

Buna ISD Student Handbook



**2021–22 School Year
Board Adopted: July 19, 2021**

If you have difficulty accessing the information in this document because of disability, please contact the district at smosley@bunaisd.net or 409-994-4806.

Buna ISD Student Handbook

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District Information

Description of the District

The Buna Independent School District was established in 1908. Located in Jasper County and accredited by the Texas Education Agency, the district provides a quality education for pre-kindergarten through twelfth grade. Also provided are special education programs for pre-school and school age children and a career and technology education program on the secondary level. The district serves a population of more than 8,000 with a school population of 1,506.

Mission Statement and Goals

Mission

Buna Independent School District will provide a learning environment conducive to personal, academic, and technological growth that will sustain our graduates in the ever-changing global society.

Vision

The development of social and academic skills which assure all students the opportunity to become productive members of our democratic society is the primary mission of the Buna Independent School District. The belief that all students can learn is integral to accomplishing this mission.

Goals

Students:

Buna ISD will focus on every child receiving at least one year's growth in one year's time. Areas of continuous growth will include academics, college, career, and military readiness. Instructional technology will be utilized to engage all learners and to prepare students for jobs in the 21st century.

Faculty:

Buna ISD will recruit, hire, and retain highly qualified teachers and staff. Teachers will be provided academic support, coaching, and resources in an effort to provide first-class learning opportunities for our Cougars.

Facilities:

Buna ISD will continue to upgrade facilities in an effort to provide a safe and clean learning environment that students and staff are proud to call their own.

Finance:

Buna ISD will be good stewards of tax payer's money and ensure all funds are used to enhance student and teacher capacity.

Safety:

Buna ISD is dedicated to providing a safe and secure learning environment for all students and staff. This includes secure facilities, proper emergency training, well-equipped and trained district police, and communication with outside agencies.

Buna ISD Student Handbook

Board of Trustees

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children.

Current Board members include:

Officers

Brent Stark, President
Jimmy Branch, Vice President
Matt Buchanan, Secretary

Trustees

Ryan Beaver
Joey Broom
Karli Cherry
Chad Shepherd

The board usually meets the second Monday of each month in the District Administration Office Board Room at 7:00 pm. All meetings are open to the public.

Board Meeting Schedule

Monday, August 16, 2021
Monday, September 20, 2021
Monday, October 18, 2021
Monday, November 8, 2021
Monday, December 13, 2021
Monday, January 10, 2022

Monday February 14, 2022
Monday March 21, 2022
Monday April 11, 2022
Monday May 9, 2022
Monday June 13, 2022
Monday July 11, 2022

Administration

Dr. Donny Lee – Superintendent

Kelley Peck- Assistant Superintendent of Curriculum and Instruction

Dr. Sharon Mosley-Assistant Superintendent of Finance

Penny Martin – Superintendent's Secretary

Cathy Burt –Accounts Payable

Cristi Fountain –Payroll/Benefits

Brenda Morgan – Finance and PEIMS

Matt Ibanez –Director of Technology
Jerry Gore –Special Education Director
Gary Kinne–Athletic Director
John Blim–Special Services Director
Jodie Benoit-Food Service Director

Leslie Moss –Technology Secretary
Darla Neely –Director's Secretary

Mandy Sonnier–Director's Secretary

Helpful Contacts

Superintendent Office 409-994-4805
Payroll Department 409-994-4804
Maintenance/Transportation 409-994-4880
Curriculum and Testing 409-994-4805
Food Service 409-994-4838

Accounts Payable 409-994-4802
Finance 409-994-4800
Technology 409-994-4826
Special Ed Coop 409-994-4895

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Buna Police 409-489-3980

School Directory

Buna High School

711 CR 734
Buna, TX 77612
409-994-4811

Principal-Shawn Clubb
Assistant Principal-Amber Flowers

Office Hours: 7:30 a.m.-3:45 p.m.

Counselor-Traci Sherman 409-994-4811
Nurse-Amy Hale 409-994-4894

Buna Junior High School

177 FM 253
Buna, TX 77612
409-994-4860

Principal-Laurie Kinne
Assistant Principal-Katy Hicks

Office Hours: 7:30 a.m.-3:45 p.m.

Counselor-Lacey Girola 409-994-4864
Nurse-JoDella Clark 409-994-4872

Buna Elementary School

650 CR 725
Buna, TX 77612
409-994-4840

Principal- Karen Hebert
Assistant Principal- Katie Parish
Assistant Principal -Kristy Yoes

Office Hours: 7:30 a.m.-4:00 p.m.

