📍 KYLE WHITE STADIUM

#PANTHERPRIDE

The poster features a dark background with stadium lights. At the top, the school name 'ANAHUAC' is in large, outlined letters, with 'HIGH SCHOOL' below it. The main title 'MEET THE PANTHERS' is in a bold, brush-stroke font. Below this, the location 'AT KYLE WHITE STADIUM' is written. A central graphic shows a roaring panther head between two flags with the letter 'A'. The event time '6:30 - 7:30 PM' and date 'AUGUST 24' are prominently displayed. A circular badge on the left says 'COME MEET OUR STUDENT ATHLETES & COACHES!'. At the bottom, silhouettes of various athletes are shown. Four icons (people, megaphone, hand pointing up, and calendar) correspond to the event activities: 'MEET OUR COACHES & TEAMS', 'GET INFO ON ATHLETIC PROGRAMS', 'PANTHER PRIDE ON DISPLAY', and '2026 - 2027 SEASON PREVIEW'. The slogan 'ONE TEAM. ONE TOWN. ONE PANTHER FAMILY!' is at the bottom, followed by the location 'KYLE WHITE STADIUM' and the hashtag '#PANTHERPRIDE'. Decorative elements include a football helmet and a football at the very bottom.

Superintendent's Rent House

Quotes are being obtained relating to maintenance needs at the rent house for the superintendent. At this point, I have stopped unpacking and have limited use of the house until quotes can be obtained and a gameplan devised.

Plumbing Issues (Interior & Exterior) - Sewer and drain lines are not draining properly resulting in sewer to back up into the shower and bathtubs. Toilets do not flush properly due to the lines not draining. BK Mechanical Services, Inc. came out to run a camera scope in the lines to determine the cause of the problem.

- Interior
 - A severe belly under the right side of the home approximately 30' long
 - The left side has a belly in the line as well.
- Exterior
 - On the left side there is a severe belly under the driveway
 - Including a break/crush in the line

Note that when the lines are repaired that concrete will need to be saw-cut and replaced. Any floors and walls disturbed on the interior will need to be renovated as well.

Water damage, mold/mildew, and warped panelling

One of the rooms is showing signs of moisture problems. The problem will need to be investigated. Likely causes could be a roof issue and that the room is not adequately sealed as daylight can be seen underneath the baseboards.

I will hold off on trying to relocate. I want to be able to keep my focus on the start of the new school year. When I have the information that I need, I will give you an update.

PROFESSIONAL DEVELOPMENT

Passed professional development for me included:

June 4

- LIFT Leadership Team Meeting

June 8:

- Zoom Meeting with John Wink and Leadership Team on the preliminary STAAR Scores

June 17 - 19

- TASB Summer Leadership Institute

June 28 - 30

- Texas School Safety Center Annual Conference

July 15

- LIFT - Observation Feedback (O/F) Training Day One

July 16

- TMT Pathway 2, Design Session Training

July 21

- Website Training with AISD IT Team

July 28

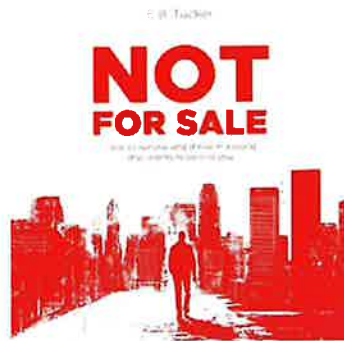
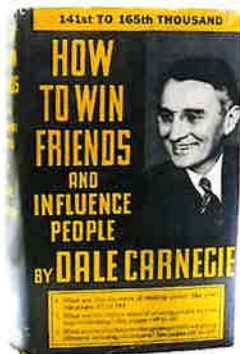
- Safety and Security Committee Meeting with Barbers Hill ISD and CSO

July 29 - 30

- ALERRT (Advanced Law Enforcement Rapid Response Training)

Books Re-read & Read during the month of July for (Leadership skills & Goal Setting)

- Re-read: *How to Win Friends and Influence People* by Dale Carnegie



- Read for first time: *Not For Sale: How to Survive and Thrive in a World That Wants to Control You* by E.B. Tucker

UPCOMING BOARD DATES

- August 24 - I will be out of town on August 31. Can we move the Regular August Meeting to Aug. 24 or another day? The 24th is the same day as *Meet the Panthers* so the start time would have to be moved up if on the 24th.
- August 31 - Tentative Special Meeting to adopt budget and set tax rate. Again, I will not be present that night.

LIFT Action Plan - High-Level Overview

Year 1 (2026-2027)

	Priority Level	Key Milestones May - July	Key Milestones August-October	Key Milestones November-January	Key Milestones February-April
RBIS (Research-Based Instructional Strategies training) 20	Medium ▾	Leaders by August 1st trained (RLA and Math) ESC: Math: July 8-9 @ ESC RLA: July 14 @ ESC East Chambers: RLA - May 26, 2026 HUB Site - East Chambers	Teachers Refined Math New Teachers RLA		
Instructional Framework	High ▾	Leaders create Both RLA and Math Launching IF process by August 15 Drafting IF (vision & beliefs) and seeking input from stakeholders	Finalizing IF (vision & beliefs) by August 30 Communicating IF across all stakeholders by Sept 30 Mapping Stakeholder Actions by Sept 30	Begin using IF in communication around HQIM usage	Reflect on Instructional Framework
Performance Management	High ▾	TEA required monthly meetings	BOY PM Routines by Sept	MOY PM Routines by January	EOY PM Routines by April

			Determine key stakeholders and communication plan for PM routines; train on PM routines				
Assessment	Low ▾						
SWR (School-Wide Routines)	Medium ▾		Review with Leaders-SWR procedures that are currently in place by August 1	Review and train teachers in SWR by August 15 Monitor SWR	Monitor SWR Reset routines as needed in January	Evaluate and determine if additional training is needed	
O/F₁ (Observation/Feedback training)	High ▾		Train Leaders in O/F tools by August 1 Communicate with stakeholders goals of O/F Set Goals for Coaching Cadence	Launching O/F cycles Train Teachers in O/F tools	Continue O/F cycles	Continue O/F cycles Celebrate Progress and determine goals for refining implementation	
Adoption	Medium ▾				Revisit data from O/F and goals within IF to determine adoption needs	Consider Adoption and order materials based on district committee decision	
Product Training	Low ▾				Product overview training - RLA/Math		

PLCs (Professional Learning Communities)	Low ▾	Establish protected PLC time within master schedule by August 7 Create a strong agenda with norms	Train PLC facilitators in adaptive and technical skills August-Ongoing	Observe PLC structures Plan for training around PLC HQIM structures - unit/lesson internalization, SWAP, Lesson Rehearsal and data protocols	
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Year 2 (2027-2028) Priorities (based on adoption of Bluebonnet)

RBIS	Train any new leaders and teachers before September 2027
Instructional Framework	Revisit & Anchor Instructional Framework aligned with RBIS
Performance Management	Continue BOY, MOY, EOY routines and use the data to determine O/F coaching cycles and PLC goals
Assessment	Assessment inventory or audit if needed
SWR	Monitor and adjust SWR as needed
O/F	Deepen Observation and Feedback Cycles - calibration and increased cadence based on teacher goals.
Adoption	Bluebonnet Implementation with support for RLA and Math
Product Training	Ensure training for all new leaders/teachers
PLCs	Establish the facilitation of all PLC structures (unit/lesson internalization/ rehearsal/ SWAP) and make adjustments as needed

Year 3 (2028-2029) Priorities (based on adoption of Bluebonnet)

RBIS	Train any new leaders and teachers before September 2028
Instructional Framework	Revisit & Anchor Instructional Framework aligned with RBIS
Performance Management	Continue BOY, MOY, EOY routines and use the data to determine O/F coaching cycles and PLC goals Add in CBA PM to refine student growth goals
Assessment	Assessment inventory or audit if needed
SWR	Monitor and adjust SWR as needed
O/F	Deepen Observation and Feedback Cycles - calibration and increased cadence based on teacher goals.
Adoption	Continue Support for Bluebonnet Implementation for RLA and Math
Product Training	Ensure training for all new leaders/teachers Deeper internalization for leaders and teachers; increasing access for all students
PLCs	Continue facilitation of all PLC structures (unit/lesson internalization/ rehearsal/ SWAP) and make adjustments as needed



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

June 22, 2026

Dr. David Walker
Superintendent
Anahuac ISD
PO Box 639
Anahuac, Texas 77514

Re: Legal Services

Dear Dr. Smith:

Walsh Gallegos Kyle Robinson & De Los Santos P.C. welcomes the opportunity to work with the Anahuac Independent School District. Enclosed are assorted brochures detailing the various products and services we provide, a legal services retainer agreement, and a summary of our fee structure. You will find that our statewide reputation speaks for itself—as everyone knows, Walsh Gallegos *knows* school law.

Walsh Gallegos offers two options designed to provide the best representation in school law to school districts, colleges, and special education cooperatives. In short, we are happy to do as much work as the District wishes. Our flexible programs give the choice to you.

Option 1: Legal Services Retainer Agreement. Our Legal Services Retainer Agreement provides service for general school law matters and special education law. Clients have access to our exclusive toll-free telephone numbers and no-charge telephone consultation on day-to-day general matters of education law and/or special education law. The Legal Services Retainer Agreement costs \$1,000.00 annually. Superintendents, Board Presidents, Special Education Directors and any other client-designated person can use this service without charge. Although anyone from the District may call, to serve you best we appreciate being given some direction regarding who is authorized to request legal services. This protects you and makes us sure that we are giving legal advice to persons authorized to receive it.

Under our Legal Services Retainer Agreement, if one of the firm's attorneys, in response to a question, must research, write, consult with another attorney in the firm, or do any other work in connection with the inquiry, the client is billed for the work at a reduced rate, plus costs such as postage and copying. This practice is consistent with that offered by other firms with similar retainer programs.

For such work, the reduced rates for retainer clients are \$265 per hour for associates licensed less than one year, \$290 per hour for associates licensed one to two years, \$340 per hour for associates licensed over two years, and \$360 per hour for shareholders, billed in tenth of an hour increments as used. If a matter arises requiring more in-depth work, such as litigation, a hearing, or the need for a review of documents, we will set up a new file and all fees will be charged at the reduced rates, including telephone calls.

As part of the Legal Services Retainer Agreement, clients receive the following:

- No-charge telephone consultation with district officials regarding general routine legal matters. (Toll-free number is available)
- Reduced hourly rates on ongoing matters
- Subscriptions to both of our newsletters
 - *Time Out with Walsh Gallegos (bi-monthly) addresses general education issues.*
 - *This Just In (monthly) addresses legal issues specific to the special needs of students with disabilities.*
- Periodic Walsh Gallegos e-mail updates on the latest developments in school law
- Reduced rates on all Walsh Gallegos inservices and products

In addition, our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from the calendar on our website. Our On-Demand webinars provide excellent training for school administrators without having to leave the district. More information about these services and other advantages of the retainer program are included in the attached description.

In representing school districts, colleges and special education cooperatives, we serve as strong advocates on behalf of our clients. However, if at any time a client wishes to obtain another opinion, use another firm or ask for a different attorney in the firm, we will facilitate that desire. As would any law firm, if at any time we believe we have a conflict of interest or that a client would be better served by another law firm, we do not hesitate to suggest appropriate action.

If you would like to join our retainer program, please sign and return the enclosed Legal Services Retainer Agreement with payment of the \$1,000.00 retainer fee. We will return a fully executed copy to you for the District's files.

Option 2: Non-Retainer Plan. If the Legal Services Retainer Agreement does not interest you, we also have a non-retainer fee arrangement that requires no up-front payment of an annual retainer. Under this Non-Retainer plan, a client may call on an as-needed basis and be billed for all work, including telephone calls. The hourly rates for this service are \$265 per hour for associates licensed less than one year, \$290 per hour for associates licensed one to two years, \$360 per hour for associates

licensed over two years, and \$380 per hour for shareholders, billed in tenth of an hour increments as used.

If you would like to sign up for the Non-retainer plan, please let me know and we will send you a fee agreement.

Under either of these options we can also serve as a supplement to local counsel. Some clients subscribe to our retainer program but use a local attorney for many routine matters, such as attendance at board meetings. They use our firm for specific matters such as Texas Education Agency appeals, special education hearings, or for easy-to-access general legal advice whenever their local counsel is unavailable.

I trust this information will be sufficient to help you make a decision as to how Walsh Gallegos may best serve the District's needs. We look forward to working with Anahuac ISD under any of the Options outlined above. Please note that the enclosed Legal Services Retainer Agreement must be signed by an authorized Trustee or Employee. Consult your local policies to see if they specify who is authorized to approve and sign an agreement retaining legal counsel for the District. Many Districts have adopted the Texas Association of School Boards' proposed Policy BDD (local) which requires approval of this agreement by the Board of Trustees.

The law firm's programs are designed to provide the District with excellent service and prompt responses to all questions. When considering decisions with legal consequences, call *any* Walsh Gallegos attorney with questions and concerns regarding school law issues. If you have any questions or need additional information, do not hesitate to call.

Sincerely,

Blake Henshaw

PBH/ym
Enclosures



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

**LEGAL SERVICES RETAINER AGREEMENT
FOR ANAHUAC INDEPENDENT SCHOOL DISTRICT**

The Anahuac Independent School District (hereinafter “District”), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Kyle Robinson & De Los Santos P.C. (hereinafter “Law Firm”), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with Texas Government Code Chapter 2271: Pursuant to Texas Government Code Chapter 2271, as amended, the Law Firm verifies that it does not boycott Israel and will not boycott Israel during the term of this Agreement.
7. Compliance with Texas Government Code Chapter 2252: Pursuant to Texas Government Code Chapter 2252, as amended, the Law Firm verifies that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Section 2252.152.

8. Compliance with Texas Government Code Chapter 2274 and 809: Pursuant to Texas Government Code Chapters 2274 and 809, as amended, the Law Firm verifies that it does not boycott energy companies and will not boycott energy companies during the term of this Agreement.
9. Compliance with Texas Government Code Chapter 2274: Pursuant to Texas Government Code Chapter 2274, as amended, the Law Firm verifies that it does not discriminate against firearm entities or firearm trade associations and will not discriminate against firearm entities or firearm trade associations during the term of this Agreement.
10. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. All communications between the parties shall be deemed privileged, and all work product shall be protected from disclosure. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.
11. Confidential Relationship: All information furnished by the District to Law Firm hereunder, including their respective agents, and employees, shall be treated as confidential ("Confidential Information") and shall not be disclosed to third parties except as required by law or authorized in writing. Any Confidential Information of the District may be used by Law Firm only in connection with the Services. Law Firm agrees to protect the confidentiality of any Confidential Information in the same manner that it protects the confidentiality of its own proprietary and confidential information. Access to the Confidential Information shall be restricted to those of Law Firm's personnel engaged under this Agreement. All Confidential Information made available hereunder, including copies thereof, shall be returned in accordance with Law Firm's File Retention Policy or request by the District, whichever occurs first. The restrictions set forth in this section shall not apply to information that is or becomes in the public domain through no fault of Law Firm, is independently developed by Law Firm, is provided to Law Firm by a third party who is not subject to a duty of confidentiality, or is required to be disclosed pursuant to law or legal process.
12. Texas Lawyer's Creed: Under rules of the Texas Supreme Court and the State Bar of Texas, we advise our clients of the contents of the Texas Lawyer's Creed, a copy of which is enclosed. In addition, we advise clients that the State Bar of Texas investigates and prosecutes complaints of professional misconduct against attorneys licensed in Texas. A brochure entitled Attorney Complaint Information is available at all of our offices and is likewise available upon request. A

client that has any questions about the State Bar's disciplinary process should call the Office of the General Counsel of the State Bar of Texas at 1-800-932-1900 (toll free).

13. Generative AI: While representing District, Law Firm may use generative AI tools and technology like Westlaw to assist in legal research, document drafting and other legal tasks. This technology enables us to provide more efficient and cost-effective legal services. However, it is important to note that while generative AI can enhance Law Firm's work, it is not a substitute for the expertise and judgment of Law Firm's attorneys. Law Firm will exercise professional judgment in using AI-generated content and ensure its accuracy and appropriateness in your specific matters. By entering into this agreement, District understands and agrees to Law Firm's use of AI-assisted applications, including Law Firm's limited, supervised use of those tools to process certain confidential information under Law Firm's continuing monitoring to reasonably protect the confidentiality of all information.

ANAHUAC INDEPENDENT SCHOOL DISTRICT

By: _____

(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS KYLE ROBINSON & DE LOS SANTOS P.C.

By: _____

Joe A. De Los Santos
Managing Shareholder

Date

THE TEXAS LAWYER'S CREED -- A MANDATE FOR PROFESSIONALISM

The Texas Supreme Court and the Texas Court of Criminal Appeals adopted this Creed, with the requirement that lawyers advise their clients of its contents when undertaking representation.

I am a lawyer. I am entrusted by the People of Texas to preserve and improve our legal system. I am licensed by the Supreme Court of Texas. I must therefore abide by the Texas Disciplinary Rules of Professional Conduct, but I know that professionalism requires more than merely avoiding the violation of laws and rules. I am committed to this creed for no other reason than it is right.

I. OUR LEGAL SYSTEM

A lawyer owes to the administration of justice personal dignity, integrity, and independence. A lawyer should always adhere to the highest principles of professionalism. I am passionately proud of my profession. Therefore, "My word is my bond." I am responsible to assure that all persons have access to competent representation regardless of wealth or position in life. I commit myself to an adequate and effective pro bono program. I am obligated to educate my clients, the public, and other lawyers regarding the spirit and letter of this Creed. I will always be conscious of my duty to the judicial system.

II. LAWYER TO CLIENT

A lawyer owes to a client allegiance, learning, skill, and industry. A lawyer shall employ all appropriate means to protect and advance the client's legitimate rights, claims, and objectives. A lawyer shall not be deterred by any real or imagined fear of judicial disfavor or public unpopularity, nor be influenced by mere self-interest. I will advise my client of the contents of this creed when undertaking representation. I will endeavor to achieve my client's lawful objectives in legal transactions and in litigation as quickly and economically as possible. I will be loyal and committed to my client's lawful objectives, but I will not permit that loyalty and commitment to interfere with my duty to provide objective and independent advice. I will advise my client that civility and courtesy are expected and are not a sign of weakness. I will advise my client of proper and expected behavior. I will treat adverse parties and witnesses with fairness and due consideration. A client has no right to demand that I abuse anyone or indulge in any offensive conduct. I will advise my client that we will not pursue conduct which is intended primarily to harass or drain the financial resources of the opposing party. I will advise my client that we will not pursue tactics which are intended primarily for delay. I will advise my client that we will not pursue any course of action which is without merit. I will advise my client that I reserve the right to determine whether to grant accommodations to opposing counsel in

all matters that do not adversely affect my client's lawful objectives. A client has no right to instruct me to refuse reasonable requests made by other counsel. I will advise my client regarding the availability of mediation, arbitration, and other alternative methods of resolving and settling disputes.