Counselor- Nicole Hancock 409- 994-4847
Nurse- Ginger Williams 409- 994-4857

Buna ISD Student Handbook

Bell Schedule

Elementary

7:30 Students can enter the building
7:50 First Bell
7:55 Instruction Begins
10:00 Attendance
3:25 Instruction Ends

Junior High

7:20 Teachers Report to Class

First Bell 7:50

6th Grade Schedule

1st Period 7:54-8:40
2nd Period 8:44-9:32
3rd Period 9:36-10:22
4th Period 10:26-11:12
Lunch 11:16-11:46
5th Period 11:50-12:36
6th Period 12:40-1:24
7th Period 1:28-2:18
8th Period 2:22-3:20

7th Grade Schedule

1st Period 7:54-8:42
2nd Period 8:46-9:34
3rd Period 9:38-10:24
4th Period 10:28-11:14
5th Period 11:18-12:02
Lunch 12:06-12:38
6th Period 12:42-1:26
7th Period 1:30-2:20
8th Period 2:24-3:20

8th Grade Schedule

1st Period 7:54-8:44
2nd Period 8:48-9:36
3rd Period 9:40-10:26
4th Period 10:30-11:16
5th Period 11:20-12:08
6th Period 12:12-12:58
Lunch 12:58-1:32
7th Period 1:36-2:22
8th Period 2:26-3:20

3:18 Release car riders and Wave 1 bus riders
3:20 Release Wave 2 bus riders and Walkers
3:50 End of day for staff

High School

1st Lunch

1st Period 7:50-8:35
2nd Period 8:39-9:24
Nutritional Break 9:24-9:33
3rd Period 9:33-10:18
4th Period 10:22-11:07
Lunch 11:11-11:41
5th Period 11:45-12:30
6th Period 12:34-1:19
7th Period 1:23-2:08
8th Period 2:12-2:57
Activity Period 3:01-3:30

2nd Lunch

1st Period 7:50-8:35
2nd Period 8:39-9:24
Nutritional Break 9:24-9:33
3rd Period 9:33-10:18
4th Period 10:22-11:07
5th Period 11:11-11:56
Lunch 12:00-12:30
6th Period 12:34-1:19
7th Period 1:23-2:08
8th Period 2:12-2:57
Activity Period 3:01-3:30

Buna ISD Student Handbook

School Calendar



BUNA ISD 2021-2022

BOARD APPROVED FEBRUARY 8, 2021

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	ER	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2022						
S	M	T	W	T	F	S
						1
2	H	S	[5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	H	16
17	H	M/S	[20	21	22	23
24	25	26	27	28	29	30

August 2021						
S	M	T	W	T	F	S
1	NT	NT	S	S	S	7
8	S	S	[FD	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2021						
S	M	T	W	T	F	S
	S	[2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	S/TO	S/TO	H	H	H	27
28	29	30				

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	S	H	19
20	H	M/S	[23	24	25	26
27	28					

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	ER	28
29	H	31				

September 2021						
S	M	T	W	T	F	S
				1	2	3
4	H	7	8	9	10	11
12	13	14	15	16	17	18
19	S	[21	22	23	24	25
26	27	28	29	30		

December 2021						
S	M	T	W	T	F	S
				1	2	3
4						
5	6	7	8	9	10	11
12	13	14	15	16	ER	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	H	H	H	H	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2022						
S	M	T	W	T	F	S
				1	2	3
4						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

TESTING DATES	
STAAR TEST DATES SUBJECT TO CHANGE	
**Pulled from 2021-2022 TEA STAAR Testing Calendar Revised September 30, 2020	
December 7-10, 2021	STAAR EOC
April 5-8, 2022	STAAR 5,8 Math & Rdg. STAAR EOC-ENG I and II
<i>All makeup sessions for online testing completed by April 14, 2022.</i>	
May 3-6, 2022	STAAR EOC – Alg., Biol, and US History
<i>All makeup sessions for EOC testing completed by May 13, 2022.</i>	
May 5-6, 2022	STAAR 8 Sci. & SS
May 10-13, 2022	STAAR 3-8
May 10-11, 2022	STAAR Retest 5/8
<i>All makeup sessions for online testing grades 3-8 completed by May 20, 2022.</i>	
June 21-24, 2022	STAAR Retest 5/8 and EOC

IMPORTANT DATES/HOLIDAYS	
MLK Day	Jan. 17
Memorial Day	May 30
Labor Day	Sept 6
Good Friday/Easter	April 13
Thanksgiving Break	Nov. 22-26
Christmas Break	Dec. 20-31
Spring Break	March 14-18
Last Day/Graduation	May 27
EARLY RELEASE DATES	
October 8, December 15, May 27	

LEGEND	
H	Student/Teacher Holiday
S	Staff Development/Student Holiday
S/TO	Staff Dev./Summer Trade-off Day
W	Teacher Workday/Student Holiday
ER	Early Release/Staff Development
	State Assessment(STAAR/EOC)
M/S	Make-up Weather Day/Staff Day
NT	New Teacher Training
[]	Begin/End Grading Period
FD	First Day of School
1 st Semester = 84 days	
2 nd Semester= 90 days	
Student Days = 174	
Staff Dev. Days= 13	
# of student minutes=77,850	

Buna 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 Buna 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 Buna ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.bunaisd.net. 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 newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at office of each campus principal or the superintendent’s 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 www.bunaisd.net.

The policy manual includes:

- 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.

Buna ISD Student Handbook

- 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 the campus principal.

Complete and return to the student's campus the following forms that can be completed online by returning students or provided in the forms packet distributed at the beginning of the year or upon enrollment:

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

[See **Objecting to the Release of Directory Information** on page 19 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 20 for more information.]

Accessibility

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

Dr. Sharon Mosley
Assistant Superintendent of Finance
PO Box 1087, Buna Texas
smosley@bunaisd.net
409-994-4806

Buna ISD Student Handbook

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 Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological 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.

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 textbook used for the Buna High School Health course is Health & Wellness Texas Ed. Glencoe/McGraw-Hill. Buna Junior High sex abstinence curriculum is Sex Can Wait.

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 his or her 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)** on page 50 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; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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Consent Before Instruction

Before a student receives human sexuality instruction, 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.

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's Mental Health Policy is located in Appendix D of this handbook.

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

The mental health liaison can be reached at:

Rhysa Hatcher
Special Education Counselor/District Behavior Interventionist
PO Box 1087, Buna, Tx 77612
rhatcher@bunaisd.net
409-994-4899

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

For further information, see **Mental Health Support** on page 79.

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

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

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

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

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

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

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

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

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

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

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.

Prohibiting the Use of Corporal Punishment

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

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

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

Note:

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

Limiting Electronic Communications between Students and District Employees

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

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to 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.

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

Objecting to the Release of Directory Information

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

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

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

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

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

The district 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.

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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, photograph, date and place of birth, honors and awards received, dates of attendance, grade level, most recent school previously attended, enrollment status, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of his or her 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.

For all other purposes, the district has identified the following as directory information: student name, honors and awards received, grade level, enrollment status, and participation in officially recognized activities and sports. 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: Review **Authorized Inspection and Use of Student Records** on page 24.

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 his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- 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:

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- 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; or
- Income, except when the information is required by law and will be used to determine the student’s eligibility for a program.

A parent can 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:

- 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; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

See **Consent to Human Sexuality Instruction** on page 4 for information on a parent’s right to remove a student from any part of the district’s human sexuality 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 provide:

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

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

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

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 90 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 102 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Instructional Materials

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

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.

Notices of Certain Student Misconduct to Noncustodial Parent

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

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

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

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Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 19, are the right to:

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

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

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

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

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

Inspection and release of student records is restricted to an eligible student or a student’s parent 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:

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

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

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

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- Reviewing an educational record to fulfill the official's professional responsibility; or
- 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; or
 - A parent or student assisting a school official in the performance of his or her 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.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 19.]

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

The principal is custodian of all records for currently enrolled students at the assigned school. The principal 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 he or she wants to inspect.

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

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

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

The address of the **superintendent's office** is:

1022 Tx State Hwy 62

Buna Texas, 77612

The address of the principal's office is:

Buna High School

711 C.R. 734

Buna Texas, 77612

Buna Junior High School

177 FM 253

Buna Texas, 77612

Buna Elementary School

650 C.R. 725

Buna Texas, 77612

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

The address of the **superintendent's office** is:

1022 Tx State Hwy 62

Buna Texas, 77612

The address of the principal's office is:

Buna High School

711 C.R. 734

Buna Texas, 77612

Buna Junior High School

177 FM 253

Buna Texas, 77612

Buna Elementary School

650 C.R. 725

Buna Texas, 77612

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

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

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

[See **Report Cards/Progress Reports and Conferences** on page 92, **Complaints and Concerns** on page 50, and **Finality of Grades** at policy FNG(LEGAL).]

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

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

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Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

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

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

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

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

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

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Safety Transfers/Assignments

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

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

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

[See **Bullying** on page 41, and policies FDB and FFI for more information.]

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

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

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

The district will 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.

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

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

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

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;

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- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 54, **Course Credit** on page 54, and **Students in Foster Care** on page 104.]

A Student Who Is Homeless

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; and
- 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.

[See **Credit by Examination for Advancement/Acceleration** on page 54, **Course Credit** on page 54, and **Students who are Homeless** on page 105.]

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, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her 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 needs specific

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

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:

Jerry Gore

Director of South Jasper County Special Education Co-Op

409-994-4895

jgore@bunaisd.net.

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Elementary: Nicole Hancock

Phone Number: 409-994-4847

Secondary School: Charlotte Champagne Phone Number: 409-994-4811

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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, and
- A review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Elementary: Nicole Hancock Phone Number: 409-994-4847

Junior High: Lacy Girola Phone Number: 409-994-4864

High School: Charlotte Champagne Phone Number: 409-994-4811

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 32.]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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.

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 his or her 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 would be 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 prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

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A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these 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 **English Learners** on page 62 and **Special Programs** on page 102.]

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** on page 29 and policy FB for more information.]

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—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

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.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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 his or her 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 for the following activities and events, as long as the student makes up all work:

- Religious holy days;

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- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state;
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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** on page 27 for more information.]

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 his or her visit to the driver's license office for each absence and must make up any work missed. [See **Driver License Attendance Verification** on page **Error! Bookmark not defined.**]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided:

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- 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.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- 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.