III. LAWYER TO LAWYER

A lawyer owes to opposing counsel, in the conduct of legal transactions and the pursuit of litigation, courtesy, candor, cooperation, and scrupulous observance of all agreements and mutual understandings. Ill feelings between clients shall not influence a lawyer's conduct, attitude, or demeanor toward opposing counsel. A lawyer shall not engage in unprofessional conduct in retaliation against other unprofessional conduct. I will be courteous, civil, and prompt in oral and written communications. I will not quarrel over matters of form or style, but I will concentrate on matters of substance. I will identify for other counsel or parties all changes I have made in documents submitted for review. I will attempt to prepare documents which correctly reflect the agreement of the parties. I will not include provisions which have not been agreed upon or omit provisions which are necessary to reflect the agreement of the parties. I will notify opposing counsel, and, if appropriate, the Court or other persons, as soon as practicable, when hearings, depositions, meetings, conferences, or closings are cancelled. I will agree to reasonable requests for extensions of time and for waiver of procedural formalities, provided legitimate objectives of my client will not be adversely affected. I will not serve motions or pleadings in any manner that unfairly limits another party's opportunity to respond. I will attempt to resolve by agreement my objections to matters contained in pleadings and discovery requests and responses. I can disagree without being disagreeable. I recognize that effective representation does not require antagonistic or obnoxious behavior. I will neither encourage nor knowingly permit my client or anyone under my control to do anything which would be unethical or improper if done by me. I will not, without good cause, attribute bad motives or unethical conduct to opposing counsel nor bring the profession into disrepute by unfounded accusations of impropriety. I will avoid disparaging personal remarks or acrimony towards opposing counsel, parties, and witnesses. I will not be influenced by any ill feeling between clients. I will abstain from any allusion to personal peculiarities or idiosyncrasies of opposing counsel. I will not take advantage, by causing any default or dismissal to be rendered, when I know the identity of an opposing counsel, without first inquiring about that counsel's intention to proceed. I will promptly submit orders to the Court. I will deliver copies to opposing counsel before or contemporaneously with submission to the Court. I will promptly approve the form of orders which accurately reflect the substance of the rulings of the Court. I will not attempt to gain an unfair advantage by sending the Court or its staff correspondence or copies of correspondence. I will not arbitrarily schedule a deposition, court appearance, or hearing until a good faith effort has been made to schedule it by agreement. I will readily stipulate

to undisputed facts in order to avoid needless costs or inconvenience for any party. I will refrain from excessive and abusive discovery. I will comply with all reasonable discovery requests. I will not resist discovery requests which are not objectionable. I will not make objections nor give instructions to a witness for the purpose of delaying or obstructing the discovery process. I will encourage witnesses to respond to all deposition questions which are reasonably understandable. I will neither encourage nor permit my witness to quibble about words where their meaning is reasonably clear. I will not seek Court intervention to obtain discovery which is clearly improper and not discoverable. I will not seek sanctions or disqualification unless it is necessary for protection of my client's lawful objectives or is fully justified by the circumstances.

IV. LAWYER AND JUDGE

Lawyers and judges owe each other respect, diligence, candor, punctuality, and protection against unjust and improper criticism and attack. Lawyers and judges are equally responsible to protect the dignity and independence of the Court and the profession. I will always recognize that the position of judge is the symbol of both the judicial system and administration of justice. I will refrain from conduct that degrades this symbol. I will conduct myself in Court in a professional manner and demonstrate my respect for the Court and the law. I will treat counsel, opposing parties, the Court, and members of the Court staff with courtesy and civility. I will be punctual. I will not engage in any conduct which offends the dignity and decorum of proceedings. I will not knowingly misrepresent, mischaracterize, misquote or miscite facts or authorities to gain an advantage. I will respect the rulings of the Court. I will give the issues in controversy deliberate, impartial and studied analysis and consideration. I will be considerate of the time constraints and pressures imposed upon the Court, Court staff and counsel in efforts to administer justice and resolve disputes.



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

BENEFITS OF THE RETAINER PROGRAM

- 1. FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 8.9 free hours of telephone consultation. That is a \$2,714.50 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (888) 622-6864
- Albuquerque (800) 771-6864

- 2. REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.
- 3. FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

- (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
- (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help

keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- EEOC Releases New Regulations for Pregnant Workers Fairness Act
- Attorney General Rule Updating Title II of the ADA Ensuring that Web Content and Mobile Apps are Accessible
- U.S. Department of Labor Increases Salary Threshold for Exempt Employees
- Final Title IX Regulations Released
- Supreme Court Clarifies Limits on Public Officials' Social Media Conduct
- Next Steps in Medicaid Review Process
- HB 3033 Crucial NEW Deadlines for Responding to PIA Requests
- New I-9 Form for Employment Eligibility Verification
- HB 114 Creates a New Mandatory DAEP Offense

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.

6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:

- Interactive Student Code of Conduct
- Discipline Guide for DAEP & Expulsion
- Administrator's Anti-Bullying Toolkit
- Sexual Harassment Investigation Guide
- Operating Guidelines for Cameras in Special Education Settings

7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

**FEE SCHEDULE AS OF JULY 16, 2025
LEGAL SERVICES RETAINER AGREEMENT**

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$340/hour for associates licensed over two years, or \$360/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$265/hour for associates licensed less than one year, \$290/hour for associates licensed one to two years, \$360/hour for associates licensed over two years, or \$380/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.

Preventative Training



Every year we conduct over 250 presentations to board members, teachers, and administrators on various school law topics. Our training courses cover everything from governance, special education, personnel, student discipline, construction, and much more.

To better serve you we also offer “On-Demand” webinars each school year on a variety of topics. This allows you to receive training in the comfort of your home, district meeting room, or office. Webinars last approximately 1.5 hours and there is always plenty of time for questions and answers. Other firms tout preventive law, but we deliver it on a regular basis.

Training topics regularly addressed by Walsh Gallegos attorneys include the following:

- Special Education
- Employee Dismissal
- Grievance Procedures
- Employee Disability Law
- Employee Appraisals
- Student Discipline
- Employee Discipline
- Governance
- Documentation
- Open Meetings and Public Information
- Student Activity and Organization Issues
- Student and Employee Religious First Amendment Rights and Other Constitutional Rights
- School Construction, Bidding and Board Operating Procedures
- Sexual Harassment and Whistle-blower Complaints
- Student Records
- Title IX

The firm is approved by the Texas Education Agency as a sponsor for school board member training - one of the first law firms to be approved. Additionally, the firm is approved by the Texas Association of School Business Officials as a registered provider of continuing education credits for TASBO members. We also are approved by the Texas State Board for Educator Certification (SBEC) to provide Continuing Professional Education (CPE) for educators and have received approval from the Texas Attorney General to provide statutorily required open meeting and public information training to trustees or their designees.

If you have any questions, please email info@wabsa.com or call **800.252.3405**.





ON-DEMAND *WEBINAR SERIES*

Register Here:



1.800.252.3405



info@wabsa.com



www.WalshGallegos.com/Events



Join from anywhere via Zoom

Webinar Pricing:

\$150

Webinar Only

\$50 each additional device from same district

\$225

Webinar + Recording Download

= \$225 per device

\$300

Recording Only = \$300

Contact us for group pricing of 6 or more total devices!



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

ON-DEMAND WEBINAR SERIES



Wednesday, September 16, 2026, 10:00-11:30 AM

Home Room Period: Title IX

Jennifer Hall & Jeff Crownover

Since 2020, the Title IX landscape has been rather unsettled. Join us for a virtual training during which we will focus on the practical implications and requirements of the Title IX statutes and regulations administratively and then what you need to be concerned with when it comes to litigation. We will apply Title IX primarily to student involved harassment, both student on student and employee on student harassment, but will also address employee to employee harassment and will walk you through the regulations, what is considered sexual harassment under the statute, the formal grievance process, and the record keeping required by the statute.



Wednesday, November 4, 2026, 10:00-11:30 AM

Tears for Tiers: Documenting Service Intensity Decisions

Elvin Houston & Kaylyn Kirkpatrick

With TEA's new intensity of services funding model, determining the appropriate level of special education services remains one of the most challenging—and heavily scrutinized—decisions an ARD Committee makes. This session will explore the legal and practical considerations involved in determining the appropriate service level, documenting decision-making, and developing defensible IEPs. Attendees will learn strategies for connecting evaluation data, present levels, goals, services, and placements, while avoiding common documentation pitfalls in this changing landscape.



WALSH GALLEGOS
KYLE ROBINSON & DE LOS SANTOS P.C.

ON-DEMAND WEBINAR SERIES



Wednesday, February 10, 2027, 10:00-11:30 AM

Medical Mysteries: Navigating the Law and Medicine in the Education Setting

Andrea Slater Gulley & Arieana Martinez

Who knew that working in special education would require expertise in law, medicine AND education? But that's precisely the triad many special education leaders and administrators face on a regular basis. You don't have to go it alone. Join experienced Walsh Gallegos lawyers to learn how to legally navigate complex medical issues faced by students.



Wednesday, March 3, 2027, 10:00-11:30 AM

Legislative Homeroom Period: Gifts and Conflicts of interests

Christine Badillo & Ryan Pacher

Every day, Texas school district leaders are faced with questions about what might be a potential conflict of interest. In this presentation, Christine Badillo and Ryan Pacher will provide an in-depth look at the many legal requirements and prohibitions applicable to these questions, including Texas laws concerning financial conflict of interest disclosures, outside employment, and gifts. Attendees will learn how to identify and manage conflicts related to contracts, employment, and vendor relationships, including best practices and real-world examples of ethical dilemmas in school governance and operations.

THIS JUST IN...

BY:

Jim Walsh

DEVELOPMENTS IN SPECIAL EDUCATION LAW

MAY 2026

NO. 434

WHEN GENERAL ED HOMEBOUND BECOMES “SPECIAL ED”

President Lincoln liked to ask his friends how many legs a dog would have if you called the tail a leg. The answer is four. That’s because calling a tail a leg does not make it a leg. A recent federal court decision makes a similar point. Calling your services “general ed” does not make those services “general ed” when they fit the definition of “special ed.”

BACKGROUND. Austin ISD declared S.T. ineligible for special education services because he did not need them. The district believed that its 504 plan was serving the student adequately. After conducting a Full Initial Individual Evaluation, the ARD Committee acknowledged the student’s qualifying disability, but concluded that he did not need special education. The parent then requested an IEE (Independent Educational Evaluation) which the district agreed to provide. The IEE recommended IDEA eligibility for the student, but the ARD Committee again said no. The district served S.T. via general education homebound with a 504 plan. The district believed the student was receiving an appropriate education without special education services, and thus, did not need them.

The parent requested a due process hearing. The hearing officer agreed with

the parent that the child should have been identified as IDEA-eligible. The case moved on to federal court as the parent sought attorneys’ fees and the school sought to overturn the hearing officer’s decision. The court affirmed the hearing officer’s ruling. The court held that what AISD called “504 services” was in fact, “special education.” This is an important federal court decision that should prompt some discussion about general education homebound services.

WHAT IS “SPECIAL ED”? Special education eligibility hinges on two factors. The student must have a disability as that term is defined in the law, and must need special education services because of that disability. To determine if a student “needs” special education, we have to understand what “special education” means.

Federal regulations tell us that “special education” is “specially designed instruction” (SDI). SDI is defined in federal regulations as “adapting...the content, methodology, or delivery of instruction.” So when we say a student does not need special education, we are saying that the student does not need adaptations in content (what is taught), methodology (how the student is taught) or delivery (where and how instruction is delivered). *S.T. v. Austin ISD* puts a laser focus on “delivery.”

FEDERAL REGULATIONS TELL US THAT “SPECIAL EDUCATION” IS “SPECIALLY DESIGNED INSTRUCTION” (SDI). SDI IS DEFINED IN FEDERAL REGULATIONS AS “ADAPTING...THE CONTENT, METHODOLOGY, OR DELIVERY OF INSTRUCTION.... *S.T. v. AUSTIN ISD* PUTS A LASER FOCUS ON “DELIVERY.”



WALSH GALLEGOS

KYLE ROBINSON & DE LOS SANTOS P.C.

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Where does general education homebound fit into those definitions? From this court's decision it sounds like S.T. did not need changes in the content or methodology of instruction. The student's disability was CFS, Chronic Fatigue Syndrome, which is why the student was on general education homebound. But when instruction is provided in the home, rather than at the school, isn't that an "adaptation" of the "delivery" of instruction?

The federal court affirmed how the hearing officer analyzed the situation:

Regarding Student's chronic fatigue syndrome, Student sleeps for most of the day and tires quickly. Because of this, he is unable to attend school full time. To address Student's unique needs resulting from his chronic fatigue syndrome so that Student can access the general education curriculum, District has adapted the delivery of Student's education by significantly limiting the amount of time per day and per week Student receives instruction. District also changes how the material is delivered to Student to accommodate the shorter instructional time. Because of these adaptations to the delivery of instruction, District is providing specially designed instruction which meets the definition of special education. (Emphasis added).

The court is saying that what AISD called "accommodations pursuant to Section 504" was, in fact, a form of "specially designed instruction." The student needed SDI" and therefore, should have been declared eligible for special education services. Calling the services a "504 plan" did not make it a "504 plan." What the student needed, as a result of his CFS, was a set of adaptations in the delivery of services. That's "special ed."

WHAT ABOUT GENERAL ED HOMEBOUND? Does this mean that all students on homebound should be served through special education?

No. The court was careful to limit its ruling to this particular student:

...to be sure, the Court does not intend to suggest that every student receiving homebound education services needs or is receiving special education.

Here's how this student's situation was different:

Unlike other students in the general education homebound program, who were scheduled in two-hour instructional blocks during times that were based on convenience of location, S.T.'s instructional periods had to be scheduled around when he was awake and were shortened because of his specific health needs resulting from his CFS

[I]t is clear that the District treated S.T. as if he needed special education by tailoring the method of instruction not only to be homebound, but also to match the specific days and hours that fit his physical condition....This appears to surpass the purview of the general education homebound program.

THE PRACTICAL EFFECT. As usual in special ed law, the key factor is the unique situation of each student. The court held that the services provided to this particular student amounted to "special education" as that term is defined in federal law. That does not apply to all of the students on a homebound program. Once again, we learn that the most important letter in IDEA is the I.

The case should prompt some discussion and perhaps some re-consideration of how we serve some of the students on general education homebound.

The case is *S.T. v. Austin ISD*, decided by the federal court for the Western District of Texas on March 26, 2026. We found it at 126 LRP 8647.

FOR MORE INFORMATION

on retainer programs or the firm, please write to P.O. Box 2156, Austin, TX 78768, visit our website at www.WalshGallegos.com or call us at 512-454-6864.

THIS JUST IN is published monthly by Walsh Gallegos Kyle Robinson & De Los Santos P.C., a law firm with a practice emphasizing the legal representation of Texas independent school districts, junior colleges and universities. **THIS JUST IN** is provided as a service under the firm's Retainer Agreements for school districts and special education co-ops.

This publication is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.

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TIME OUT

WITH
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INSIDE: Strengthening Student Safety: Mandatory Reporting Requirements / Excerpts from the Daily Dawg / Firm News

STRENGTHENING STUDENT SAFETY: MANDATORY REPORTING REQUIREMENTS

BY: LEANDRA COSTILLA ORTIZ

I. REQUIRED ABUSE AND MISCONDUCT REPORTING AND NOTICES (SB 571)

A. Brief Overview

Texas Senate Bill 571 ("SB 571") was signed into law by Governor Abbott on June 21, 2025, and took immediate effect the day it was signed into law as part of the 89th Legislative Regular Session. The bill makes significant changes to the Texas Family Code's requirements to report child abuse, in addition to creating Chapter 22A of the Texas Education Code relating to Employee, Service Provider, and Educator Misconduct. Chapter 22A alters the requirements to report employee, service provider and educator misconduct to the Texas Education Agency ("TEA") and the State Board for Educator Certification ("SBEC")

Before the enactment of SB 571, Texas law already imposed broad reporting requirements on professionals who suspected child abuse or neglect. The primary goal of mandatory reporting requirements is to enforce the educator's duty to protect students. Keeping students safe is everyone's

responsibility. For school employees, this duty is both ethical and legal. It applies to each individual and is not a responsibility that can be passed on to another. The golden rule is if you have a concern, the law requires reporting.

II. KEY CHANGES TO MANDATORY REPORTING

The significant changes to mandatory reporting requirements and the creation of Chapter 22A of the Texas Education Code strengthen how schools must respond to concerns about student safety and allegations of educator misconduct. These key changes include faster reporting by school leaders, an expansion of the types of mandatory reportable misconduct, and clearer responsibilities across agencies.

A. Reports to DFPS and Law Enforcement Agencies

The changes to Section 261.101 of the Texas Family Code shorten the timeline professionals must report suspected abuse or neglect to the Department of Family and Protective Services

THE PRIMARY GOAL OF MANDATORY REPORTING REQUIREMENTS IS TO ENFORCE THE EDUCATOR'S DUTY TO PROTECT STUDENTS. KEEPING STUDENTS SAFE IS EVERYONE'S RESPONSIBILITY. FOR SCHOOL EMPLOYEES, THIS DUTY IS BOTH ETHICAL AND LEGAL.



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or law enforcement agencies. Previously, the reporting requirement was no later than 48 hours after the professional first had reasonable cause to believe that the child had been abused or neglected. Now, the timeline has been shortened to 24 hours after the professional has reasonable cause to believe that a child has been abused.¹ It is important to note again that a professional may not delegate to or rely on another person to make the report. Simply informing a supervisor or administrator of the suspected abuse will not satisfy the reporting requirement; rather, each individual is responsible for making their own report.

Section 261.001 of the Texas Family Code amends the definition of “law enforcement agency” for the purposes of mandatory reporting requirements. A law enforcement agency includes the Department of Public Safety, the police department of a municipality, or the sheriff’s or constable’s office of a county.² Notably, this does not include a police department of an educational entity. Understanding this distinction is important when determining whether a report has been made to a legally recognized law enforcement agency under SB 571.

When considering reporting, it is important to note that the definition of abuse under Section 261.001 of the Texas Family Code has been expanded to include sexual conduct harmful to a child’s mental, emotional, or physical welfare, including conduct that constitutes an improper relationship between an educator and a student.³

B. Superintendent and Principal Reporting Requirements

i. Employees

In addition to the nondelegable duty to report incidents of suspected abuse and neglect within 24 hours, SB 571 makes significant changes to mandatory educator misconduct reporting requirements for superintendents and principals. Previously, principals were required to report misconduct within seven business days after learning of any allegations of educator misconduct. Principals now must make a report to the Superintendent within 48 hours of first learning of certain educator misconduct, including:

- Abuse or an unlawful act with a student;
- Involvement or solicitation of a romantic relationship or sexual conduct with a student;
- Inappropriate communications with a student; and
- Failing to maintain appropriate boundaries with a student.⁴

For purposes of this article, the misconduct described above will be referred to as “48-hour misconduct.” Keep in mind that the seven-business day timeline still applies for conduct that falls outside the scope of the conduct listed above.⁵

Similar changes were made regarding Superintendents. The 48-hour reporting period extends to superintendent reports to SBEC for alleged “48-hour misconduct.” The clock begins once the superintendent receives notice from the principal or becomes aware of evidence of the “48-hour misconduct.”⁶ This report must be in writing in a form provided by the SBEC and submitted through the SBEC’s Misconduct

Reporting Portal.⁷ Keep in mind that failure to report within the deadline could result in administrative penalties.⁸ Intentional delays to conceal the misconduct is a state jail felony.⁹

The superintendent must also make sure to investigate reportable misconduct and is lawfully obligated to complete the investigation of any educator that involves evidence that the educator may have engaged in “48-hour misconduct.”¹⁰ This investigation must be completed even if the educator resigned.

ii. Non-certified employees/Service providers

SB 571 expanded the reporting framework for employees to include non-certified employees and service providers. Non-certified employees and service providers include school employees lacking certification, tutors, contractors, vendors or any other service provider who has, or will have, contact with students.¹¹ The same requirements apply here as they did for employees. That means mandatory 48-hour reporting for the misconduct described above for both principals and superintendents.¹² Superintendents must report to TEA in written form through the Misconduct Reporting Portal, in addition to notifying the board of trustees and the person who is the subject of the report.¹³ Again, failure to make a timely report could result in penalties and intentional concealment is a state jail felony.¹⁴

C. Notice to Parents

SB 571 created an obligation to notify guardians when there are “48-hour misconduct” allegations against non-certified employees and service

¹ Tex. Fam. Code Ann. § 261.101(b).