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A student 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 ages 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 his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- 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:

Pete Bond
DAEP Principal
pebond@bunaisd.net
409-994-4801

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 ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten 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 at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if he or she completes a plan, approved by the principal that allows the

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student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review 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.]

With the exception of 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 use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 33 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 10:00 *a.m.*

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent.

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.

All absent notes must be provided within 5 days after the student returns to school or the absence(s) will be unexcused. A student who returns to school following an absence and has no parental note stating the reason will be given an unexcused absence. The absence will be changed to an excused absence if the student provides a parental note regarding illness or death in the family within five (5)

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school days after returning to school. After five (5) school days, the absence will be posted as an unexcused absence.

Regardless of whether or not a note is provided, upon returning to school, the student must report to the attendance office for an admit slip.

A student is only allowed to present parent notes for a total of five (5) absences per year to be considered excused. The principal can excuse any number beyond five, unless the attendance officer has issued a warning. After an attendance officer's truancy warning or after five days absence with parent notes, all excuses must come from a health care provider.

When a student is absent from school, the student – upon returning to school – must bring a note from a parent/guardian which should include the following:

- Current date
- Student's first and last name
- Date(s) of absence(s)
- Reason for absence(s)

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 five (5) days of returning to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If a student was seen by a health care provider, include documentation of the visit. The documentation should be on official paper from the health care provider and should include the following:

- Student's first and last name
- Name of health care provider
- Phone number
- Date of office visit
- Signature of health care provider (Signature may be stamp of the health care provider). The health care appointment must be for the student, not a sibling or parent, in order for the absence to be considered 'excused by a doctor note.

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

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Leaving School Early

A student who consistently leaves the campus early misses valuable instruction in the same class and learning is also disrupted for all students. Therefore, a student leaving school early should be avoided if at all possible. Appointments with a healthcare provider should be scheduled after school, however, if an appointment must be made during school hours, then the student must be signed out through the school office by a parent, guardian, or adult listed as an emergency contact. Students will not be released to anyone not listed as an emergency contact without parental permission.

While at school, when a student is ill, they should report to the nurse's office to be evaluated. The nurse will contact the parent if the child needs to leave school. This absence will be excused by the nurse. If the nurse contacts a parent only to inform them that their student was seen in their office, and the parent picks the student up early, then that absence will not be excused by the nurse.

As already stated, a note must be provided upon return to school when a student is absent, including leaving school early, or the absence will be unexcused. Leaving school early is considered a 'part of a day absence' and may result in truancy charges being filed, as stated in the Compulsory Attendance section.

Furthermore, students leaving school early may prohibit a student from receiving a 'Perfect Attendance' award, even if the student was in attendance at the official attendance time.

Each campus has an official time to take attendance for state funding. However, the Junior High and High School campuses take attendance each class period. If a student leaves after the official attendance time, they will be counted absent in the periods they miss for the remainder of the day.

Attendance and School-Related Activity

Students who are absent from school for more than a half-day for any reason will not be allowed to participate in school-related or school-sponsored activities on that day or evening.

Attendance Warning Notice

Excessive absences will result in assessment of penalties by a court of law against both the student and the parents. The student's parent is subject to prosecution under Education Code 25.093, and the student is subject to prosecution under Education Code 25. FEA (LEGAL). All absences, whether excused or unexcused, will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for religious holy days and health-care appointments will be considered days of attendance for this purpose. A transfer or migrant student incurs absences only after his or her enrollment in the District. For a student transferring into the District after school begins, including a migrant student, only those absences after enrollment will be considered.

Closed Campus

All students, upon arrival on the campus, will be required to remain on campus during the school day with the following exceptions:

1. Students may go home for lunch if transported to and from home by a parent or a member of the immediate family after signing out at the office. Students must sign in at the office upon return.
2. Those students who for medical reasons must follow a restricted diet may go home for lunch after signing out at the office. A doctor's statement must be on file in the Principal's office.

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3. Students assigned to home-based instruction, DAEP, suspended, and/or expelled from school will not be allowed to come on the school campus at any time without permission from the administration. (SCC).

Perfect Attendance

A student who is absent for more than 25 minutes per day will not be eligible for perfect attendance recognition. Documented medical excuses will not affect perfect attendance provided the student is in attendance part of the day. Documented 4-H absences approved and supervised by the County Extension Agent will not affect perfect attendance.

Truancy

Truancy is a very serious offense. A student will be truant if he leaves home to attend school but goes elsewhere, and if a student leaves school or fails to attend class without permission from the Principal.

Regardless of the reason for leaving school during the school day, corrective measures will be taken immediately. A student who leaves class without permission of the teacher may be considered truant if the circumstances warrant. These absences will be unexcused.

Current law requires that a truancy complaint be filed in the court where the child has been referred under Family Code Section 51.03(b) (2), if any such referral has been made. An offense is a Class C misdemeanor. Each day is a separate offense, and multiple offenses may be consolidated. In addition, the court is authorized to order the child to render personal services to a charitable or educational institution as a condition of probation.

Tardiness

Students who are tardy, whether to school or between classes, disrupt learning for the entire class. Tardiness between classes may result in disciplinary action being taken as determined by each campus and the Student Code of Conduct.

Tardy to School - Students tardy to school must sign in at the Attendance Office before being admitted to class. When a student receives **three (3) tardies** to school **during a six weeks**, he or she will be sent to the office for corrective measures. Repeated instances of tardiness shall result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Tardy to Class - Students tardy to class will report to the classroom. In most cases tardy to class will be unexcused unless the student has a pass from a teacher or the office. Students will be recorded as tardy by the teacher when entering a class after the tardy bell has sounded. When a student receives an unexcused tardy he will be informed and the unexcused tardy will be recorded in the office. When a student receives **a third (3) unexcused tardy to class during a six weeks**, he or she will report to the office for corrective measures. Unexcused tardies will accumulate until the end of the six weeks period. The student's tardy record will be cleared at the end of the six-week period. A student who is tardy for more than 25 minutes of the class period will be counted absent. This counts on the attendance law. Repeated instances of tardiness shall result in more severe disciplinary action, in accordance with the Student Code of Conduct.

After-School Detention and Attendance Make-up on Tuesday and Thursday

The following procedures will be followed that deal mainly with transportation for after-school detention. In an effort to avoid confusion and provide a safe environment for all parties:

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High School - Students assigned to after-school detention/attendance make-up will report to the High School SAC location in Room 205 at 3:30 and will be dismissed at 4:30 p.m.

If the parent prefers that the student walk home, a note signed by the parent must be brought to the office prior to going to after school detention.

Elementary - Elementary students will attend after school detention on the Elementary campus. The elementary students will be picked up in front of the Elementary campus.

Students Left After-Hours

Parents who do not pick up their child or have their child picked up on time will be assessed a minimum charge of \$10.00 for the first 30 minutes to cover the cost of overtime wages paid for extended supervision. An additional fee of \$6.00 will be assessed for each 30 minutes after 6:00 p.m. If no one has arrived by 6:00 p.m. local law enforcement will be notified. At 6:30 pm (1 hour) the case will be turned over to law enforcement and Child Protective Services will be notified.

After-School Detention Operating Procedures

15 minutes after closing time - Make an effort to call parent. Notify school security officer that assistance may be required. Notify local law enforcement if school security officer is not available.

30 minutes after closing time - Request assistance from school security officer. Request assistance from local law enforcement if school security officer is not available.

One hour after closing time - Turn the student and the case over to the officer. Report the incident to the campus principal.

Repeat offenders - Request assistance from officer after 15 minutes and turn the case over to the officer upon arrival.

**After-School detention will not be a disciplinary option for students who are not picked up/picked up late on more than one occasion.

Returning To School

Any child returning to school after having a contagious condition such as a strep throat, the flu, pink eye or chicken pox should meet the following criteria:

- Be free of acute illness symptoms
- Have a temperature below 100.4 degrees F for 24 hours.
- In the case of chickenpox and shingles- all lesions must be scabbed over (after 7 days from onset of rash)
- Have a release for return to school from the physician and be free from fever for 24 hours.
- Have a student checked by nurse for head lice

Consult your physician if in doubt.

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

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meets class credit or attendance requirements. The VOE form is available at:
<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website:
<https://www.dps.texas.gov/section/driver-license>.

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 33 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

Buna 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:

- 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; and
- 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.bunaid.net. 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](#).

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 on October 14, 2021 at 8:30 am at the High School Gym..

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

- Perfect Attendance
- A Honor Roll
- AB Honor Roll
- Student of the Month

Other campus based awards are given to acknowledge character, service and academic achievement. Campus principals will provide information to parents and students as appropriate.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- 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.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

Buna Independent School District is fully committed to curbing student bullying and school violence and providing a positive learning environment for all students. As part of our commitment, the district offers the Stay Safe. Speak Up! Student Safety Reporting System (powered by Public School WORKS) to document and respond to concerns of bullying, suicide, violence, and other safety threats.

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The system allows students, parents, and staff to submit safety concerns to school officials in three different ways:

Mobile App. Download the Stay Safe. Speak Up! mobile app and enter our unique District Code to submit reports directly from your smartphone. DISTRICT CODE: BUNA

Phone. Call 1-866-547-8362 to leave a voice message or speak with a trained, live attendant. Attendants can initiate contact with various national crisis hotlines if a student needs help in dealing with a personal emergency.

Online. Click on the Stay Safe. Speak Up!

Students who believe they have been harassed, bullied, victimized by fellow students, or have other concerns, which may jeopardize the safety of students, employees or school property are asked to use this system to report the issue. Reports can be submitted anonymously.

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 rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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** on page 28.]

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** on page 28, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55, **Hazing** on page 76, 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.]

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

- Agriculture
 - Animal Science
 - Plant Science
- Manufacturing
 - Welding
- Architecture and Construction

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- Architectural Design
- Transportation
 - Automotive
- Science Technology, Engineering and Business
 - Engineering (Robotics)
- Arts, A/V Technology and Communications
 - Design and Multimedia Arts
 - Digital Communications
- Health Science
 - Nursing Science
- Hospitality and Tourism
 - Culinary Arts
- Law, Public Safety, Corrections and Security
 - Law Enforcement
- Education and Training
 - Teaching and Training

Admission to these programs is based on grade level, and course availability.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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, Dr. Donny Lee, Superintendent, dlee@bunaisd.net

[See **Nondiscrimination Statement** on page 88 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. Therefore, it is imperative to 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** on page 82.]