² Tex. Fam. Code Ann. § 261.001(3-a).

³ Tex. Fam. Code Ann. § 261.001(1)(E).

⁴ Tex. Educ. Code § 22A.051(c)(2).

⁵ Tex. Educ. Code § 22A.051(a)(2)(E)-(H).

⁶ Tex. Educ. Code § 22A.051(d)(2).

⁷ Tex. Educ. Code § 22A.051(e). ⁸ Tex. Educ. Code § 22A.051(k).

⁹ Tex. Educ. Code § 22A.051(j).

¹⁰ Tex. Educ. Code § 22A.051(g).

¹¹ Tex. Educ. Code § 22A.052(a).

¹² Tex. Educ. Code § 22A.052(b), (d).

¹³ Tex. Educ. Code § 22A.052(f), (g).

¹⁴ Tex. Educ. Code § 22A.052(k).

providers, in addition to the existing requirements concerning employees.¹⁵ The notice must include that the alleged misconduct occurred, whether the person was terminated or resigned, and if a report has been made to SBEC or TEA.¹⁶ This notice must be made as soon as feasible.¹⁷

D. CARRT

TEA established the Child Abuse Reporting and Response Team (“CARRT”) after SB 571 was signed into law. CARRT monitors administrator compliance with “48-hour misconduct” allegation

reporting, focusing on deadline adherence, proper investigative protocol, and avoiding delays, failures to report, or patterns of noncompliance. School Districts are beginning to receive correspondence from CARRT requesting information and reviewing compliance concerns related to SB 571. When CARRT notices noncompliance, it might result in additional review or referral. Remember that noncompliance can result in administrative penalties, or criminal penalties, if there was an intention to conceal the misconduct.¹⁸ Administrators who prioritize compliance with reporting

requirements reduce the risk of further monitoring and review by TEA.

III. Conclusion

These laws change certain requirements for mandatory reporting and could result in harsh consequences if ignored. Districts should stay vigilant of alleged misconduct and report to the proper parties sooner, rather than later. If you have any questions or concerns regarding the legislative changes or mandatory reporting in general, please do not hesitate to ask your Walsh Gallegos attorney for support.

¹⁵ Tex. Educ. Code § 22A.053.

¹⁶ Tex. Educ. Code § 22A.053(a).

¹⁷ Tex. Educ. Code § 22A.053(b).

¹⁸ Tex. Educ. Code § 22A.051(k), (l).

EXCERPTS FROM THE DAILY DAWG

BY: JIM WALSH

NOTE FROM THE EDITOR: *This is a semi-regular column for Time Out, featuring one or two entries from The Law Dawg Ed Daily, affectionately known at Walsh Gallegos as The Daily Dawg. The Daily Dawg is a subscription-based blog from the Dawg himself, Jim Walsh. Please visit www.EdLawDawg.com for more information on how to subscribe.*

Ten things to know about the Ten Commandments case.

1. The Fifth Circuit held that the Texas law requiring the posting of the Ten Commandments in every classroom is constitutional. It does not violate either of the two parts of the First Amendment that address religion. Texas has not infringed on the free exercise of religion, nor has it created an “establishment” of religion.
2. That’s what nine of the judges said. Eight dissented.

3. There are 12 judges on the court nominated by Republican presidents—Reagan, George W. Bush, and Trump. There are five nominated by Democrats—Clinton, Obama, and Biden.
4. The five judges nominated by the Democrats all dissented.
5. The 12 GOP-nominated judges split 9-3. Three of them dissented from the majority decision.
6. All six of the judges nominated by Trump and both of the judges nominated by Reagan were in the majority. There were four judges nominated by George W. Bush, and three of them went with the dissent. The one W-nominated judge gave the majority the nine votes it needed.

7. The majority opinion is based on what the authors of

the Constitution thought “Establishment of Religion” means.

8. The dissenters repeatedly emphasized that this is now over 200 years later and the case involves children in a public school.
9. If you had asked James Madison if it would be constitutional to post the Ten Commandments in every public school classroom he likely would have responded: “What is a public school?”
10. Prediction: the Supreme Court will declare SB 10’s Ten Commandments provision unconstitutional with a 5-4 vote.

DAWG BONE: DON’T TAKE THAT PREDICTION TO THE BANK.

Cautionary tale regarding AI.

The lawyer representing a parent in a special education dispute in Utah used AI. There is nothing wrong with that. In fact, I know many good lawyers who are exploring how AI can help us represent our clients better. But a lawyer needs to make sure that the AI knows what it is talking about. In particular, the lawyer needs to verify the cases cited by AI. Here's a quote from the court's decision:

The harms of citing nonexistent case law are particularly on display in this matter, as the Amendment Complaint is 91 pages long. The use of even one

nonexistent case undermines the credibility of the entire document.

The judge was noted that "what is particularly troubling here is Plaintiffs' lack of explanation for this blatant error. On top of that, "this is not the first time the Plaintiffs' counsel has been admonished by this court for the improper use of AI."

I was able to spot one phony citation in this case just by basic knowledge of geography. The plaintiff in this case cited a decision from the 4th Circuit Court of Appeals from Puyallup School District. I happen to know that Puyallup is in

Washington state, which is a long way from the 4th Circuit.

Most phony case citations are harder to discover. They look right. This puts the burden on the other lawyer to review every citation for accuracy. No fun in that.

I thought you'd find this cautionary tale interesting as we are all learning about the pros and cons of AI. The case is *Wilkes v. Canyons School District*, 126 LRP 6463 (D.C. Utah, 2026).

DAWG BONE: THAT'S A REAL CITE.

FIRM NEWS

TCASE INTERACTIVE 2026! We look forward to seeing you at the TCASE Interactive in Austin. July 13 through July 15, 2026. Please be sure to stop by our Client Appreciation Reception on July 14th from 5:30 p.m. to 7:00 p.m. at Iron Cactus.

WE WILL ALSO BE PRESENTING AT TCASE INTERACTIVE 2026! We have several presentations during TCASE Interactive. Be sure to check the agenda for our presentations.

UPCOMING ON-DEMAND WEBINARS:

- **Wednesday, September 16, 2026** - "*Title IX*", presented by JENNY HALL & JEFF CROWNOVER.
- **Wednesday, November 4, 2026** - "*Tears for Tiers: Documenting*

Service Intensity Decisions", presented by ELVIN HOUSTON & KAYLYN KIRKPATRICK.

- **Wednesday, February 10, 2027** - "*Medical Mysteries: Navigating the Law & Medicine in the Education Setting*", presented by ANDREA SLATER GULLEY & ARIANA MARTINEZ.
- **Wednesday, March 3, 2027** - "*Gifts & Conflicts of Interest*", presented by CHRISTINE BADILLO & RYAN PACHER.

More information to come!

PROFESSIONAL DEVELOPMENT TRAINING THIS SUMMER: Walsh Gallegos can help you with your training needs for back to

school. Email info@wabsa.com or call Client Services at 1-800-252-3405 to request information on our in-service training. Our training programs can be customized to meet the needs of your specific district.

UPDATED PRODUCTS: We are excited to announce updated versions of our trusted legal tools – designed to make navigating complex legal requirements simpler and more efficient. These enhanced resources will be available this summer, and pre-orders will open soon. To order any of our products, simply order online at <https://walshgallegos.com/training-and-products> or send us an email at info@wabsa.com.

FOR MORE INFORMATION

on retainer programs or the firm, please write to P.O. Box 2156, Austin, TX 78768, visit our website at www.WalshGallegos.com or call us at 512-454-6864.

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Regular Meeting

Monday, June 29, 2026 6:00 PM

Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514

Carlton Carrington: Present
Stacey Davis: Present
Samantha Humphrey: Present
Stacey Medders: Present
Michael Morehead: Present
John Redman: Present
Melinda Trainer: Present

I. Convene in a Quorum and Call to Order; United States and Texas Flags Pledges of Allegiance; Invocation

Discussion: Noting the presence of a quorum, President Redman called to order at 6:03pm and led the meeting in the pledges.

II. PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)

Discussion: There were no public comments this meeting.

III. MONTHLY REPORTS

III.A) Superintendent's Report

Discussion: Dr. Walker updated the board that he attended the SLI in Fort Worth and the School Safety Conference in San Antonio. He sent the Estimated School Rating for 2026 to the board before the board meeting for them to look over. Dr. Walker is looking to creatively budget for the school.

III.B) Board Goal Report

III.C) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update

Discussion: Mrs. Duhon went over current financials with the board.

IV. ACTION ITEMS

Action(s):

Move to approve the Interlocal agreement with Academic Behavior School East. This motion, made by Michael Morehead and seconded by Carlton Carrington, Passed.

Voting Detail:

Carlton Carrington: Yea
Stacey Davis: Yea
Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea

John Redman: Yea

Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: This item IV. A)2) was moved out of the consent agenda and discussed then voted on. Mr. Carrington wanted clarification on this item. Ms. Trainer explained what the number of seats means versus what the number of students means. Meaning the school can pay for more seats even if we do not have that many students to fill them. Mr. Carrington believes we should reserve three seats where our Director of Special Education thinks we only need two seats.

IV.A) Consent Agenda

Action(s):

Move to approve the consent agenda not including item 2). This motion, made by Michael Morehead and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington: Yea

Stacey Davis: Yea

Samantha Humphrey: Yea

Stacey Medders: Yea

Michael Morehead: Yea

John Redman: Yea

Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: Item IV.A)2) was removed for the consent agenda for further discussion. It was not voted on at this time.

IV.A)1) Approve minutes from Regular meeting
March 18, 2026

IV.A)2) Consider Interlocal Agreement with
Academic Behavior School (ABS) East.

Discussion: This item was removed from the consent agenda for further discussion. Mr. Carrington and Mr. Davis has some concerns with the number of seat on the contract.

IV.A)3) Consider delegating hiring authority to
Superintendent July 1, 2026 through August 31,
2026.

IV.A)4) Consider for approval ratification of the
2026-2027 Certification of Provision of
Instructional Materials as required by Texas
Education Code 31.1011.

IV.B) Consider Workers' Compensation Insurance.

Action(s):

Move to approve workers' compensation insurance with Claims Administrative Services. This motion, made by Samantha Humphrey and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington: Yea

Stacey Davis: Yea

Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea
John Redman: Yea
Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: The amount paid is based on payroll amounts. Ms. Duhon recommends renewing for year four and looking in to getting quotes from TASB and other providers when our contract is up.

IV.C) Consider Property Casualty, Auto, and Liability Insurance with TASB Risk Fund.

Action(s):

Move to approve Property Casualty, Auto, and Liability Insurance with TASB Risk Fund. This motion, made by Michael Morehead and seconded by Melinda Trainer, Passed.

Voting Detail:

Carlton Carrington: Yea
Stacey Davis: Yea
Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea
John Redman: Yea
Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

Discussion: \$592,896 for the 26-27 year. The premium increase from last year but the deductible has stayed the same.

V. DISCUSSION ITEMS

VI. CLOSED SESSION

Discussion: The board moved to closed session at 6:35pm.

VI.A) Discussion/Evaluation of Personnel: Texas Government Code 551.074

VI.B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

VII. RECONVENE INTO OPEN SESSION

Discussion: The board reconvened to open session at 7:57pm.

VIII. TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION

VIII.A) Consider hiring Middle School Assistant Principal

Action(s):

Move to hire Lauren Brandon as middle school Assistant Principal. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington: Yea
Stacey Davis: Yea

Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea
John Redman: Yea
Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.B) Consider hiring a High School Assistant Principal.

Action(s):

Move to hire Joshua Rutherford as High School Assistant Principal. This motion, made by Michael Morehead and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington: Yea
Stacey Davis: Yea
Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea
John Redman: Yea
Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

VIII.C) Consider hiring a Speech Language Pathologist

Discussion: No action taken, item pulled as there was no candidate to present.

IX. ADJOURNMENT

Action(s):

Move to adjourn at 7:58pm. This motion, made by Michael Morehead and seconded by Melinda Trainer, Passed.

Voting Detail:

Carlton Carrington: Yea
Stacey Davis: Yea
Samantha Humphrey: Yea
Stacey Medders: Yea
Michael Morehead: Yea
John Redman: Yea
Melinda Trainer: Yea

Voting Summary: Yea: 7, Nay: 0

Board President

Board Secretary

EXTRACURRICULAR STATUS REQUEST
Request for Extracurricular Status for 4-H



CHAMBERS COUNTY EXTENSION SERVICE

July 6, 2026

Dr. David Walker
Anahuac ISD
PO Box 369
Anahuac, TX 77514

Dear Dr. David Walker:

On behalf of the 4-H members of Chambers County, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the Anahuac ISD. I/we further request that questions regarding this RESOLUTION be directed to me/us in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Megan Carter".

Megan Carter, CEA
Ag/NR & 4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

EXTRACURRICULAR STATUS REQUEST

Resolution requesting Extracurricular Status for 4-H

RESOLUTION EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Anahuac ISD

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Chambers County

Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under
19TexasAdministrative Code,
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulations set forth under the
19Texas Administrative Code as interpreted by this Board and designated officials of this school district.

A local representative of the Texas A&M AgriLife Extension Service
will request academic eligibility for all 4-H competitive activities, regardless if a school absence is or is not required, and
for non-competitive purposes when an absence is required.

Approved this ____ day of _____, 20 ____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST
Cover Letter requesting Adjunct Faculty Status



CHAMBERS COUNTY EXTENSION SERVICE

July 6, 2026

Dr. David Walker
Anahuac ISD
PO Box 369
Anahuac, TX 77514

Dear Dr. David Walker:

On behalf of the Chambers County Extension Staff, I/we hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Anahuac Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 U). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

- (1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:
- (A) has a minimum of a bachelor's degree; and
 - (B) is eligible for participation in the Teacher Retirement System of Texas.

Chambers County requests the Extension personnel listed on the enclosed Adjunct Faculty Agreement be awarded adjunct faculty staff member status for the period of time indicated on the agreement. Extension personnel, as ISD adjunct faculty members, will only supervise and be responsible for Texas 4-H members of the district.

I hope Anahuac Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Megan Carter, CEA
Ag/NR & 4-H Coordinator

Attachment: Resolution for Extracurricular Status of 4-H Organization

ADJUNCT FACULTY REQUEST

Adjunct Faculty Agreement

THE STATE OF TEXAS
COUNTY OF: CHAMBERS

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Anahuac Independent School District, hereinafter referred to as "District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Anahuac Independent School District.

Upon consideration and vote of _____ in favor, _____ is hereby named as adjunct faculty member(s) of the Anahuac Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the ____ day of _____, 20__ and remain in effect until the ____ day of _____, 20__.

2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Megan Carter	CEA, Ag/NR & 4-H Coordinator	MS	Sam Houston University	
Corena Nikki Fitzgerald	CEA, Coastal Marine	MS	Lamar University	
Carrie Mitchell	CEA, Family & Community Health	MS	Texas A&M University	

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Anahuac Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M Agrilife Extension Service.
5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 9 or Chambers County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M Agrilife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M Agrilife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Chambers County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M Agrilife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M Agrilife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(l) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Chambers County Extension Agent(s), Megan Carter, Corena Nikki Fitzgerald, and Carrie Mitchell (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Anahuac Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this ____ day of _____, 20__.

Anahuac Independent School District
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RESOLUTION OF THE BOARD REGARDING HAZARDOUS TRAFFIC CONDITIONS

WHEREAS, Education Code 42.155(d) allows the Board of Trustees of Anahuac Independent School District to obtain supplemental state funding for transporting regular, otherwise ineligible students who live within two miles of their school but who would be subject to hazardous traffic conditions if they walked to school;

WHEREAS, the TEA handbook on School Transportation Allotments requires the Board to adopt language providing the definition of hazardous traffic conditions applicable to the District and identifying the specific hazardous areas for which such funding is requested;

WHEREAS, the Board acknowledges the Education Code 42.155(d) provisions stating that a hazardous condition exists where no walkway is provided and students must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Anahuac Independent School District has determined that a hazardous condition exists because there is no walkway where students can walk along. Students must cross bridges, uncontrolled major traffic arteries, Highway FM 61, and Highway FM 563.

And the Board of Trustees of Anahuac Independent School District has identified the following specific hazardous areas in which such conditions exist:

1. The blocks bounded by FM 563, Texas Hwy 61, South Main Street, and Belton Lane.

Adopted on this 27th day of July, 2026 by the Board of Trustees.

Board President

Board Secretary

Anahuac ISD

Student Code of Conduct



Student Code of Conduct

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Student Code of Conduct

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the district at 409-267-2001

Purpose

The Student Code of Conduct (“Code of Conduct”), as required by [Chapter 37](#) of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Code of Conduct has been adopted by the Anahuac ISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office and posted on the district’s website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under [Chapter 37](#) of the Education Code.

Not later than the first day of the 2026-2027 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct 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 District Authority and Jurisdiction

School rules and the district's authority 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:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006, 37.007, or 37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a single person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, or any other campus administrator selected by the principal. Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of [Chapter 37, Subchapter A](#) are appropriately implemented. The CBC is primarily responsible for maintaining student discipline. The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:

- Conduct that contains the elements of the offense of terroristic threat under [Penal Code 22.07](#);
- Conduct that contains the elements of the offense of unlawfully carrying weapons under [Penal Code 46.02](#);

School District Authority and Jurisdiction

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under [Education Code 37.125](#); and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at <https://www.aisdpanthers.com/o/anahuacisd/page/parent-student>

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal or CBC and other school administrators as appropriate 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.

Security Personnel

The board utilizes school resource officers (SROs) to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are to ensure the security and protection of students, staff, and property.

School District Authority and Jurisdiction

“Parent” Defined

Throughout the Code of Conduct and related discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code of Conduct.

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 eligible, a student shall not have engaged in any misconduct that resulted 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 that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district’s grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring 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 Code of Conduct.

General Conduct Violations

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on In-School Suspension, Out-of-School Suspension, Disciplinary Alternative Education Program (DAEP) Placement, Placement and/or Expulsion for Certain Offenses, and Expulsion, those 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.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. [See Placement and/or Expulsion for Certain Offenses for assault.]
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [See Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See Glossary for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in 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, board member, 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]
- Coerce an individual to act through the use or threat of force.

General Conduct Violations

- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual 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 individual 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. [See Placement and/or Expulsion for Certain Offenses for felony criminal mischief.]
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- 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 Penal Code. [See Placement and/or Expulsion for Certain Offenses for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

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 that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;

General Conduct Violations

- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for 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.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

Use a personal communication device, including a cell phone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district. [See Glossary]

Personal Communication devices shall be turned off and stored in students backpack/bags.

- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under [Section 504, Rehabilitation Act of 1973 \(29 U.S.C Section 794\)](#) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

The following consequences apply to students on all campuses:

- **1st offense- (PK-8) Warning/ (9-12)1 day ISS - Parent/Guardian must pick up the device**
- **2nd offense- 2 days in ISS - Parent/Guardian must pick up the device**
- **3rd offense- 3 days in ISS - Parent/Guardian must pick up the device**
- **4th offense -15 days DAEP placement – Parent/Guardian must pick up the device**

General Conduct Violations

After the 4th offense, the violation will be viewed as a pattern of insubordination.