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Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.bunaisd.net. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

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, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- 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; and
- Older boyfriends or girlfriends.

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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;
- Owing 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 his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, 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).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect 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 he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

Class ranking shall be determined by averaging all grades through the fifth six-week grading period of the senior year. The grade point average (GPA) shall be rounded to the fifth decimal point. Grades

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transferred from other schools shall be credited in conformity with the course descriptions approved for the established grading system. Grades transferred in as letter grades will be converted according as follows:

A+=98	B+=88	C+=78	F=69 and below
A=95	B=85	C=75	
A-=92	B-=82	C-=72	

Grades earned in correspondence courses, local credit courses, high school courses taken in junior high, summer school courses, and grades earned through credit by examination shall not be included in this calculation.

The District shall categorize and weight eligible courses as Tier I, Tier II and Tier III *in* accordance with provisions of policy EIC(LOCAL) and as designated in appropriate District publications. The District shall record unweighted numerical grades on student transcripts.

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

- Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
- Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement; and
- Be graduating after exactly eight semesters of enrollment in high school.

In case of a tie in weighted GPAs after calculation to the hundred- thousandths place, the District shall compare the number of weighted courses taken by each student involved in the tie to determine recognition as valedictorian or salutatorian.

If the tie is not broken, the District shall recognize all students involved in the tie as sharing the honor and title.

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.

The District shall recognize as an honor graduate each student who has completed the Recommended Program or the foundation program with the distinguished level of achievement with a weighted GPA of 4.0 or higher.

Top 10 Percent

All applicants from Texas schools accredited by a generally recognized accrediting agency and who graduate in the top ten percent of their high school class or who graduate in the top 25 percent of their high school class, to the extent the governing board of a general academic teaching institution has adopted such an admission policy, shall be admitted to a general academic teaching institution [see Education Code 61.003(3)] if the student meets the following conditions:

- The student has met one of the following:

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- Successfully completed the distinguished level of achievement under the Foundation, Recommended, or Advanced High School Program from a Texas public high school as outlined under Education Code 28.025 [see EIF];
- Satisfied ACT's College Readiness Benchmarks on the ACT assessment; or
- Earned a score on the SAT that meets the minimum requirements described by 19 Administrative Code 5.5(b)(1)(D).
- The student submitted an official high school transcript or diploma that must, not later than the end of the student's junior year, indicate whether the student has satisfied the above requirements.

19 TAC 5.5(b); Education Code 51.803(a)

[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** on page 94 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 ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

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. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six 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 concerning:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid

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- The Texas First Early High School Completion Program and the Texas First Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 46 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 70 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 28 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 Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Lamar University, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

Enrollment in these programs is based on academic counseling and meeting college entrance requirements.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** on page 66 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)** on page **Error! Bookmark not defined.** for information on CTE and other work-based programs.

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

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.

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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 **the campus registrar**.

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 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** on page 92 for information regarding 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** on page 92 for information regarding 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 Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at www.bunaisd.net. The complaint forms can be accessed *online* at www.bunaisd.net or at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint 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 request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

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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.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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 available on the district's website at www.bunaisd.net and the coordinator for this campus is listed below:

- Katie Parish- Elementary Assistant Principal - 994-4840, kparish@bunaisd.net
- Katy Hicks- Junior High Assistant Principal - 994-4860, khicks@bunaisd.net
- Amber Flowers- High School Assistant Principal - 994-4811, aflowers@bunaisd.net

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 for the student to pick up from the front office during a passing period or lunch.

JUNIOR HIGH-No outside lunches will be delivered to students during the school day. Students are expected to bring their lunch to school with them or eat in the cafeteria, free of charge. Parents are not allowed to deliver lunches to the campus.

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;

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- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Display of Public Affection

Public display of affection is not permitted. This includes: holding hands, hugging, kissing, putting arms around one another or any other type of contact that the principal deems inappropriate.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Non-School Sponsored Athletic/ Social Events

During each school year social activities may be held for students that are sponsored by non-school groups i.e. Project Graduation, Fellowship of Christian Athletes, Eighth Grade Prom Parents, etc. In addition to the social activities, there are athletic events, including but not limited to Little Dribblers, Little League Football, and Little League Baseball. These events are held in school facilities but **are not school-sponsored events**. They are chaperoned by parents and other adults and are required by school policy to have a security officer present. Some of these adults may be school personnel but are acting in a parental/adult role only, not representing the school. School responsibility for student behavior at these activities is limited to such things as damage to school property and violations of state and federal law.

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; and
- 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.

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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.

Requirements for Certain Electives at Junior High

Robotics:

- Teacher Recommendation for students going into the 7th and 8th grade
- Strong academic record
- Good attendance - no more than 5 absences the previous year
- Ability to get along with others and work well as a team. Evidence: teacher observation/discipline
- The ability to problem solve

Spanish 1:

- 8th Grade students only
- Good attendance - no more than 5 absences the previous year
- Strong academic record

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 regarding:

- 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; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (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 request to speak with them or sign in at the 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.

JUNIOR HIGH-Students will be allowed to sign up for an appointment utilizing a QR code via their cell phone or through the online form requesting an appointment. The counselor will schedule the appointment and send for the student at the appropriate time.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 79, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 45 and **Dating Violence** on page 56.]

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 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.

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.

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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 prior to the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- 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; and
- 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 with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (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.

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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 www.bunaisd.net. [See policy FFH for more information.]

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship 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 commit 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; or
- Encouraging others to engage in these behaviors.

A [flier](#) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

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;

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- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but 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; and
- Other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact 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 other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

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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 **Bullying** on page 41]

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

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

Distance Learning (All Grade Levels)

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

The distance learning opportunities that the district makes available to district students are listed in the High School Course Catalogue.

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

[See **Remote Instruction** on page 92.]

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Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 63.] In addition, a student who enrolls in a TXVSN 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 TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE 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 principal.

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, etc.

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

Nonschool Materials

From Students

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

The campus principal has designated a campus specific location for approved nonschool 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 nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed. [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 nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent will approve or reject the materials within

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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.]

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Hats, caps, head scarves and bandanas are not permitted unless approved by the principal. No hoodies may be worn over the head in the buildings during school hours.
- Clothing with lettering or designs referring to alcoholic beverages, tobacco products, drugs, or that which is improper, vulgar or suggestive will not be permitted.
- All students will wear shoes while at school (including sandals). House slippers/shoes, wheels, or noisemakers are not permitted. Tennis shoes are strongly encouraged to be worn for P.E. classes
- There shall be no bare midriffs or backs with arms extended horizontally. All clothing made of see-through fabrics, such as lace or eyelet, are not allowed unless worn with other appropriate garments underneath. Shirts and blouses with holes in areas required to be covered are not allowed. All clothing must be free of holes and cuts above the knee. Any holes above the knee should be patched.
- Shirts and blouses should be buttoned up to the first button below the collar unless another appropriate shirt is worn underneath.
- **GIRLS** - top must have at least a two inch strap over each shoulder that connects front to back and cover any undergarments. Tank tops, cutout undershirts, muscle shirts, crop tops, spaghetti straps, halter tops, razor or racerback shirts are not permitted. **BOYS** are not allowed to wear sleeveless shirts.
- A moderate garment length shall be observed. Dresses, skirts and shorts length shall be no shorter than mid-thigh front and back. Lower outer garments i.e. shorts, pants, etc. must be worn with the waist of the garment at the waistline of the student at all times.
- No visible tattoos are allowed.
- Students are not allowed to write on or in any other manner intentionally damage each other's clothing.
- Students are not allowed to paint, draw, or write on themselves or each other.
- No sunglasses may be worn inside the building.
- No visible body piercings are allowed except to the ear for girls only. No devices which will stretch the earlobes will be allowed.

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- Wallet chains and other similar chains i.e. apparel chains, waist chains, belt chains, etc., and any other chain that can be used as a weapon are prohibited.
- Spandex pants (leggings) or oversized clothing will be considered inappropriate (i.e. baggy pants).
- Leggings will only be permitted when accompanied by a garment of the appropriate length. Ex: If the clothing does not meet dress code without the leggings, then it is not permitted with leggings.
- Costumes are not to be worn unless approved by the administration.
- Sleepwear is not permitted (i.e. pajamas).
- Hair shall be kept clean and well groomed. Painting or writing on the hair, face, or body is not permitted. Hair color is limited to natural colors only.

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)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 105.]

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

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

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

Confiscated telecommunications devices that are not retrieved by the student or the student's 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 telecommunications device may be searched by authorized personnel. [See **Searches** on page 97 and policy FNF for more information.]

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

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Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. 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" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/), a state-developed program that addresses the consequences of sexting. (link: <https://txssc.txstate.edu/tools/courses/before-you-text/>)

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** on page 70 and **Standardized Testing** on page 102.]

Energy Drinks

Students are not allowed to have energy drinks (Monster, Red Bull, etc.) on the school campus at any time.

English Learners (All Grade Levels)

A student who is an English learner 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

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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** on page 102, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

Exemption Plan-High School Only

The BHS exemption plan is designed to assist in meeting the established campus goals of high academic achievement, regular attendance, self-discipline and student acceptance of personal responsibility.