- **5th offense and beyond – Increasing days DAEP placement**

Additional consequences may be given at the discretion of the administrator should a student refuse to turn over their personal communication device when asked. This will be considered insubordination and refusal to comply with school/district directives.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, 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 to body or mind. [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.

General Conduct Violations

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, 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 or infringes on the rights of another student at school.
- Use the internet or other electronic communication 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 or infringes on the rights of another student at school.
- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

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.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, unauthorized use of artificial intelligence, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.

General Conduct Violations

- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

Discipline Management Techniques

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible 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, including restorative practices. Discipline shall be based on 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.

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (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, in combination, or as part of progressive interventions for behavior prohibited by the Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.

Discipline Management Techniques

- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- 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 student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- 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.

Discipline Management Techniques

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL)]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of [Education Code 37.0012\(d\)](#).

A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has

Removal from the School Bus

not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Parental Involvement

The district has not adopted a policy for parental involvement in school disciplinary placements under [Education Code 37.0014](#).

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, 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 this policy may be obtained from the central administration office or online at <https://pol.tasb.org/PolicyOnline?key=279>

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. [See policies FFH(LEGAL) and (LOCAL)]

Removal from the School Bus

A bus driver may refer a student to the principal's office or the CBC's office to maintain effective discipline on the bus. The principal or CBC must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the CBC may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

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 CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by [Education Code 37.0832.0](#).

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

Within three school days of the formal removal, the CBC or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the CBC or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

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 shall be followed.

Removal from the Regular Educational Setting

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's written consent.

A student who has been formally removed by a teacher for any other conduct may not be returned to the teacher's class without the teacher's written consent unless the placement review committee determines that the teacher's class is the best or only alternative, and not later than the third class day after the day the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held. The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Out-of-School Suspension

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code of Conduct as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students below grade 3 unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code sections 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be assigned to out-of-school suspension 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 CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

Out-of-School Suspension

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

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

Disciplinary Alternative Education Program (DAEP) Placement

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 separately from those students who are not assigned to the program.

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 CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

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 of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang 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]

Disciplinary Alternative Education Program (DAEP) Placement

- Criminal mischief, not punishable as a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under [Education Code 37.123](#).
- Engages in conduct that contains the elements of the offense of disruption of classes under [Education Code 37.124](#).
- Possesses or uses an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#), except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

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 engaged in conduct punishable as a felony 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. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** 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, 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 [Penal Code 22.01\(a\)\(1\)](#).
 - Except as provided by [Education Code 37.007\(a\)\(3\)](#), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense.

Disciplinary Alternative Education Program (DAEP) Placement

[School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
- 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.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
- Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code sections 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
- Engages in expellable conduct and is six to 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 under [Penal Code 36.06](#) against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.

The student receives deferred prosecution [see Glossary], or 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] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
2. The offense of deadly conduct under [Section 22.05](#);
3. The felony offense of aggravated robbery under [Section 29.03](#);
4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

Disciplinary Alternative Education Program (DAEP) Placement

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- 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.

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.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in

Disciplinary Alternative Education Program (DAEP) Placement

parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services 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 a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on 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.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

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.

Disciplinary Alternative Education Program (DAEP) Placement

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.

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 are in a DAEP placement 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 CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

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.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at <https://pol.tasb.org/PolicyOnline?key=279>

Appeals shall begin at Level One with the CBC or principal.

The district shall not delay disciplinary consequences 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.

Disciplinary Alternative Education Program (DAEP) Placement

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee 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 misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. 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
2. 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.

Disciplinary Alternative Education Program (DAEP) Placement

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 of Conduct 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 CBC may complete the proceedings and issue a placement order. If the student then re-enrolls 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 CBC 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 continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, 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.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

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 district 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 student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. 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 Students

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.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- 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 possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision. [See Glossary for "under the influence."]

Expulsion

- 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.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

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 a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, 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 [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Expulsion

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the [federal Gun Free Schools Act](#) does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; 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. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the 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.
 - Kidnapping or aggravated kidnapping.
 - Burglary, robbery or aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.

Expulsion

- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 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.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or \(e\)](#).

Process

If a student is believed to have committed an expellable offense, the CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- Out-of-school suspension.
- DAEP.

Expulsion

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. 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;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

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 the 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 seven 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 consider and 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

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

Expulsion

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 or designee 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 Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on 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:

1. The student is a threat to the safety of other students or to district employees; or
2. 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 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's conduct 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 re-enrolls 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 CBC 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 CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Expulsion

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 continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

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:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. 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:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 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 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Expulsion

Certain Felonies

Regardless of whether DAEP 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 CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- 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;
- Been charged with engaging in conduct defined as aggravated robbery or a [Title 5 felony](#) offense;
- 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
- 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:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. 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:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. 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:

1. The student graduates from high school;

Expulsion

2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee 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 have the opportunity to present arguments for the student's return to the regular classroom or campus.

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.

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Abuse is improper or excessive use.

Aggravated robbery is defined in part by [Penal Code 29.03\(a\)](#) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. 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:
 - a. 65 years of age or older; or
 - b. A disabled person.

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by [Penal Code 46.01](#) as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - (1) Knowing that it is within the limits of an incorporated city or town;
 - (2) Knowing that it is insured against damage or destruction;
 - (3) Knowing that it is subject to a mortgage or other security interest;
 - (4) Knowing that it is located on property belonging to another;
 - (5) Knowing that it has located within it property belonging to another; or
 - (6) 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.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:

Glossary

- a. Recklessly damaging or destroying a building belonging to another; or
- b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

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

Chemical dispensing device is defined by [Penal Code 46.01](#) as a device designed, made, or adapted for the purpose of dispensing a substance capable 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.

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Club is defined by [Penal Code 46.01](#) 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, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in [Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act](#). The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by [Agriculture Code 121.001](#), or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by [Penal Code 71.01](#) as 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 defined by [Education Code 37.0832](#) as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by [Health and Safety Code 483.001](#) as a device or a drug that is unsafe for self-medication and that is not included in [Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act](#). The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

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 under [Penal Code 22.05](#) 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.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other

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substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by [Penal Code 46.01](#) as 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 under [Penal Code 42.06](#) 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:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by [federal law \(18 U.S.C. 921\(a\)\)](#) as:

1. 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;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes 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.

Handgun is defined by [Penal Code 46.01](#) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; 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

Glossary

student's physical or emotional health or safety, as defined in [Education Code 37.001\(b\)\(2\)](#); or

3. Conduct that is punishable as a crime under [Penal Code 42.07](#), including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
 - i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by [Education Code 37.151](#) as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in [Education Code 37.151](#), including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

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3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as 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.

Improvised explosive device is defined by [Penal Code 46.01](#) as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by [Penal Code 21.08](#) as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by [Civil Practices and Remedies Code 98B.001](#) and [Penal Code 21.16](#) as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

Knuckles means 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.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by [Penal Code 46.01](#) 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.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;

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2. 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;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - a. An explosive weapon; or
 - b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by [Penal Code 21.07](#) as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

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 [Education Code 37.121\(d\)](#) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes 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 [Penal Code Section 1.07](#); or

4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Education Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of 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.
- Refusal to attempt or complete schoolwork as assigned.
- 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 defined by [Penal Code 46.01](#) as 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.

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. 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;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. 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).

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Tire deflation device is defined in part by [Penal Code 46.01](#) 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 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02–.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05–.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);
- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

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 in-fluence" need not be legally intoxicated to trigger disciplinary action.

Glossary

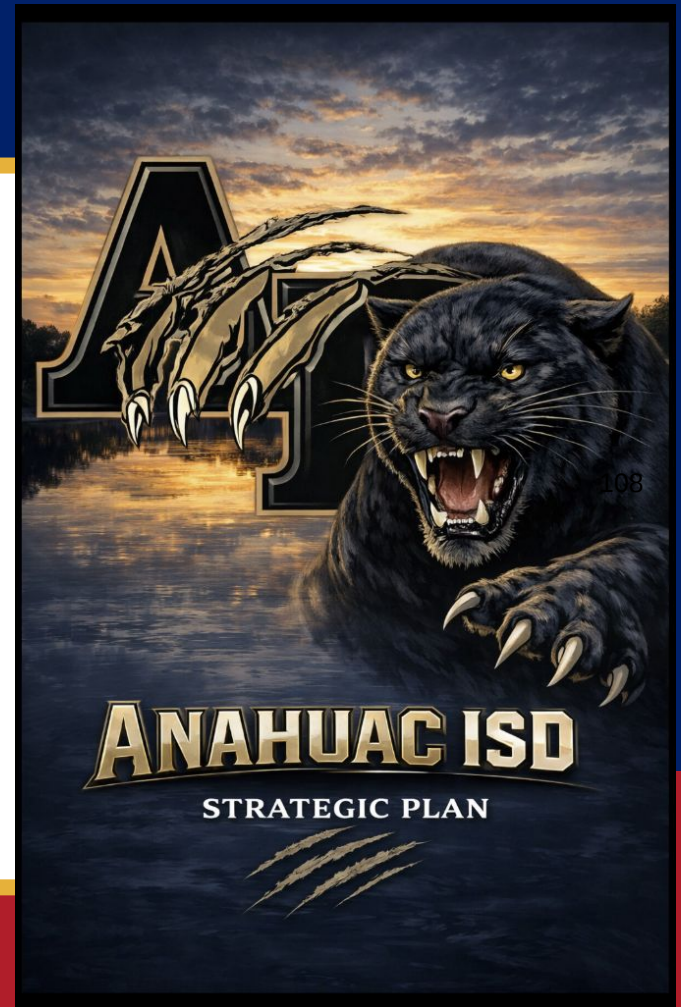
Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



TEXAS
STRATEGIC
LEADERSHIP

Anahuac ISD Strategic Plan





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TSL Strategic Planning Review

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01



Grounded in Purpose

Ground in a commitment to ensure every student experiences a high-quality educational experience, and build a coherent system to support.



Strategic Planning Road Map

02



Data-Informed Reflection

Data review identifies strengths and opportunities for growth.

03



Defining Strategic Priorities

Identify strategic priorities and a clear pathway to success.

04



A Shared Commitment to the Future

Communicate with stakeholders and community the Districts Strategic Plan for the next 5 years for improved student outcomes.



**TEXAS
STRATEGIC
LEADERSHIP**

Grounded in Purpose & Data-Informed Reflection



Goals and Envisioned Student Experiences

ACADEMIC GOALS

- The percentage of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase from 21% in June 2025 to 45% by June of 2030.
- The percentage of 3rd grade students scoring Meets Grade Level or Above on STAAR Math will increase from 15% in June 2025 to 40% by June 2030.
- The percentage of graduates that meet the criteria for CCMR will increase from 94% in June 2025 to 100% by August 2030.

STUDENT EXPERIENCE STATEMENTS

- Every Anahuac ISD student deserves a learning environment where they feel physically safe and emotionally supported.
- Every Anahuac ISD student deserves high-quality curriculum resources that are rigorous, vertically aligned, and designed to support both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, and life beyond graduation.
- Every Anahuac ISD student deserves opportunities to strengthen their understanding of character, integrity, and respect for others.

Detailed
on Page 6



**TEXAS
STRATEGIC
LEADERSHIP**

Defining Strategic Priorities

113



Detailed on
Page 7

Foundational Elements

- ⚙️ Planning and Performance Management



Critical Enabling Systems

- ⚙️ Talent
- ⚙️ Instructional Leadership and Capacity Building
- ⚙️ Finance and Operations

Student Experience Elements

- ⚙️ Integrated Student Support Systems
- ⚙️ Academic Experience

**Vision, Values, and
Student Outcome Goals**





Anahuac ISD Strategy on a Page

**Vision,
Mission,
Student
Experience:**

Anahuac ISD will:

- partner with parents and communities in educating our students to their fullest potential in a positive, productive and safe learning environment
- motivate students to high education and prepare them for the workforce and equip them well to choose the most suitable option for them
- cultivate an expectation of mastery of a well-balanced, challenging and relevant curriculum
- ensure that all teachers and administrators are prepared, informed, and dedicated to perfecting their professional abilities for the ultimate success of every student.

Anahuac ISD exists to prepare students to be life-long learners and well-prepared for their future in a competitive, global society.

- Every Anahuac ISD student deserves a learning environment where they feel physically safe and emotionally supported.
- Every Anahuac ISD student deserves high-quality curriculum resources that are rigorous, vertically aligned, and designed to support both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, and life beyond graduation.
- Every Anahuac ISD student deserves opportunities to strengthen their understanding of character, integrity, and respect for others.

**Student
Outcomes
Goals:**

The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 21% to 45% by June 2028.

The percentage of 3rd grade students that meets grade level or above on STAAR Math will increase from 15% to 40% by June 2028.

115

The percent of all eligible graduates that meet the criteria for CCMR will increase from 94% to 100% by August 2029.

**Strategic
Priorities:**

Academic Experience

- The district will establish a materials adoption process in order to ensure that teachers have access to high-quality instructional materials, resulting in a vertically aligned system.
- The district will establish and communicate clear expectations for implementation and use of instructional materials and delivery, in order to ensure consistency across grade levels and content areas.
- The district design a Multi-Tiered System of Supports (MTSS) Framework to define and provide training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.

Instructional Leadership and Capacity Building

- The district will establish a role-aligned support system for instructional leaders and teachers in order to effectively implement and support curriculum, resulting in strong instructional delivery practices.
- The district will refine professional development expectations and practices in order to support identified and targeted areas of need, resulting in intentional growth.
- The district will establish a process and expectations for delivering ongoing, job-embedded supports, with observation and feedback cycles, for instructional leaders in order to build capacity, resulting in teacher retention and heightened instructional capacity.

Initiatives:



**TEXAS
STRATEGIC
LEADERSHIP**

Shared Commitment to the Future

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Anahuac ISD

The Five-Year Strategic Plan Implementation

Detailed on
Pages 8-9

Define and Build



This is the setup year: districts are auditing current practice, choosing materials, writing HQIM and instructional expectations, building MTSS structures, and setting up leadership and PD systems.

2026-2027

Launch and Implement



The work shifts from design to rollout, with HQIM, instructional frameworks, MTSS routines, leadership supports, and curriculum-based professional learning being actively implemented across campuses.

2027-2028

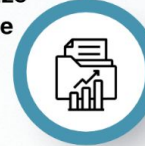
Strengthen and Monitor



This year is about improving fidelity, using coaching, observation, feedback, and data to close implementation gaps and tighten the system.

2028-2029

Standardize Across the District



The district starts making the work routine and consistent, with expectations embedded in supervision, onboarding, calibration, and districtwide operating practices.

2029-2030

Institutionalize and Sustain



The initiatives become permanent infrastructure, with continuous improvement cycles, ongoing evaluation, and refinement based on student outcomes and implementation data.

2030-2031

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Anahuac ISD

Home of the Panthers



Empower. Educate. Everyone. Everyday.

2026-2031

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BOARD OF TRUSTEES

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Board Member

Melinda Trainer
Board Member

Stacey Medders
Board Member



ABOUT ANAHUAC INDEPENDENT SCHOOL DISTRICT

Welcome to Anahuac Independent School District, where our mission is to ensure every student is prepared for what comes next. We provide a high-quality, supportive environment that fosters academic excellence and personal growth. Explore our site to see how we're building the leaders of tomorrow.

1,548
STUDENTS



34.8% HISPANIC

48.4% WHITE

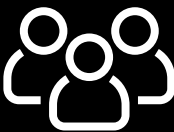
8.7% AFRICAN AMERICAN

7.9% EMERGENT BILINGUAL

53% ECONOMICALLY DISADVANTAGED

AVERAGE TEACHER SALARY: \$67,787

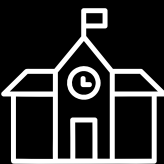
AVERAGE CLASS SIZE: 14 STUDENTS



111
TEACHERS

227
EMPLOYEES

4
CAMPUSES



344
SQUARE MILES

SPECIAL EDUCATION STUDENTS: 18.6%

GIFTED AND TALENTED STUDENTS: 5.6%

**ADVANCED PLACEMENT
(AP) PARTICIPATION RATE: 5.6%**

97%
GRADUATION
RATE

50+
EXTRACURRICULAR
ACTIVITIES OFFERED



OUR ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PLANNING JOURNEY

Anahuac Independent School District's strategic planning journey reflects a deep commitment to continuous improvement, stakeholder voice, and a shared vision for the future of our students, staff, and community. Rather than viewing strategic planning as a compliance exercise or static document, Anahuac Independent School District approached this work as an opportunity to listen, reflect, and design a path forward that honors our traditions while preparing students for an evolving world.

Grounded in Purpose

Our journey began by reaffirming our core purpose: ensuring every student experiences high-quality instruction, meaningful opportunities, and a supportive environment that prepares them for success beyond graduation. District leadership recognized that achieving this vision required more than isolated initiatives — it required a coherent system aligned to instructional excellence, leadership capacity, and student support.

Guided by this belief, the district launched a comprehensive strategic planning process designed to capture authentic input and translate it into actionable priorities.

Data-Informed Reflection

By examining both qualitative and quantitative data, through robust stakeholder engagement and comprehensive landscape analysis, Anahuac Independent School District identified strengths to celebrate and opportunities to address. This balanced approach ensured the plan was both aspirational and grounded in reality.

Defining Strategic Priorities

Through months of collaboration and analysis, the district identified clear strategic priorities to guide the work ahead. While each priority is distinct, all are interconnected and student-centered.

A Shared Commitment to the Future

This strategic planning journey represents more than a roadmap; it reflects a shared commitment to excellence. It honors the voices of our community, the dedication of our educators, and the limitless potential of our students.

As Anahuac Independent School District moves forward, we do so with clarity of purpose, unity of direction, and confidence that — together — we are building an educational experience that prepares every Raider for a successful future.



OUR ANAHUAC INDEPENDENT SCHOOL DISTRICT STEERING COMMITTEE

The Anahuac Independent School District Steering Committee is a dedicated leadership group focused on guiding the district’s strategic direction to ensure excellence in learning and leading. The committee brings together a diverse array of experts, including district leaders, as well as campus principals from every level. By integrating instructional leaders, the committee ensures that curriculum and technology initiatives were aligned with the district’s mission to challenge and inspire every student. Their collaborative approach fosters a transparent environment that prioritizes student achievement and a safe, nurturing school culture.

STEERING COMMITTEE MEMBERS

District Leadership

Dr. Cody Abshire
Superintendent

Daniel Andrews
Deputy Superintendent

Leigh Ann Trotter
Director of Special Ed

Shawntel Cunningham
Director of Federal and Special Programs

Tammy Duhon
Business Manager

Jessica Chapman
Executive Assistant to Superintendent

Campus Leadership

Dr. Erica Criswell
Primary Principal

Rhonda Jordan
Primary Assistant Principal

Dana Barrier
Elementary Principal

Allie Fiegel
Elementary Assistant Principal

Cherie Burns
Elementary Instructional Coach

Lynna Stephenson
Middle School Principal

Stacy Vernon
Middle School Assistant Principal

Rebecca Green
High School Principal

Teachers

English Hinke
Elementary SPED

Holly Nelson
2nd Grade

Kolton Page
Middle School

Callie Yarbrough
Elementary RTI

Melissa Deppe
Elementary RTI

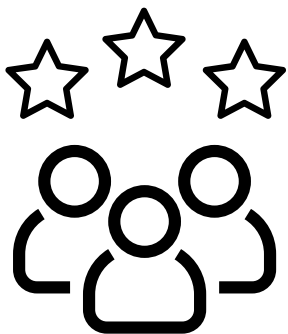


ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PRIORITIES

In order to accomplish the mission, vision, envisioned student experience, and student outcome goals, Anahuac Independent School District will focus on the following strategic priorities and aligned initiatives:



ACADEMIC EXPERIENCES



INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

ANAHUAC INDEPENDENT SCHOOL DISTRICT STRATEGIC PLAN AT A GLANCE

OUR VISION

Anahuac ISD will:

- partner with parents and communities in educating our students to their fullest potential in a positive, productive and safe learning environment
- motivate students to high education and prepare them for the workforce and equip them well to choose the most suitable option for them
- cultivate an expectation of mastery of a well-balanced, challenging and relevant curriculum
- ensure that all teachers and administrators are prepared, informed, and dedicated to perfecting their professional abilities for the ultimate success of every student.

OUR MISSION

Anahuac ISD exists to prepare students to be life-long learners and well-prepared for their future in a competitive, global society.

ACADEMIC GOALS

- The percentage of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase from 21% in June 2025 to 45% by June of 2030.
- The percentage of 3rd grade students scoring Meets Grade Level or Above on STAAR Math will increase from 15% in June 2025 to 40% by June 2030.
- The percentage of graduates that meet the criteria for CCMR will increase from 94% in June 2025 to 100% by August 2030.

STUDENT EXPERIENCE STATEMENTS

- Every Anahuac ISD student deserves a learning environment where they feel physically safe and emotionally supported.
- Every Anahuac ISD student deserves high-quality curriculum resources that are rigorous, vertically aligned, and designed to support both academic growth and real-world readiness.
- Every Anahuac ISD student deserves relevant, engaging, rigorous instruction that challenges them to think deeply and critically.
- Every Anahuac ISD student deserves preparation for college, career, military, and life beyond graduation.
- Every Anahuac ISD student deserves opportunities to strengthen their understanding of character, integrity, and respect for others.

STRATEGIC PRIORITIES AND INITIATIVES

PRIORITY 1 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Tier 1 Instructional Strategies and Supports for All Learners (4.1.2)
- Materials Use Expectation-Setting and Communication (4.2.2)
- Quality Tier 1 Material Access and Use (4.2.3)

PRIORITY 2 – INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING

- Culture and Routine Systems Training (5.2.1)
- Instructional Planning Support (5.2.4)
- Observation and Feedback (5.2.5)

1: ACADEMIC EXPERIENCE



Anahuac Independent School District will establish a framework for strong instruction, including the use of research-based strategies and high-quality instructional materials to support a rigorous student academic experience while ensuring equitable access and resources to prepare students for college, career, or military pathways.

- The district will establish a materials adoption process in order to ensure that teachers have access to high-quality instructional materials, resulting in a vertically aligned system.
- The district will establish and communicate clear expectations for implementation and use of instructional materials and delivery, in order to ensure consistency across grade levels and content areas.
- The district design a Multi-Tiered System of Supports (MTSS) Framework to define and provide training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.

2: INSTRUCTIONAL LEADERSHIP AND CAPACITY BUILDING



Anahuac Independent School District will establish systems to enable instructional leadership development and capacity building for instructional leaders and teachers, including planning, internaliation, and effective delivery of instruction. The district ensures foundational practices support data-driven instruction and assessment reflection ebnefiting all learners

- The district will establish a role-aligned support system for instructional leaders and teachers in order to effectively implement and support curriculum, resulting in strong instructional delivery practices.
- The district will refine professional development expectations and practices in order to support identified and targeted areas of need, resulting in intentional growth.
- The district will establish a process and expectations for delivering ongoing, job-embedded supports, with observation and feedback cycles, for instructional leaders in order to build capacity, resulting in teacher retention and heightened instructional capacity.



NEXT STEPS

Our Anahuac Independent School District leadership team will work in partnership with stakeholders to ensure all milestones and benchmarks occur, making our Anahuac Independent School District strategic plan a living document.

2026

PREPARING FOR THE FUTURE



Strategic Plan Orientation: District leadership will conduct overview sessions with district personnel to ensure clarity of purpose and shared ownership across all campuses and department. Clear implementation timelines and expectations will be used to establish consistent execution across the district.



Academic Experience: Design a districtwide system for curriculum adoption, instructional expectations, and MTSS to prepare for the selection and implementation of high-quality instructional materials aligned to state standards.



Instructional Leadership and Capacity Building: Assess and design role-aligned leadership, professional learning, and observation and feedback systems to prepare instructional leaders to effectively support future curriculum implementation.

2027

YEAR 1



Academic Experience: Evaluate curriculum resources and define instructional expectations and MTSS structures to ensure readiness for HQIM adoption and aligned instructional practices.



Instructional Leadership and Capacity Building: Establish role-aligned expectations and refine professional learning and leadership support systems to prepare leaders and teachers for HQIM implementation.

2028

YEAR 2



Instructional Capacity Building: Adopt and launch HQIM implementation alongside instructional delivery expectations and MTSS supports to ensure aligned and consistent instruction across classrooms.



Integrated Student Supports: Implement professional learning, leadership support, and observation and feedback systems to support teachers and leaders in effective HQIM implementation.

NEXT STEPS: 2029–2031

2029

YEAR 3

Instructional Capacity Building: Strengthen HQIM implementation and MTSS systems through monitoring, targeted support, and data-informed instructional adjustments.

Integrated Student Supports: Strengthen leadership capacity through coaching, professional learning, and observation systems aligned to instructional priorities and student outcomes.

2030

YEAR 4

Instructional Capacity Building: Standardize curriculum implementation and MTSS systems to ensure consistent instructional practices and academic supports across all campuses.

Integrated Student Supports: Embed leadership, professional learning, and coaching systems into district structures to ensure consistent instructional leadership practices.

2031

YEAR 5

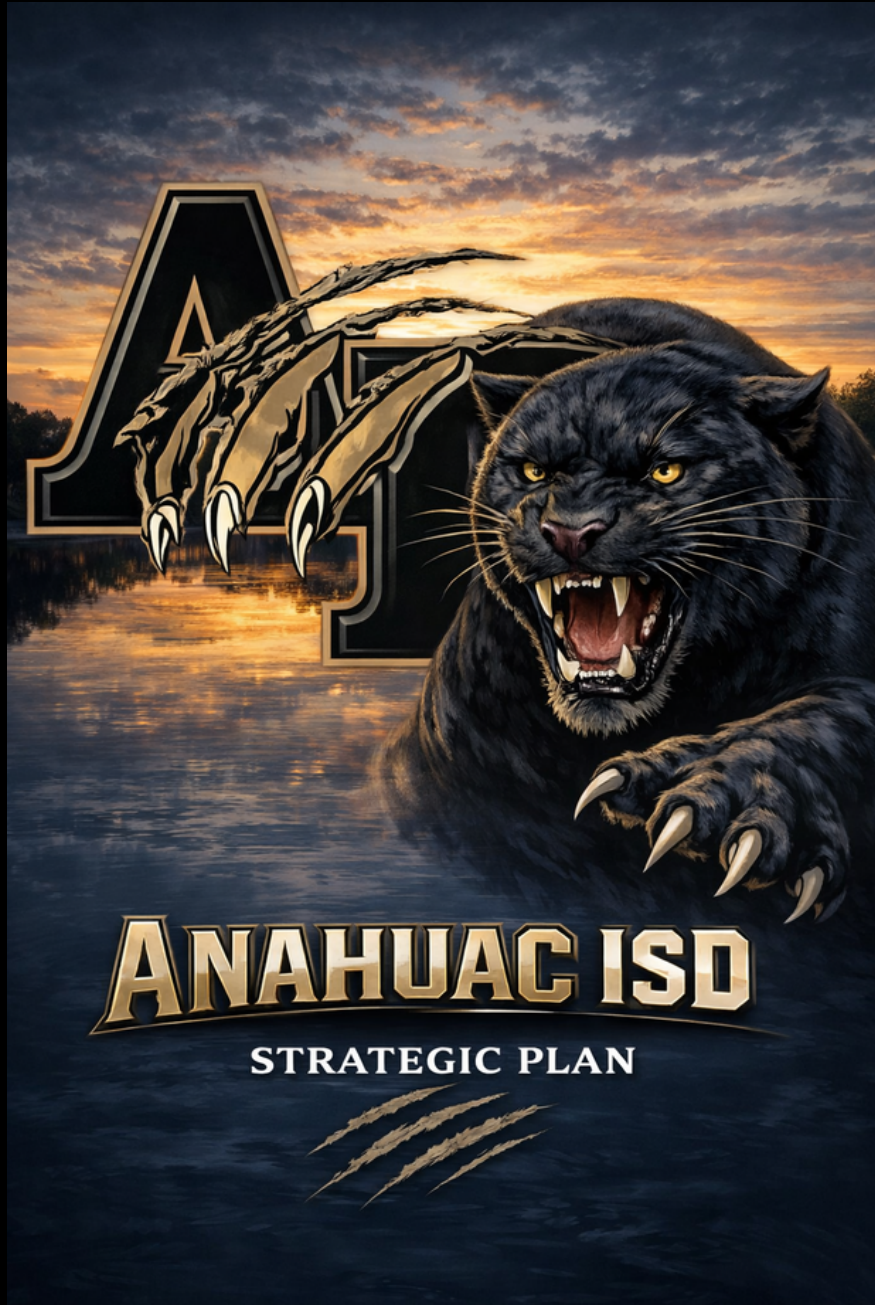
Instructional Capacity Building: Institutionalize curriculum and MTSS systems to sustain consistent, high-quality academic experiences and continuously improve student outcomes.

Integrated Student Supports: Institutionalize leadership development, professional learning, and observation and feedback systems to sustain instructional improvement and educator growth.

Ongoing Commitment

Throughout implementation, Anahuac ISD will monitor progress using clearly defined benchmarks, student outcome data, and implementation metrics.

District leadership will regularly review progress with stakeholders, celebrate successes, and adjust strategies as needed to ensure the strategic plan remains a living, responsive roadmap guiding the district toward its mission and vision.



Anahuac ISD Student Handbook

2026-27 School Year

Board of Trustees

Dr. John Redman	President
Carlton Carrington	Vice President
Samantha Humphrey	Secretary
Michael Morehead	Member
Stacey Davis	Member
Stacey Medders	Member
Melinda Trainer	Member

Administration

Dr. David Walker	Superintendent
Daniel Andrews	Deputy Superintendent
Tammy Duhon	Business Manager
Leigh Trotter	Director of Special Education
Cindy Bertrand	Director of Special Programs
Justus Cook	Director of Technology
Greg Neece	Athletic Director
Rebecca Green	High School Principal
Joshua Rutherford	High School Asst. Principal
Jennifer McCracken	High School Counselor
Lynna Stephenson	Middle School Principal
Lauren Brandon	Middle School Asst. Principal
Bj Garcia	Middle School Counselor
Dana Barrier	Elementary School Principal
Allison Fiegel	Elementary School Asst. Principal
Dawn Walls	Elementary School Counselor
Erica Criswell, Ed. D.	Primary School Principal
Rhonda Jordan	Primary School Asst. Principal
Amy Ritch	Primary School Counselor



Anahuac ISD Student Handbook

Anahuac ISD Student Handbook

2026-27 School Year

If you have difficulty accessing the information in this document because of disability, please contact:

Jessica Chapman

Executive Assistant to the Superintendent

PO Box 369 Anahuac, Tx 77514

chapmanj@aisdpanthers.com

409-267-2001

Anahuac ISD Student Handbook

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Anahuac ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

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

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

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

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

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

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

Therefore, parents and students should become familiar with the Anahuac ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.aisdpanthers.com. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

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

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://pol.tasb.org/PolicyOnline?key=279>

The policy manual includes:

Anahuac ISD Student Handbook

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Erica Criswell, Ed.D. – Anahuac Primary School 409-267-3600 Option 5

Dana Barrier – Anahuac Elementary School 409-267-2060

Lynna Stephenson – Anahuac Middle School 409-267-2040

Rebecca Green – Anahuac High School 409-267-2010

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

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Director of Special Education, Leigh Trotter, at trotterl@aisdpanthers.com

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological or Psychiatric Evaluation

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

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

Anahuac ISD Student Handbook

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The district uses **Aim For Success** program for curriculum regarding human sexuality instruction. The program is implemented in the spring semester.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

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

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

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

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Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The district uses Aim For Success program for curriculum regarding child abuse, family violence and sex trafficking instruction. The program is implemented annually during the spring semester.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

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The mental health liaison can be reached at:

Amy Ritch, Primary Counselor, ritcha@aisdpanthers.com

Dawn Walls, Elementary Counselor, wallsd@aisdpanthers.com

Billie Jo Garcia, Middle School Counselor, garciab@aisdpanthers.com

Jennifer McCracken, High School Counselor, mccrackenj@aisdpanthers.com

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

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

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

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

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

A parent who does not want corporal punishment administered to their child must return the form included in the forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

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

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

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

The employee is required to include the student's parent as a recipient on all text messages.

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

Objecting to the Release of Directory Information

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

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

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

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; email; photograph; date and place of birth; major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; weights and height of member of athletic teams; and enrollment status. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

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For all other purposes, the district has identified the following as directory information: student name. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual.

Note: Also see Authorized Inspection and Use of Student Records.

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

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

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- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

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

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

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

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

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

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

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

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

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

[See policy EHBK(LEGAL) for more information.]

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

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

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

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials and Plan

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission

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- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child’s classroom

Authorized Inspection and Use of Student Records

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

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

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

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

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18

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- Is emancipated by a court
- Enrolls in a postsecondary educational institution

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

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- 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
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions

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- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See Objecting to the Release of Directory Information to prohibit this disclosure.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

Anahuac Primary School, 2024 Belton Lane Anahuac, Tx 77514 409-267-3600 option 5

Anahuac Elementary 905 Ross Sterling(PO Box 399) Anahuac, Tx 77514 409-267-20662

Anahuac Middle School 706 Mikhael Ricks Dr.(PO Box 849) Anahuac, Tx 77514 409-267-2042

Anahuac High School 201 S. Kansas(PO Box 1560) Anahuac, Tx 77514 409-267-2012

You may contact the custodian of records for students who have withdrawn or graduated at:

AISD Office of the Superintendent 804 Mikhael Ricks Dr.(PO Box 369) Anahuac, Tx 77514 409-267-2001

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees

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determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

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

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

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact)
(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>)

entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

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

More information is available at [Military Family Resources at the Texas Education Agency \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

[See

Elementary School

Students will be issued the following awards at the end of the school year subject to change:

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the "A" or "A/B" honor roll for the entire school year. The honor roll will be published after each reporting period in the local paper. To be on the "A" honor roll, a student must make all "A's." To be on the "A/B" honor roll, a student must make not a grade below "B". No student will be on the honor roll if he/she makes a "U" in conduct.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

Middle School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.

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- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- All students who participate in UIL events will be given a certificate.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

High School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- Special awards for academic and extracurricular activities will be given.

Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent’s request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent’s request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

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

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student’s enrollment, to any

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student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison: Shawntel Cunningham, Director of Special Programs, 409-267-2015, cunninghams@aisdpanthers.com

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

Please also check the campus website for information related to services available in the area that can help families who are homeless.

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A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison: : Shawntel Cunningham, Director of Special Programs, 409-267-2015, cunninghams@aisdpanthers.com

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of district to meet the needs of all students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student

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needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: Leigh Trotter, Director of Special Education, 409-267-2074, trotterl@aisdpanthers.com

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee: Leigh Trotter, Director of Special Education, 409-267-2074, trotterl@aisdpanthers.com

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Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is: Shawntel Cunningham, Director of Special Programs, 409-267-2015, cunninghams@aisdpanthers.com

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these 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.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.]

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Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

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

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

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- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

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The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

Primary School- Rhonda Jordan jordanr@aisdpanthers.com 409-267-3600 option 5

Elementary School- Allison Fiegel fiegela@aisdpanthers.com 409-267-2061

Middle School- Lauren Brandon brandonl@aisdpanthers.com 409-267-2041

High School- Joshua Rutherford rutherfordj@aisdpanthers.com 409-267-2011

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For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee. The committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 a.m.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

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Documentation After an Absence (All Grade Levels)

A parent must provide an explanation for any absence when the student arrives or returns to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note After an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student who is absent for more than 3 consecutive days because of a personal illness **must** bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops 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 absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

More information is available on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

[See Compulsory Attendance — Exemptions for Secondary Grade Levels for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

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

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- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at www.aisdpanthers.com. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

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

The test shall be offered in the fall semester at AHS.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Elementary School

Students will be issued the following awards at the end of the school year subject to change:

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the "A" or "A/B" honor roll for the entire school year. The honor roll will be published after each reporting period in the local paper. To be on the "A" honor roll, a student must make all "A's." To be on the "A/B" honor roll, a student must make not a grade below "B". No student will be on the honor roll if he/she makes a "U" in conduct.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

Middle School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.

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- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- All students who participate in UIL events will be given a certificate.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

High School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- Special awards for academic and extracurricular activities will be given.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district’s policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone

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- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in primary and elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

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The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact campus counselor.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to the Anahuac ISD website www.aisdpanthers.com and clicking the red button that states "Click to Report School Safety Concerns".

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an [appendix](#).

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

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs.

Admission to these programs is open to all students, with the exception of certain upper level courses which have prerequisites and require permission from the principal and teacher.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

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

[See Food Allergies (All Grade Levels)]

Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=279&code=FFG#localTabContent> Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

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Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression

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- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media
- Showing favoritism toward certain students in a way that compromises fairness or student well-being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude

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- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator](https://fss.hhs.texas.gov/Programs%20Available%20In%20Your%20County/default.asp) (<https://fss.hhs.texas.gov/Programs Available In Your County/default.asp>).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

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Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/) (<https://www.childwelfare.gov/>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide) (<https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://www.ed.gov/sites/ed/files/documents/human-trafficking/human-trafficking-americas-schools.pdf) (<https://www.ed.gov/sites/ed/files/documents/human-trafficking/human-trafficking-americas-schools.pdf>)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

Calculation

The District shall include in the calculation of class rank grades earned in all high school credit courses taken at any grade level, unless excluded below.

The calculation should include failing grades.

Exclusions

The calculation of class rank shall exclude grades earned in physical education; athletics; any course substituted for physical education; cheerleading; an assigned remediation or tutoring course; any local credit course; any course for which a pass/fail grade is assigned; speech; CATE courses, except those that count for mathematics or science credit; or through credit by examination, with or without prior instruction.

In addition, fine arts, dance, band, and choir shall be excluded from the calculations of class rank unless the course is listed as Level II, Level III, or Level IV in District publications.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Level I, Level II, Level III, and Level IV in accordance with provisions of this policy and as designated in appropriate District publications.

Level IV

Eligible Advanced Placement (AP) classes and dual credit courses shall be categorized and weighted as Level IV courses.

Level III

Eligible Pre-AP courses and other locally designated honors or advanced courses shall be categorized and weighted as Level III courses.

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Level II

Eligible college-prep courses and other locally designated courses shall be categorized and weighted as Level II courses.

Level I

All other eligible courses shall be categorized and weighted as Level I courses.

Weighted Numerical Grade Average

The District shall assign weights to semester grades earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following:

Category	Weight
Level IV	plus 10
Level III	plus 6
Level II	plus 5
Level I	plus 0

No points shall be added to failing grades.

The District shall record unweighted numerical grades on student transcripts.

Transferred Grades

When a student transfers semester grades for courses that would be eligible under the Level I category, listed above, and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign weight to the grades based on the categories and grade weight system used by the District only if similar or equivalent courses are 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 in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

Grades received for dual credit courses prior to finalized ranking for graduation activities shall also be included in the calculation.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank 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 rank for the purpose of automatic admission under state law. [See EIC(LEGAL)] [See policy EIC for more information.]

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters

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immediately preceding graduation; and

2. Have completed the foundation program with the distinguished level of achievement.

Breaking Ties

In case of a tie in weighted numerical grade averages or GPA, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compute the weighted numerical grade average to the thousandths place.
2. Compute the weighted numerical grade average of the same AP courses taken by each student involved in the tie.
3. Compare scores on standardized college entrance tests if the same tests were taken by all students involved in the tie.

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.

Highest-Ranking Graduate

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See Schedule Changes (Middle/Junior High and High School Grade Levels) for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

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The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts 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 their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

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

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the virtual or hybrid courses offered by the district or another district or school
- Enrollment in courses taught in conjunction and in partnership with Lee College or Lamar Institute of Technology, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on Texas Success Initiative (TSI) A2

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Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See Fees (All Grade Levels) for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. [See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.]

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the campus secretary at:

Anahuac Primary School tiltont@aisdpanthers.com 409-267-3600 option 5

Anahuac Elementary School watsonc@aisdpanthers.com 409-267-2062

Anahuac Middle School torresr@qaisdpanthers.com 409-267-2042

Anahuac High School majorss@aisdpanthers.com 409-267-2012

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the

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campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.aisdpanthers.com and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available at the principal's or superintendent's office.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines 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.

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During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is listed below:

Primary School Assistant Principal, Rhonda Jordan, jordanr@aisdpanthers.com

Elementary School Assistant Principal, Allison Fiegel, fiegela@aisdpanthers.com

Middle School Assistant Principal, Lauren Brandon, brandonl@aisdpanthers.com

High School Assistant Principal, Joshua Rutherford, rutherfordj@aisdpanthers.com

Deliveries

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

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- 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 is also considered a disruption.

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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 the guest.

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

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- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See Scholarships and Grants for more information.]

Personal Counseling (All Grade Levels)

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

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited

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school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as “credit recovery.”

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district’s board of trustees.

Testing windows for these examinations will be published in district publications and on the district’s website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student’s parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

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A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, 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.aisdpanthers.com. [See policy FFH for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

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The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Sex-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and

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other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the Director of Special Programs for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

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

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

Elementary School

Students will be issued the following awards at the end of the school year subject to change:

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the "A" or "A/B" honor roll for the entire school year. The honor roll will be published after each reporting period in the local paper. To be on the "A" honor roll, a student must make all "A's." To be on the "A/B" honor roll, a student must make not a grade below "B". No student will be on the honor roll if he/she makes a "U" in conduct.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

Middle School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.

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- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- All students who participate in UIL events will be given a certificate.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

High School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- Special awards for academic and extracurricular activities will be given.

Bullying (All Grade Levels)]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

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

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

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

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All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Discrimination

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Distance Learning (All Grade Levels)

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

[See Remote Instruction]

Virtual and Hybrid Instruction

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

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

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus counselor.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills,

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photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The superintendent has designated the office of the superintendent at 804 Mikhael Ricks Drive Anahuac as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

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

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the 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 DGBA or GF for more information.]

The superintendent has designated the administration building as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

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Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. Apparel and Grooming Guidelines

The development of acceptable standards of personal appearance is considered to be an important function of Anahuac ISD, as is the development of the ability to respect rules and authority. In keeping with these objectives, the necessity of encouraging desirable dress and grooming in the school atmosphere is directly determined by neatness, cleanliness, appropriate selection and freedom from distraction of other students and/or the learning process. Campus administration has the latitude to make judgments as to whether a student's dress and appearance meets the following criteria.

2. Clothing General Guidelines

Any type of dress, insignia, neckband, accessory, shirt, or other clothing with suggestive or distasteful wording; or which advertise or exploit tobacco/vape products, alcoholic beverages, drugs or other illegal substances will not be allowed.

Any clothing, accessories, symbols, or jewelry which depicts or suggests association with gang related activities shall not be brought to school, worn at school or in any way be present at any school related event.

Bare shoulders, bare backs, bare midriffs, and low necklines are unacceptable. Any type of see-through material is not allowed. Sheer tops covering unacceptable clothing are not acceptable. Any type clothing must be long enough to preserve modesty when seated. No clothing may be worn that fits so tightly as to be immodest or cause distractions.

Appropriate underclothing must be covered at all times.

Bedroom attire is not acceptable. Students may not wear pajamas or like garments.

Students will be required to remain in dress code until they have left campus.

3. Shorts Dresses Skirts Leggings

Bottoms must be a minimum of fingertip length at the shortest point of the garment. Frays are allowed on shorts provided no skin or undergarment is visible.

Swim trunks and boxer shorts are not acceptable.

Leggings are permitted when worn with an appropriate shirt that provides full coverage of the lower buttocks, including the front and rear.

Overalls must be worn over the shoulders, buckled, and extend to a minimum of fingertip length.

4. Pants

Pants may have holes minimum of fingertip length or below.

Frays are allowed anywhere on the pant provided no skin or undergarment is visible.

Patches are allowed on the leg area only.

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Pants must completely cover underclothing. Sagging pants will not be allowed.

5. Shirts and Tops

Shirts with sayings, slogans, signs or symbols that may be deemed suggestive or inappropriate will not be allowed. Garments must be worn in good taste. The design of the top should preserve modesty. Low cut necklines are unacceptable. All tops must cover and not reveal undergarments. Tank tops must have straps that measure at least 3 inches in width. The general rule for determining proper length on tops will be – if the arms can be raised above the head without a bare midriff showing, the top is acceptable.

6. Shoes / Footwear

Shoes shall be worn at all times. Shoes must be appropriate for school. Footwear traditionally worn around the home (i.e., house shoes, slippers, etc.) will not be permitted, even on state testing days. Crocs will be allowed.

No wheels on shoes are allowed.

Lighted shoes must be turned off.

Athletics tennis shoes must be worn in PE laced up or secured by Velcro.

Steel toed shoe/boots are prohibited.

7. Coats and Jackets

Trench coats, duster coats and like garments are prohibited.

Hoodies and/or sweatshirts may not extend below the wrist in a normal standing position. Hoods may not be worn inside the building at any time. (Clothing must be worn under hoodies/sweatshirts)

8. Head Coverings

No type of head covering, cap or hat is permitted in the building with the exception of special days designated by the administration.

9. Hair

Hair may be worn at any length and must be neat, clean, and well-groomed. (Hair must not hang in face so that eyes and face are easily visible at all times.)

Geometric or unusual patterns (including Mohawks and Faux hawks) shaved or cut in the hair are not permitted.

Unnatural hair color or color variation in hair (i.e. scarlet, purple, blue, green, orange, etc.) will not be permitted.

No hair accessories deemed inappropriate or distracting.

10. Facial Hair

Facial hair, while allowed, must be neat, well groomed / trimmed, and worn in a natural color and style that is not distracting.

No student will be permitted to cut lines or designs in the eyebrows.

11. Jewelry

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Nose rings and earrings shall be permitted for all students.

Students may not wear chains or jewelry that has the potential to be used as a weapon.

Collars intended for use on animals are prohibited.

12. Student Badges (grades 5-12)

Students must have their unaltered badges (no marking out the face, no stickers, etc.) on a lanyard, around their neck, and visible at all times during the instructional day.

Students who lose or alter badges will be required to purchase a new badge for \$5.00 on each occurrence.

13. Tattoos

Inappropriate Tattoos and/or any other drawings on the skin must be covered.

14. Sunglasses

Students must not wear sunglasses in the building without written verification from a doctor.

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 and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

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

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education

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curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact Director of Technology, Justus Cook at cookc@aisdpanthers.com.

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

Possession and Use of Personal Communication Devices, Including Cell Phones and Other Electronic Devices

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

The use of cell phones 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.

Personal Communication devices shall be turned off and stored in student backpacks/bags.

The following consequences apply to students on all campuses:

- **1st offense- (PK-8) Warning/ (9-12)1 day ISS - Parent/Guardian must pick up the device**
- **2nd offense- 2 days in ISS - Parent/Guardian must pick up the device**
- **3rd offense- 3 days in ISS - Parent/Guardian must pick up the device**
- **4th offense -15 days DAEP placement – Parent/Guardian must pick up the device**

After the 4th offense, the violation will be viewed as a pattern of insubordination.

- **5th offense and beyond – Increasing days DAEP placement**

Additional consequences may be given at the discretion of the administrator should a student refuse to turn over their personal communication device when asked. This will be considered insubordination and refusal to comply with school/district directives.

If a student uses a personal communication device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The students' parent may pick up the confiscated communication device from the principal's office.

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

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

The district is not responsible for damaged, lost, or stolen communications devices.

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Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communication Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

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Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

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To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](https://www.uiltexas.org/) (<https://www.uiltexas.org/>) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed unlimited absences in a school year for Board approved extracurricular activities so long as the student complies with "no pass, no play" and attendance for credit requirements. 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 be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: National Honor Society, Leo Club, Mu Alpha Theta, Student Council,

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Black History Club, FFA, Spanish Club, HOSA

High School

National Honor Society

The objective of the Anahuac High School National Honor Society is to encourage the development of character, promote worthy leadership, create an enthusiasm for scholarship, and stimulate a desire for service.

- Installation will be scheduled at the discretion of the sponsor. Selection of members will be scheduled at the discretion of the sponsor.
- Membership criteria: Membership is to be limited to eleventh and twelfth graders. If selection is held in the spring, sophomores may be selected. A student must have a grade point average of 3.5 or above based on all courses taken, which will include at least one advanced class for the current year. Advanced classes include all honors, Pre- AP and AP classes. Students who do not take at least one advanced class each year will not be eligible for membership.
- Being eligible for NHS membership does not automatically insure that students will be selected. Selection by the faculty council is based on data collected which will include classes taken, grades, attendance, no more than 5 tardies, discipline record, faculty support and other information on the student survey forms.

The following is information taken from the survey used by the National Honor Society for the selection of members:

The National Honor Society of Anahuac High School is pleased to inform _____ that you are eligible for membership in the National Honor Society due to your outstanding scholastic achievements in maintaining a 3.5 grade point average. However, entrance in the Honor Society is based upon the qualities of leadership, service, and character, as well as scholarship. To help us in determining your qualities of leadership, service, character, and scholarship, please fill out the following form:

Organizations, clubs or groups connected with AHS to which you belong, such as FFA, band, yearbook, the Spanish Club, etc. should be noted with details concerning positions of leadership you have held. List service organizations in the community also, as well as work or job experience:

- a. During your freshman year
- b. During your sophomore year
- c. During your junior and senior years (if applicable)

The National Honor Society will operate under national and local guidelines as designated by the Faculty Council and approved by the Superintendent and Principal, available at the school.

Middle School

National Junior Honor Society

The object of the Anahuac National Junior Honor Society is to encourage the development of character, to promote worthy leadership, to create enthusiasm for scholarship, and to stimulate a desire for service. The society is composed of students in grades seven and eight

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who meet membership requirements. Candidates must have been in attendance in Anahuac Middle School for one full semester and one or more six weeks.

The eligibility requirement for National Junior Honor Society is a numerical cumulative average of 88 or higher. Eligible students will be voted on by the faculty and chosen by a five-member faculty council.

Dismissal of member:

Members who fall below the standards, which were the basis for their selection, shall be considered on probation and shall be warned in writing by the chapter sponsor. A reasonable amount to correct the deficiency will be given if the basis for probation warrants it: Various, but not all reasons for probation shall be:

An “N” in conduct in any class

A six-week core subject average below 88.

Violations of the Code of Student Conduct.

ISS – First Offense

Suspension – First Offense

Excessive absences or tardies

Awaiting trial or court action for misdemeanor or felony – student shall inform the NJHS sponsor the first day back to school after the incident. The student shall be charged with one additional violation for failure to notify the sponsor.

Missing two NJHS meetings.

In case of a flagrant violation of school rules or civil laws, a member does not necessarily have to be warned, and may be automatically dismissed. All members are entitled to a hearing in front of a faculty council. This hearing must be requested in writing by the member and sent to the NJHS sponsor within two weeks of the dismissal. Failure to meet the two-week request deadline shall result in the forfeiture of the privilege to meet with the faculty council. Some causes for dismissal may include, but are not limited to:

Receiving a conduct grade of “U” or two successive “N’s”.

A second six-week core subject average, not necessarily consecutive, below 88.

Continued violations of the Code of Student Conduct.

ISS – Second Offense

Suspension – Second Offense

Continuation of excessive absences

Issued a Minor in Possession, drug related citation/charge or arrested/charged for a felony. Student shall inform NJHS sponsor the first day back to school after the incident.

Missing three or more NJHS meetings.

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Elementary School

National Elementary Honor society (NEHS) NEHS purpose is to recognize students for their outstanding academic achievement and demonstration of personal responsibility, to provide meaningful service to the school and community and to develop essential leadership skills within the students of Anahuac Elementary School.

Eligibility

- Candidates eligible for selection must be enrolled in grades 4 or 5.
- Candidates must have been enrolled for a period equivalent to one semester at Anahuac Elementary School.
- Eligible candidates shall have a minimum cumulative grade point average of 3.0 or 90 or higher overall average.
- Upon meeting grade level, enrollment, and GPA standards, candidates shall then be considered based on their demonstrated personal responsibility.
- Being eligible for NEHS membership does not automatically insure that students will be selected. Selection by the faculty council is based on data collected which will include, grades, attendance, tardies, discipline records, and most importantly student demonstration of leadership, service and character on a daily basis.

Students that are selected must maintain the required grade average and maintain all eligibility requirements.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.

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- Fees for driver training courses.
- 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 maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

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

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

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

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period

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- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination
- Grades should be entered by 4:00 pm on the 5th school day after an assignment is taken up. The day the assignment is taken up does not count as 1 of the 5.
- If the teacher has extenuating circumstances, he/she should obtain written approval from the Principal to extend the 5 days. (See EIA Exhibit A)
- If a student's grade is below 75 at the three-week period, the teacher will mark their "in danger of failing" comment code and the parent will be notified.

All grade levels with the exception of grades Pre-Kindergarten, Kindergarten, 1st and 2nd will count major grades as 60% and minor grades 40% for each grading period.

*Pre-K and Kindergarten grades are standards based

*1st and 2nd grade will receive numerical grades

A. Grading System

The following are provisions for the District's grading system:

1. Both scholastic and citizenship grades will be the result of an honest, careful evaluation of all phases of the student's work and conduct.
2. Every student or parent is entitled to a full explanation by the principal and the teacher of how the student's grade was determined, together with any recommendations and suggestions for the student's improvement in the future.

3. Grade Scale (based on 4.0):

A= 90 -100

B= 80 -89

C= 70 -79

F= 69 –Below

High School Grading

In computing a semester average, the three six weeks grades are added together then divided by three. That average will equal 85% of the semester grade. The semester test will count as 15%.

Six Weeks Average

The following procedure will be used when computing a student's six weeks grade:

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ALL GRADE LEVELS TEST GRADES: 60%

May include:

Major Tests (including 6 wks tests)

Special Projects with a rubric

Research Papers with a rubric

Lab Practical's

Book Reports

DAILY GRADES: 40%

May include:

Daily assignments

Homework assignments

Oral Reports

Quiz with advanced notice

Other short tests

There will be NO extra credit grades given. All grades shall be a reflection of mastery of the TEKS/instruction only.

Semester Average

In computing a semester average, the three six week's grades are added together then divided by three. That average will equal 85% of the semester grade. The semester test will count as 15% of the semester grade.

EXAMPLE:

1st 6 wks. = 80

2nd 6 wks. = 84

3rd 6 wks. = 78

$242/3 = 80.7 = 81$ average

Semester exam = 78

Multiply 81 (6 wks. average) by .85 = 68.85

Multiply 78 (semester exam) by .15 = 11.7

Total = 80.55 Semester grade = 81

Yearly Average

The yearly average will be determined by adding the two semesters together and dividing by two. The average must be 70 or above to receive full credit.

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All absences (excused or unexcused), including illness, count in the exemption policy, with the following exceptions:

- College Day visits with campus verification form
- Religious Holidays
- Partial-day medical and dental appointments WITH documentation from a physician
- Absences for school-sponsored student activities and extracurriculars
- Absences coded On Campus Out of Class

Any student that qualifies for an exemption has the option to take the semester **exam without fear of lowering their final average.**

Any non-exempt student who does not take an exam will receive a no credit grade for the exam and **will be required to take the exam on the staff work day following the semester break. Failure to do so will result in a zero. Students MUST be in attendance on the date of the exam or the student will forfeit their exemption.**

Semester exams will be weighted at 15%.

Exam exemptions will not be allowed if:

- The student has been suspended off – campus, assigned to ISS or DAEP

Calculation

The district shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level.

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively.

To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the same District high school for the four semesters immediately preceding graduation;
2. Be graduating after a minimum of six semesters of enrollment in high school.
3. Completed the foundation program with a distinguished level of achievement.

Breaking Ties

In case of a tie in weighted numerical grade averages or GPA, the District shall apply the following methods, in this order, to determine recognition as valedictorian or salutatorian:

1. Compute the weighted numerical grade average to the thousandths place.
2. Compute the weighted numerical grade average of the same AP courses taken by each student involved in the tie.
3. Compare scores on standardized college entrance tests if the same tests were taken by all students involved in the tie.

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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

Students who earn a GPA of 3.5 or above shall be designated as honor graduates and shall be recognized during commencement exercises and shall be recognized during commencement exercises. Averages shall not be rounded up.

- Students who earn a 3.5-3.7 shall earn recognition as CUM LAUDE graduates.
- Students who earn a GPA of 3.8-3.9 shall receive recognition as MAGNA CUM LAUDE graduates.
- Students who earn a GPA of 4.0 shall earn recognition as SUMMA CUM LAUDE graduates

[See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- 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
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

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
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for

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entrance into Texas public universities. [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 in the applicable content area. This may require the student's participation outside normal school operating times.

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

[See Standardized Testing]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

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

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

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

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

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

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- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Anahuac High School assists with FAFSA or Texas application for state financial aid through a Financial Aid night, Website resources and Senior Parent Night.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

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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 is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

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

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their 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 a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

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A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

1. Graduation and Baccalaureate practices (traditionally the Friday morning prior to ceremony)
2. Baccalaureate ceremony (traditionally the Sunday prior to graduation)
3. Graduation ceremony (traditionally Friday evening at the end of school)

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school will not be allowed to participate in the graduation ceremony and related graduation activities.

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

- Scholarship recipients
- Valedictorian and Salutatorian
- Top 10% Graduates
- Principals Award

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See Student Speakers (All Grade Levels) for student speakers at other school events.]

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Graduation Expenses

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

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

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

Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be 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, superintendent, or law enforcement official.

[See

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Elementary School

Students will be issued the following awards at the end of the school year subject to change:

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published after each reporting period in the local paper. To be on the “A” honor roll, a student must make all “A’s.” To be on the “A/B” honor roll, a student must make not a grade below “B”. No student will be on the honor roll if he/she makes a “U” in conduct.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

Middle School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- All students who participate in UIL events will be given a certificate.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

High School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- Special awards for academic and extracurricular activities will be given.

Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

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Health — Physical and Mental

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

School Based Clinic at Elementary Campus

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

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The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-Settings-and-at-Home) ([https://www.dshs.texas.gov/texas-school-health/skilled-procedures-](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-Settings-and-at-Home)

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texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees 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 provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- 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.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

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

Asthma and Severe Allergic Reactions

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

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

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[See also Food Allergies (All Grade Levels)]

Unassigned Opioid Antagonists All Grades

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained **[align with policy at FFAC: school personnel and/or school volunteers]** at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

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 psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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

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evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Primary/Elementary School

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

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

Junior High/Middle School

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

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting: Shelby Edgar at edgars@aisdpantthers.com

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Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

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

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

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

Other Examinations and Screenings (All Grade Levels)

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

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <https://www.aisdpanters.com/o/anahuacisd/page/health-services> for information regarding meningitis.

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Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

Diabetes

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) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching 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, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/resource-library/asthma-allergies-and-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at <https://www.aisdpanthers.com/o/anahuacisd/page/medical-forms>.

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or

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while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district nurse, Nicole Winslow, at winslown@aisdpanthers.com
- The campus school counselor: Amy Ritch (Primary) at ritcha@aisdpanthers.com, Dawn Walls (elementary) wallsd@aisdpanthers.com, Billie Jo Garcia (Middle School) at 409-267-2056 garciab@aisdpanthers.com, Jennifer McCracken (High School) at 409-267-2020 mccrackenj@aisdpanthers.com
- The local public health authority, *Chambers County Public Health*, which may be contacted at 409-267-2731.
- The local mental health authority, *Chambers County Public Health*, which may be contacted at 409-267-2731.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=279>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG

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- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact the Deputy Superintendent, Daniel Andrews at 409-267-2008

andrewsd@aisdpanthers.com

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 3 meetings. Additional information about the district's SHAC is available from the SHAC chairperson, Billie Jo Garcia at garciaab@aisdpanthers.com

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at

<https://www.aisdpanthers.com/o/anahuacisd/page/school-health-advisory-council-shac>

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the Superintendent at 409-267-2001 or walkerd@aisdpanthers.com

Homework (All Grade Levels)

Homework may be used to support, enrich, or reinforce topics covered in class. The teacher shall be responsible for assigning effective, well-planned homework assignments that aid the student in the mastery of TEKS. Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of the homework provides a good overview of how and what the student is doing in various subjects. The student shall be responsible for completing assignments on time and the student shall assume the responsibility for making up work when absent from class.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview,

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including without parental consent, if necessary, if it 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 the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, 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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, 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.

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- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area 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.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

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 the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Anahuac ISD is a closed campus.

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At Any Other Time During the School Day

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

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

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

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

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

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

While a student is in DAEP, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the

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opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=279&code=FFH#localTabContent>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment: Daniel Andrews 409-267-2008 andrewsd@aisdpanthers.com

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon

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the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Shawntel Cunningham, 409-267-2015, cunninghams@aisdpanthers.com
- For all other concerns regarding discrimination, see the superintendent David Walker, 409-267-2001, walkerd@aisdpanthers.com

[See policies at FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: www.aisdpanthers.com

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

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

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principal, please call the school office at 409-267-3600 option 5 Primary, 409-267-2062 Elementary, 409-267-2042 Middle School and 409-267-2012 High School for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]

- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Elementary PTO, Booster Clubs and other campus organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the last Monday of each month at 6:00p.m. at *2024 Belton Lane Anahuac, TX*. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 2024 Belton Lane Anahuac, TX and online at <https://www.aisdpanthers.com/page/board-of-trustees> [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$10 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

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Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not require or coerce a student

Private Spaces

In accordance with law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In grades 1-5, promotion is based on course-level standards (essential knowledge and skills) with a grade of 70 or above in language arts and mathematics.

In grades 6-8, promotion is based on course-level, grade-level standards (essential knowledge and skills) with a grade of 70 or above in language arts and mathematics and either science or social studies. If a student receives a grade lower than a 70, there will be a grade placement committee for promotion purposes.

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Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See Leaving Campus (All Grade Levels)]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued every 6 weeks.

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

Teachers follow grading guidelines that have been approved by the campus principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. 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 Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

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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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Required State Assessments

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

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

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

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

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

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

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

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

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

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

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

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

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Personal Graduation Plan —Middle School Students

For a middle school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

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.

[See Personal Graduation Plans for information related to the development of personal graduation plans for high school students.]

Safe Storage of Firearms

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

Safety (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.

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- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by filling out the form on our website via clicking the red button on the home page “Click here to Report School Safety Concerns”
- 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.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district’s CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

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The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

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

- Via the district website: www.aisdpanthers.com
- Local Houston and Beaumont Television channels.

[See Parent Contact Information and Automated Emergency Communications]

SAT, ACT, and Other Standardized Tests

[See Standardized Testing]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Requests form may be obtained in the counselor's office at the High School and in the principals office at the Middle school.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator: Kenneth Flowers at 409-267-2050 or flowersk@aisdpanthers.com

Food and Nutrition Services (All Grade Levels)

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

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Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact: Director of Child Nutrition, Teonna Flowers at 409-267-2007 or flowerst@aisdpanthers.com

[See policy COB for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is exhausted or insufficient, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

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1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.] [See policy COB for more information.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the Director of Child Nutrition, Teonna Flowers at 409-267-2007 or flowerst@aisdpanthers.com. [See policy FFA for more information.]

Water Bottles

Primary/Elementary/Middle School Campuses

All water bottles must be see-through, plastic bottles with a closable and spill proof lid (screw top, push top, or flip lid). Glass bottles, metal bottles/cups, and any other closed containers or cups with straws are not allowed. Students are only allowed to have water during class. No drinks other than water during the school day, other than during lunch. No energy drinks allowed on campus. i.e. Monster, Red Bull, etc.

High School Campus

All water bottles/cups must be spill proof and leak proof and contain only water. Students are only allowed to have water during class. No drinks other than water during the school day, other than during lunch. No energy drinks allowed on campus. i.e. Monster, Red Bull, etc.

Pest Management Plan (All Grade Levels)

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs

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will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator: Kenneth Flowers 409-267-2050 or flowersk@aisdpanthers.com

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior 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.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the district librarian at

A parent may access to the school's library or any available online catalog by contacting the district librarian

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and 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.

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

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

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

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

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)]

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see *Homework may be used to support, enrich, or reinforce topics covered in class. The teacher shall be responsible for assigning effective, well-planned homework assignments that aid the student in the mastery*

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of TEKS. Parents are responsible for ensuring that their child does the homework assigned each day. Regular monitoring of the homework provides a good overview of how and what the student is doing in various subjects. The student shall be responsible for completing assignments on time and the student shall assume the responsibility for making up work when absent from class.

Law Enforcement Agencies (All Grade Levels).]

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

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

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

District Property (All Grade Levels)

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

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

Metal Detectors (All Grade Levels)

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

Personal Communications and Other Electronic Devices (All Grade Levels)

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

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

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

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will

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not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy, but specifics of the drug-testing program should be addressed in administrative regulations, such as this handbook or your extracurricular conduct guide.

[See Steroids (Secondary Grade Levels Only)]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact: Director of Special Programs, Shawntel Cunningham, 409-267-2015 cunninghams@aisdpantthers.com

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp) (<https://www.tsl.texas.gov/tbp>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and Pre-ACT are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's

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performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Assemblies, banquets, awards ceremonies and elections. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment

Tardies (All Grade Levels)

A student who is tardy to class after the designated tardy bell will receive consequences. Repeated instances of tardiness will result in more severe disciplinary action.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

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Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

Transfers (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments,

Elementary School

Students will be issued the following awards at the end of the school year subject to change:

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published after each reporting period in the local paper. To be on the “A” honor roll, a student must make all “A’s.” To be on the “A/B” honor roll, a student must make not a grade below “B”. No student will be on the honor roll if he/she makes a “U” in conduct.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

Middle School

- Perfect Attendance awards will be given to students who have not been absent for any part of the school day and have no tardies for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- All students who participate in UIL events will be given a certificate.
- Physical Education awards are given to those meeting fitness guidelines for Presidential Physical Fitness.
- Special awards for academic and extracurricular activities will be given.

High School

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- Perfect Attendance awards will be given to students who have not been absent for any part of the school day for the entire school year.
- Certificates of award will be given to all students on the “A” or “A/B” honor roll for the entire school year. The honor roll will be published each reporting period in the local newspaper. “A” Honor Roll indicates that the student has made no grade below an “A” in any subject. “A/B” Honor Roll indicates that the subject has made no grade below a “B” in any subject. No students will be placed on the Honor Roll if he/she has an unsatisfactory “U” conduct grade.
- Special awards for academic and extracurricular activities will be given.

Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any eligible students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district’s website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified the following areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of the campus:

The blocks bounded by FM 563, Texas Hwy 61, South Main Street, and Belton Lane.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact the superintendent 409-267-2001.

A parent may designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation department at 409-267-2081.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Director of Special Education, Leigh Trotter at 409-267-2074 or trotterl@aisdpantthers.com that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

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Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

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

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

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

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

[See the Student Code of Conduct]

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Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal for more information.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

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

Withdrawing from School (All Grade Levels)

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

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

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

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Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

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

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IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

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

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

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

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

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

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

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

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

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State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

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: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.aisdpanthers.com . Below is the text of Anahuac ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 7/31/2023

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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

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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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

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, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute

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both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

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

Concluding the Investigation

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

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

Notice to Parents

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

District Action

Bullying

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

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 whether 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.

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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 website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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Appendix: Student Rights and Responsibilities Policy

Note to Student Handbook developer: State law requires that the district's policy on student rights and responsibilities be distributed in its Student Handbook(s).

State law added Education Code Chapter 26A, which requires a board-adopted policy for addressing a grievance to meet specific requirements. Include the text of your current FNG(LOCAL) below. TASB Policy Service recommended revisions to FNG(LOCAL) in Update 126. After board action on recommended revisions, changes to this section may be required to align with policy.

The following has been formatted for the district to more easily insert its FNG(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.aisdpanthers.com. Below is the text of Anahuac ISD's policy FNG(LOCAL) as of the date this handbook was finalized for this school year.

Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Policy FNG(LOCAL) adopted on 1/26/2026

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.

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8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications and on the District's website.

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other appropriate campus or District administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Filing Deadlines

After Informal Process

If a student or parent has engaged in the informal process in an attempt to resolve the complaint with the District and has not reached a resolution during the process, the student or parent shall have the later of:

- Ninety calendar days to file a complaint from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; or

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- Thirty calendar days to file a complaint from the date on which the District provided information to the student or parent regarding how to file a grievance.

[See Formal Process, below]

No Prior Informal Process

If the student or parent has not engaged in the informal process, the student or parent shall have no more than 60 calendar days from the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance to file a complaint using the appropriate forms.

Deadline Extensions

All deadlines shall be strictly followed unless otherwise required by law or modified by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The complaint form shall be filed with the lowest level administrator who has the authority to remedy the alleged problem. In most circumstances, students and parents shall file Level One complaints with the campus principal for any complaint on a matter related to a campus. For a complaint that arises on a matter that is unrelated to a campus, the complaint shall be filed with the appropriate District-level administrator.

If the subject matter of the complaint requires a Board decision, is a complaint about a Board member, or is a complaint about the Superintendent, the complaint shall be initiated at the Board level. A preliminary hearing to develop a record or recommendation for the Board may be conducted by an appropriate administrator.

A Board member shall be permitted to file a complaint under this policy, but, if the complaint is considered by the Board or Board committee, the Board member shall be prohibited from voting on the Board’s or Board committee’s decision.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

Option to Continue Informal Process

Even after initiating the formal complaint process, the complainant is encouraged to seek informal resolution of their concerns. A complainant whose concerns are resolved may withdraw a formal complaint at any time.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient

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opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three business days after the deadline.

Scheduling Hearings

The District shall make reasonable attempts to schedule hearings at a mutually agreeable time. If a complainant fails to appear at a scheduled hearing, the District may hold the hearing and issue a decision in the complainant's absence.

Decision

A "decision" shall mean a written communication to the complainant from the appropriate administrator that provides an explanation of the basis of the decision, an indication of each document that supports the decision, and any relief or redress to be provided. A decision shall be issued on the merits of the concern raised in the complaint notwithstanding any procedural errors or the type of relief or redress requested.

The decision shall also include information regarding the filing of an appeal in accordance with this policy. After a hearing at Level Three, the decision shall include information on submitting an appeal to the commissioner.

A decision may be hand-delivered, sent by electronic communication to the complainant's email address of record, or sent by U.S. Mail to the complainant's mailing address of record. Mailed decisions shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Representative

"Representative" shall mean any person who or organization that is designated by the complainant to represent the complainant in the complaint process. A student may be represented by an adult at any level of the complaint.

The complainant may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the complainant designates a representative with fewer than three business days' notice to the District before a scheduled hearing, the District may reschedule the hearing to a later

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date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

To promote efficiency in addressing complaints, the appropriate administrator shall determine if separate or serial complaints arising from an event or series of related events shall be consolidated.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted on a form provided by the District.

Copies of any documents that support the complaint should be included with the complaint form. If the complainant does not have copies of these documents, copies may be presented at the Level One hearing. After the Level One hearing, the complainant may supplement the record with additional documents or include additional claims.

Record

A record of each complaint hearing shall be created and retained in accordance with this policy. The record shall include documents submitted by the complainant, documents determined relevant by District personnel, and the decision.

Remand

A complaint or appeal form that is incomplete in any material aspect shall be refiled, if at Level One, and remanded at all other levels in order to develop an adequate record of the complaint.

If an adequate record has not been developed, the appropriate administrator may remand the complaint to a lower level. The Board or Board committee may remand a complaint to a lower level if at the Board level of review an adequate record has not been developed.

Assignment of Hearing Officer

When a District employee is the subject of a complaint, the hearing shall be conducted by an administrator who is in a supervisory or higher organizational role. The District employee who is the subject of the complaint shall recuse themselves from reviewing the complaint at any level in the process.

Investigation

The District may conduct an investigation at any level in the complaint process. If the District and the complainant mutually agree, all deadlines shall be suspended during an investigation.

Complaint Levels

Level One

At Level One, the appropriate hearing officer shall hold a hearing with the complainant within 10 calendar days after receipt of the written complaint. The hearing officer may set reasonable time limits for the hearing.

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The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider information provided with the complaint form and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Level Two

If the complainant did not receive the relief requested at Level One or if the time for a decision has expired, the complainant may re-quest a hearing at Level Two to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level One decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level One decision deadline.

After receiving notice of the appeal, the Level One hearing officer shall prepare and forward a record of the Level One complaint to the Level Two hearing officer and provide a copy of the Level One record to the complainant.

The Level One record shall include:

1. The original complaint form and any attachments.
2. Any other documents submitted by the complainant at Level One.
3. If the complaint is against a District employee, the written response of the District employee, if any.
4. The decision issued at Level One and any attachments.
5. All other documents relied upon by the Level One hearing officer in reaching the Level One decision.

The hearing officer shall hold a hearing within 10 calendar days after the appeal notice is filed. The hearing officer may set reasonable time limits for the hearing.

The hearing officer shall provide the complainant a decision within 20 calendar days following the hearing. In reaching a decision, the hearing officer may consider the Level One record, any additional information provided prior to the Level Two hearing, and any other relevant documents or information the hearing officer believes will help resolve the complaint.

Recordings of the Level One and Level Two hearings, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the complainant did not receive the relief requested at Level Two or if the time for a decision has expired, the complainant may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 20 calendar days of the date of the Level Two decision or, if no decision has been communicated to the complainant, within 20 calendar days of the Level Two decision deadline.

Unless the Board delegates a committee in accordance with law, the Board shall hear the appeal of the Level Two decision.

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After receiving notice of the appeal, the Board or Board committee shall hold a meeting to discuss the complaint no later than 60 calendar days after the date on which the Level Two decision was made.

The Superintendent shall inform the complainant whether the Board or a Board committee will hear the appeal and of the date, time, and place of the meeting at which the complaint will be on the agenda for presentation to the Board or Board committee.

At least five business days before the Board or Board committee meeting, the Superintendent shall provide the complainant a description of any information the Board intends to rely on that is not contained in the record created at the previous hearing levels, including any preliminary hearing.

The Superintendent shall provide the Board the record of the Level Two appeal. The complainant may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. Any other documents submitted by the complainant at Level Two.
4. The decision issued at Level Two and any attachments.
5. All other documents relied upon by the administration in reaching the Level Two decision.

The complainant may request that the complaint be heard in open or closed meeting. The District shall honor that request unless the Texas Open Meetings Act or other applicable law requires other-wise. [See BE]

At the meeting, the presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the complainant and administration to each make a presentation and provide rebuttal and an opportunity for questioning by Board members.

In addition to any other record of the meeting required by law, the Board or Board committee shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the complainant or the complainant's representative, any presentation from the administration, and questions from Board members with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board or Board committee shall then consider the complaint. It shall make a decision no later than 30 calendar days after the date of the Board or Board committee meeting at which the complaint was presented. The complainant shall be provided a decision in accordance with this policy and state law.

2025-2026 Handbook	2026-2027 Handbook Changes
Pg. 11 - The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages. The employee is required to send a copy of the text message to the employee's district email	pg. 11 - The employee is required to include the student's parent as a recipient on all text messages.
pg. 58 - Leggings are permitted when worn with an appropriate shirt that provides full coverage of the lower torso , including the front and rear.	pg. 56- Leggings are permitted when worn with an appropriate shirt that provides full coverage of the lower buttocks , including the front and rear.
pg. 58 - Shoes shall be worn at all times. Shoes must be appropriate for school. Footwear traditionally worn around the home (i.e., house shoes, slippers, etc.) or to the beach (athletic slides, flip flops, etc.) will not be permitted, even on state testing days. Crocs will be allowed.	pg. 57 - Shoes shall be worn at all times. Shoes must be appropriate for school. Footwear traditionally worn around the home (i.e., house shoes, slippers, etc.) will not be permitted, even on state testing days. Crocs will be allowed.
pg. 61 - The following consequences apply to students on all campuses: • 1st offense- 2 days After School Detention - Parent/Guardian must pick up the device • 2nd offense- 2 days in ISS - Parent/Guardian must pick up the device • 3rd offense- 3 days in ISS - Parent/Guardian must pick up the device • 4th offense -15 days DAEP placement – Parent/Guardian must pick up the device After the 4th offense, the violation will be viewed as a pattern of insubordination. • 5th offense and beyond – Increasing days DAEP placement	pg. 59 - The following consequences apply to students on all campuses: • 1st offense- (PK-8) Warning/ (9-12)1 day ISS - Parent/Guardian must pick up the device • 2nd offense- 2 days in ISS - Parent/Guardian must pick up the device • 3rd offense- 3 days in ISS - Parent/Guardian must pick up the device • 4th offense -15 days DAEP placement – Parent/Guardian must pick up the device After the 4th offense, the violation will be viewed as a pattern of insubordination. • 5th offense and beyond – Increasing days DAEP placement
pg. 71-72 - Exemptions	No Exemptions
pg. 97 - In grades 6-8, promotion is based on course-level, grade-level standards (essential knowledge and skills) with a grade of 70 or above in language arts and mathematics and either science or social studies.	pg.93 - In grades 6-8, promotion is based on course-level, grade-level standards (essential knowledge and skills) with a grade of 70 or above in language arts and mathematics and either science or social studies. If a student receives a grade lower than a 70, there will be a grade placement committee for promotion purposes
pg. 98 - Report cards with each student's performance and absences in each class or subject are issued at least once every 6 weeks.	pg 94 - Report cards with each student's performance and absences in each class or subject are issued every 6 weeks.

Payments Made to Chase's Yard Care & Lawn Services

Invoice Date	Invoice Number	Description	Amount	Due Date
05/26/2026	5309A	Anahuac ISD Monthly Ma	\$ 8,334.84	05/26/2026
04/06/2026	5247A	Anahuac ISD Monthly Ma	\$ 8,334.84	04/06/2026
03/05/2026	5157A	Anahuac ISD Monthly Ma	\$ 8,334.84	03/05/2026
02/09/2026	5134A	Anahuac ISD Monthly Ma	\$ 8,334.84	02/09/2026
01/12/2026	5096A	Anahuac ISD Monthly Ma	\$ 8,334.84	01/12/2026
12/04/2025	5064A	Anahuac ISD Monthly Ma	\$ 8,334.84	12/04/2025
11/11/2025	5045A	Anahuac ISD Monthly Ma	\$ 8,334.84	11/11/2025
10/22/2025	5014A	Mowing 15 acres at Pri	\$ 1,200.00	10/22/2025
10/06/2025	4972A	Anahuac ISD Monthly Ma	\$ 8,334.84	10/06/2025
09/03/2025	4910A	Anahuac ISD Monthly Ma	\$ 8,334.84	09/03/2025
08/20/2025	4877A	Anahuac ISD Monthly Ma	\$ 7,834.84	08/20/2025
07/07/2025	4825A	Anahuac ISD Monthly Ma	\$ 7,834.84	07/07/2025
06/04/2025	4773A	Monthly Maintenance	\$ 7,834.84	06/04/2025
05/09/2025	4727A	Anahuac ISD Initial fe	\$ 12,584.84	05/09/2025
			\$ 112,302.92	

Payment adjusted in September to include 8 additional cuttings during summer months due to greater than anticipated growth.

Portion of Original RFP
Issued: 3/3/2025

RFP # 25-01



Anahuac Independent School District

RFP # 25-01

Request for Proposals for

Lawn Care and Related Services

RFP Timeline:

Release Date: March 3, 2025

Mandatory Pre-Proposal Meeting: March 18, 2025, 8:00 am

Proposals Due: March 31, 2025

Award Date: April 29, 2025

Issued March 3, 2025, by:

**Tammy Duhon, Business Manager
Anahuac Independent School District**

804 Mikhael Ricks Dr.

Mailing Address: P.O. Box 369

Anahuac, TX 77514

Phone: (403) 267-2003

Email: duhont@aisdpanthers.com

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- 1.0 Notice of Intent
- 2.0 Instructions to Vendors
- 3.0 Evaluation and Award of Proposal(s)
- 4.0 Contract Terms and Conditions
- 5.0 Scope of Proposal
- X 6.0 Specifications X
- 7.0 Pricing/Delivery Information
- 8.0 Vendor Questionnaire
- 9.0 Attachments

6.0 SPECIFICATIONS

- 6.1 It is the intention of AISD to establish one or more contract(s) with highly qualified Vendor(s) for **lawn care and related services**. Vendor(s) shall, at the request of AISD, provide these products and/or covered services under the terms of this RFP and the Contract set forth in Section **4.0 Contract Terms and Conditions**. Vendor shall assist AISD with making a determination of its individual needs, as stated below.
- 6.2 The vendor shall provide all labor, materials, equipment, transportation, and incidentals required to perform lawn care maintenance for AISD facilities. For the purposes of this contract, service areas at each location shall consist of all areas of vegetation growth within and to the property line and/or the adjacent public rights-of-way (ROW), unless otherwise noted by the designated CISD representative.

Maintenance shall consist of, weeding, mowing, trimming, edging, pruning, fertilizing, repairing of erosion, preventing diseases, controlling pest infestations, trash removal and maintaining a manicured appearance. Vendor shall submit a written maintenance plan and schedule describing the methods proposed for overall general lawn, tree, landscape bed, and special maintenance prior to commencing work at a designated facility. AISD designated Facilities Representative is Kenneth Flowers and his email address is flowersk@aisdpanthers.com.

General Maintenance The vendor shall perform the following lawn care service:

A. Lawn Care Service— the successful vendor shall be able to demonstrate proven experience performing labor intensive tasks associated with lawn care service, while ensuring quality staffing, industry leading quality control measures/standards and cost effective methods.

1. Mow primary lawn areas and all areas within fence lines using a finish type mower or other equipment, as determined to provide satisfactory results. Conventional wheel tractors and mowers may be used to mow secondary areas, and outside of fenced areas to the public ROW. However, such mowers must show results equal to that of flail or finishing mower.

2. All grass areas shall be mowed to a height between 2" and 3". Mowing shall be along a cutting path that allows cutters to transverse 100% of the required mowing area. Missed strands of grass or areas not uniformly cut shall be re-cut at no additional cost to AISD.

3. Mowing shall be as close as possible to all fixed objects, curbs, buildings, fence, trees, and plants; without damage to such objects. The area uncut to the fixed object must be addressed using a weed-eater or other similar equipment.

4. Ruts, holes and other disfigurement of mowed areas caused by the vendors mowing equipment shall be the responsibility of the vendor to repair.

5. Manually remove weeds from gardens and bedded areas of trees and shrubs.

6. Vendor shall assess lawn for essential elements that will facilitate natural growth; vendor shall fertilize lawn areas with fertilizer formulated to treat deficiencies for best turf development.

B. Landscape Maintenance – the successful vendor(s) shall be able to demonstrate proven experience evaluating and addressing various existing landscaping essentials.

1. Trim shrubs, hedges and ground cover to maintain shape and to preclude encroachment on or into parking areas, driveways, walkways, fence lines, marques, buildings and other structures.

2. Vendor shall remove all debris from AISD property resulting from these efforts.

3. Prune low branches on mature trees to maintain a minimum of eight (8) feet vertical clearance, unless otherwise noted by the designated AISD Facilities representative. Prune low branches on mature trees to maintain a minimum of fourteen (14) feet vertical clearance over vehicular driveways, unless otherwise noted by the designated Facilities representative.

4. Prune branches to preclude contact with facility walls, roof, fence lines and other structures.

5. All pruning of trees shall be performed in accordance with the best practices of the Tree Care Industry Associated.

C. Other Related Services – the successful vendor(s) shall be able to demonstrate effective, industry leading quality, and cost saving methods and procedures for services that are of an infrequent nature, such as: removal of fallen tree limbs, flower bed cultivation and maintenance, mulching, fertilization, pesticide and herbicide, weed control and leaf raking

D. Confidential Information - Proposer must clearly identify information in the Proposal that Proposer considers proprietary or confidential. The District will treat such information as confidential to the extent allowable under the Texas Public Information Act (Chapter 552 of the Texas Government Code) or similar disclosure law. If Proposer fails to properly identify the information, the District shall have no obligation to seek protection of such information from public disclosure should a member of the public or other third party request access to the information under the Texas Public Information Act or similar disclosure laws. The District will not be responsible for Proposer's failure to clearly identify information Proposer considers confidential or proprietary. Proposer will be notified of any third party request for information that Proposer has identified as Confidential/Proprietary.

6.3 General Information

A. Scheduling and Reporting

1. Services shall be performed during AISD business hours 7:00 a.m. – 5:00 p.m., Monday through Friday, unless otherwise arranged with the designated AISD Facilities representative.

2. Vendor must provide the AISD Facilities representative with a maintenance schedule that will be followed on a weekly, bi-weekly, or monthly basis; an equipment maintenance schedule; and adverse incident(s) response procedures. The AISD Facilities representative must approve any changes to the maintenance schedule prior to implementation.

3. Vendor shall be responsible for maintaining a detailed service log documenting services rendered; AISD reserves the right to request and receive copies of the log upon request.

4. In the event the vendor(s) is not able to complete services at any location per the schedule, the vendor must contact via phone or text the AISD Facilities representative

immediately and follow up in writing within twenty-four (24) hours. The vendor(s) must reschedule the services within forty-eight (48) hours of the original scheduled service date. Failure to comply with this requirement will result in deductions for nonperformance.

5. If AISD Facilities representative inspects a facility and finds any deficiencies, a call back for service will be required to be completed within two (2) working days. All callbacks shall be in writing and provided at no charge to AISD.

6. The vendor(s) is required to meet with the designated AISD Facilities representative weekly (during the first year or until further notice) to discuss contract performance and concerns when applicable.

7. A routine mowing and trim cycle for each location will be ten (10) business days unless changed by the designated AISD Facilities representative. For a total of 26 cuts per year.

B. Facility Access

1. Vendor(s) shall make contact with the designated AISD Facilities representative fifteen (15) minutes before arriving for services. Vendor(s) shall access facilities during regular AISD business hours 7:00 a.m. – 5:00 p.m., Monday through Friday, unless otherwise directed by the designated AISD Facilities representative.

C. Supplies, Materials, Equipment and Products

1. Vendor(s) shall provide all supplies, materials, equipment and products necessary to provide satisfactory service as described in this document.

2. Vendor(s) shall provide and maintain an updated inventory list of all supplies, materials, equipment and products used at AISD Facilities.

3. Vendor(s) shall ensure that all equipment is well maintained and in working order to minimize hazardous environments and maximize overall safety of the general public.

4. Vendor(s) shall operate all equipment with caution and adhere to manufacturer's recommendations including speed(s) and in a manner for which it was designed. Mowers and edgers and other equipment shall be equipped with safety guards to prevent flying Debris.

5. Equipment used must have safety features and accessories, where applicable, as required by existing Occupational Safety Health Act Standards (OSHA).

6. The type of equipment, accessories, materials and supplies and labor necessary for the efficient operation and completion of mowing at the designated time is to be provided by the vendor.

7. Tractors, where approved for use under this contract, shall comply in accordance with OSHA regulations and/or laws.

D. Miscellaneous

1. Vendors shall be liable for all costs as a result of damages to AISD property and personal property while performing scheduled services, including but not limited to broken windows, sprinklers, etc.

6.3 **Proposer's Submittal**

Each vendor shall organize the response in the order listed below and include the content as requested. AISD reserves the right to reject as non-responsive any responses that do not contain the information requested in this RFP. Additionally, AISD reserves the right to reject, as nonresponsive, any responses that are not organized and formatted as described in this RFP.

6.3.1 **Required Proposal Content**

The proposal must contain the following sections in the order presented below. Proposals that do not include these sections may be considered non responsive and, as such, may not be considered:

a. Letter of Interest

The proposal must be introduced with a letter of interest that includes a synopsis of your/the company's services and highlight the capacity to perform the work. The letter should be signed by the individual with contract signature authority for the company and provide the address for your/the company's website.

b. Profile and Experience

- Outline your/the company's history, scope of services offered.
- Describe your expertise and relevant experience.
- Share experiences of school districts that currently use your services.
- Provide a copy of professional license for any prospective related service provider.
- Provide a copy of Certificate of Authority to do business in the state of Texas, if applicable.
- Provide any other information you feel might be relevant.

c. Fee Structure and Rates

- Please provide the fees and rates that you/the vendor will require for services and pricing for all services to be provided. Create tables if necessary.
- Identify any and all costs associated with the requested services
- Provide any other information you feel might be relevant.

d. References

Provided for school district clients that are currently utilizing your/your vendor services.

e. Insurance Coverage Certification

f. Any applicable certificates

g. Completed 8.0 Vendor Questionnaire

h. Completed 9.0 Attachments

2025 Agreement



COMMERCIAL LANDSCAPING MAINTENANCE PROPOSAL

This Maintenance Contract (the "Contract") is entered into on this Date: 05/01/25 by and between:

Chase's Yard Care and Landscaping LLC:

P.O. Box 1965, Mont Belvieu, Tx 77580

Office: 832-262-3513

Email: James@cycletlandscaping.com

Anahuac ISD

P.O. Box 638

Anahuac, Texas 77514

1. SERVICES TO BE PROVIDED CYCL agrees to perform the following services for the client:

- Mowing of the lawn 26 times a year. (Bi-weekly)
- Trimming of edges around walkways, fences, garden beds, and other obstacles.
- Blowing off walkways, driveways, and other hard surfaces after mowing.
- Small debris pickup, trash, etc.
- Weed and cleanup of beds
- Monthly Irrigation Inspections

2. TERM OF AGREEMENT This Contract agreement is for a period of 1 year and will automatically renew for the same term unless otherwise specified.

3. PAYMENT TERMS The Client agrees to pay CYCL the sum of (Ninety-One Thousand and Eighteen Dollars and 03/100) \$91,018.03 plus applicable taxes yearly for the services listed above. Monthly invoices will be dated the 1st of each month for which the service is to be performed, and payments are due no later than the 30th calendar day of the month. Overdue invoices shall be subject to an administrative charge of 1.5% per month multiplied by the unpaid amount.

4. ADDITIONAL CHARGES

- Services outside the scope of this agreement (e.g., lawn fertilizing, aeration, mulching, seasonal color, planting or pest control) will incur additional charges.

97,018.03

+500.

- Any additional services requested will be quoted and agreed upon prior to being completed/billed.
- Irrigation reports will be sent monthly. If approved, repairs will be completed at an hourly rate of \$150 + parts.



5. CANCELLATION/TERMINATION Either party may terminate this contract by providing written notice [30 days] prior to termination.

- If the Client cancels services after the start of the billing period, a refund will be provided for services not rendered.
- If CYCL cancels services, any payment for services not rendered will be refunded.

6. SEVERABILITY If any provisions of this agreement are deemed to be invalid or unenforceable under applicable law, this agreement shall be considered divisible as to such provision and the same shall thereafter be inoperative, provided however, the remaining provisions of this agreement shall be valid and binding.

7. CLIENT RESPONSIBILITIES

- The Client agrees to maintain access to the property for CYCL to perform the services.
- The Client is responsible for ensuring that vehicles and any obstructions are removed from the lawn prior to scheduled mowing.

8. WEATHER DELAYS In the event of inclement weather or conditions that prevent the scheduled mowing, CYCL will notify the Client and reschedule the service for the next available day.

9. WARRANTY / LIABILITY In the event that service conducted by CYCL is interrupted, prevented or delayed by any occurrence not occasioned by CYCL, including but not limited to, acts of god, terrorism, vandalism, acts of public, rain, snow, flooding, fires, or other catastrophes or other similar occurrences, CYCL shall be excused from performance of this agreement for such a period of time as is reasonably necessary after such an occurrence to remedy the effects thereof.

10. INSURANCE CYCL will provide a copy of Adequate Workers Compensation and General Liability Coverage annually.

11. DISPUTE RESOLUTION, APPLICABLE LAW, AND VENUE In the event any controversy or dispute arises between the Owner and CYCL relating to this agreement, the Owner shall request mediation of the dispute, and the parties attempt in good faith to mediate the dispute. Mediation of the dispute shall be a condition precedent to any further rights that the owner must resolve such dispute. If mediation is unsuccessful, the Owner agrees that the association shall make the determination as to whether the dispute shall be settled by binding arbitration in accordance with the Construction Industry of Arbitration rules of the American arbitration association. In the event that determines that the dispute shall not be resolved through arbitration, the Owner agrees that the dispute will be resolved by the courts.

12. GOVERNING LAW This Contract shall be governed by the laws of the state of Texas.

SEPARATE LINE ITEM PRICING FOR TRACTOR MOWING:

Acreage behind Primary school - \$1200 per mow

IN WITNESS WHEREOF, the parties hereto have executed this Commercial Landscaping Maintenance Contract as of the date first written above.

Chase's Yard Care and Landscaping LLC

Signature: [Signature]
Name: James Kellman
Title: Maintenance Director
Date: 5-1-25

Anahuac ISD

Signature: [Signature]
Name: Cody Abshier
Title: Superintendent
Date: 5-1-25

2026 Agreement



COMMERCIAL LANDSCAPING MAINTENANCE PROPOSAL

This Maintenance Contract (the "Contract") is entered into on this Date: 06/01/26 by and between:

Chase's Yard Care and Landscaping LLC:

P.O. Box 1965, Mont Belvieu, Tx 77580

Office: 832-262-3513

Email: James@cyclelandscaping.com

Anahuac ISD

P.O. Box 638

Anahuac, Texas 77514

1. SERVICES TO BE PROVIDED CYCL agrees to perform the following services for the client:

- Mowing the lawn 32 times a year. This is weekly during the summer months (May-August), and Bi-Weekly all other months.
- Trimming of edges around walkways, fences, garden beds, and other obstacles.
- Blowing off walkways, driveways, and other hard surfaces after mowing.
- Small debris pickup, trash, etc.
- Weed and cleanup of beds
- Monthly Irrigation Inspections

2. TERM OF AGREEMENT This Contract agreement is for a period of 1 year and will automatically renew for the same term unless otherwise specified.

3. PAYMENT TERMS The Client agrees to pay CYCL the sum of (One hundred twenty-nine thousand two hundred fifty-four and 08/100 dollars) \$129,254.08 plus applicable taxes yearly for the services listed above. Monthly invoices will be dated the 1st of each month for which the service is to be performed, and payments are due no later than the 30th calendar day of the month. Overdue invoices shall be subject to an administrative charge of 1.5% per month multiplied by the unpaid amount.

4. ADDITIONAL CHARGES

- Services outside the scope of this agreement (e.g., lawn fertilizing, aeration, mulching, seasonal color, planting or pest control) will incur additional charges.

- Any additional services requested will be quoted and agreed upon prior to being completed/billed.
- Irrigation reports will be sent monthly. If approved, repairs will be completed at an hourly rate of \$150 + parts.

4

5. CANCELLATION/TERMINATION Either party may terminate this contract by providing written notice [30 days] prior to termination.

- If the Client cancels services after the start of the billing period, a refund will be provided for services not rendered.
- If CYCL cancels services, any payment for services not rendered will be refunded.

6. SEVERABILITY If any provisions of this agreement are deemed to be invalid or unenforceable under applicable law, this agreement shall be considered divisible as to such provision and the same shall thereafter be inoperative, provided however, the remaining provisions of this agreement shall be valid and binding.

7. CLIENT RESPONSIBILITIES

- The Client agrees to maintain access to the property for CYCL to perform the services.
- The Client is responsible for ensuring that vehicles and any obstructions are removed from the lawn prior to scheduled mowing.

8. WEATHER DELAYS In the event of inclement weather or conditions that prevent the scheduled mowing, CYCL will notify the Client and reschedule the service for the next available day.

9. WARRANTY / LIABILITY In the event that service conducted by CYCL is interrupted, prevented or delayed by any occurrence not occasioned by CYCL, including but not limited to, acts of god, terrorism, vandalism, acts of public, rain, snow, flooding, fires, or other catastrophes or other similar occurrences, CYCL shall be excused from performance of this agreement for such a period of time as is reasonably necessary after such an occurrence to remedy the effects thereof.

10. INSURANCE CYCL will provide a copy of Adequate Workers Compensation and General Liability Coverage annually.

11. DISPUTE RESOLUTION, APPLICABLE LAW, AND VENUE In the event any controversy or dispute arises between the Owner and CYCL relating to this agreement, the Owner shall request mediation of the dispute, and the parties attempt in good faith to mediate the dispute. Mediation of the dispute shall be a condition precedent to any further rights that the owner must resolve such dispute. If mediation is unsuccessful, the Owner agrees that the association shall make the determination as to whether the dispute shall be settled by binding arbitration in accordance with the Construction Industry of Arbitration rules of the American arbitration association. In the event that determines that the dispute shall not be resolved through arbitration, the Owner agrees that the dispute will be resolved by the courts.

12. GOVERNING LAW This Contract shall be governed by the laws of the state of Texas.

SEPARATE LINE ITEM PRICING FOR TRACTOR MOWING:

Acreage behind Primary school - \$1200 per mow. This will be separate from the contract pricing and completed Twice a year. (May and September)

IN WITNESS WHEREOF, the parties hereto have executed this Commercial Landscaping Maintenance Contract as of the date first written above.

Chase's Yard Care and Landscaping LLC

Signature: _____

Name: _____

Title: _____

Date: _____

Anahuac ISD

Signature: Tammy Duhon

Name: Tammy Duhon

Title: Business Mgr

Date: 10/01/20