- Students have the opportunity to qualify for semester exam exemption for each course based on the following criteria: Under 75 not exempt; Zero (0) absences with a 75 average; One (1) absence with an 80 average; Two (2) absences with an 85 average; Three (3) absences with a 90 average.
- We are looking at the entire semester absences. Absences are counted up to the day the exam is administered. School related absences do not count for the purpose of this rule. Teacher records of class attendance will be the final authority.
- Students with discipline referrals lose their exemption status for that semester. An exemption for a semester/final exam is not granted, if during the semester, the student is sent to SAC for one or more days. The exemption is also not granted if the student is placed in DAEP, is suspended, expelled or fails to clear all obligations such as library fines and textbook responsibilities.
- Students who have not been registered in a school, after the fifth day of a semester are not eligible for semester/final exam exemptions. Transfer students have the responsibility to provide attendance and disciplinary information from the previous school to be considered for exemptions.
- Any student who qualifies for an exemption has the option to take the semester/final exam. The student's overall grade may only be raised as a result of the exam. The grade may not be lowered because the student voluntarily took the exam. The semester/final exam is weighed at 25% of the semester grade. The numerical average for the three six- weeks periods will be the semester grade if the student is exempt and does not take a final exam.

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.

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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** on page 106.]

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 at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

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](#) 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) course, or an 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 course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

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.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed a maximum of ten extra-curricular absences not related to post-district competition. Additional days may be allowed by the principal for students with a grade average of at least 80. Limits may be waived for events beyond the district level.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

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Extracurricular Conflict Plan

Students are expected to alert coaches and sponsors in advance when they have conflicts between school programs to avoid ill feelings caused by lack of communication. If the parent or student chooses a priority that does not follow the plan the student will be subject to penalty from the program/s of higher priority. Students and parents who choose a non-school priority may cause the student to be subject to penalty.

Since scheduling conflicts are sometimes unavoidable the following conflict plan is to be followed in order to minimize conflicts reducing student anxiety and competition between coaches and sponsors.

- Participation in a school U.I.L. competition (athletic games, Literary competition, Band contests, etc.) will always take priority over a non-competitive school performance i.e. cheerleading, pep squad, band concerts, etc. without penalty from the conflicting program.
- Participation in a school performance i.e. cheerleading, pep squad, band concert, etc will always take priority over a school practice or meeting without penalty from the conflicting program.
- Participation in district competitions will always take priority over non district competitions performances, practices, or meeting without penalty from the conflicting program.
- During the week of a scheduled competition the program competing will have practice priority the five school days prior to the competition, without penalty from the practice or meeting of a conflicting program.
- Students will be allowed to choose without penalty from the conflicting program when conflicts of equal priority occur.

Priority Order:

1. U.I.L. District Competitions (games, Literary competition, Band, etc.)
2. U.I.L. Non District Competitions (games, Literary competition, Band, etc.)
3. School Performances (cheerleading, pep squad, band concert, etc.)
4. School Practices/Meetings (student council, Cougar Club, CIA, etc.)
5. Non School Activities (Competitions, Performances, Practices, Meetings. etc)

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.

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

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A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Leadership Eligibility (Junior High)

(Cheerleaders, Class & Student Body Officers, Cougar Mascot etc.)

To be eligible for leadership elections, students must meet the following requirements:

1. Grade average requirements of either:
 - a. Overall average of 80 (or more) through the fourth six weeks (or most recently completed six weeks), with no more than one failing six (6) weeks grade during the current school year.
 - b. Overall average of 75 (or more) through the fourth (4th) six weeks (or most recently completed six weeks) with NO FAILING GRADE during any six (6) weeks of the current school year.
2. For elections held in the first semester of the school year, grades for the previous six weeks will be considered for eligibility.
3. Must be in compliance with the state attendance law.
4. Must have no serious disciplinary offense during the current school year as attested by a signed release from the Principal.
5. Those students qualifying under 1-b above must have been participating in an extra-time activity (such as athletics, band, cheerleading, class officer, student council, etc.) for at least one (1) year during the last two (2) years for the duration of the activity.
6. The student and parent must sign a pledge to follow and support the rules and guidelines for the activity.
7. After the election participation will be based on standard UIL eligibility requirements (no pass - no play)

Some programs may have particular guidelines in addition to these basic requirements.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

- Student Council
- National Honor Society
- National Junior Honor Society
- Future Farmers of America
- High School Band

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her 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.

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- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- 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** on page 106.]
- A fee not to exceed \$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 requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).
- Art fee-The art program at Buna Junior High School is offered to students in grades 6th through 8th. Sixth grade art is offered to meet State Fine Arts requirements and requires no fee. Seventh grade art and eighth grade art are offered as elective courses, and an art fee is assessed to cover the cost of supplies used during the year.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [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.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

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Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
20	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;
- How the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

Grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Teachers will have their online gradebook updated by Tuesday of each week.

Students and parents should not receive “surprises” when report cards are disseminated at the end of a six- week period. Grades shall reflect mastery of the Texas Essential Knowledge and Skills. A sufficient number of grades (ongoing and periodic) should be used to substantiate any six-week or final grade in each subject. Junior High and High School require a minimum of **ten** grades per six-weeks to be recorded. A minimum of **seven** shall be daily grades (homework, class work, and quizzes), and a minimum of three shall be test grades. The minimum number of grades for the first three-weeks of a grading period will consist of four daily grades and one test grade. Elementary requires a **SUFFICIENT NUMBER OF GRADES (10 for Math, 6 for Social Studies (Grades 2-5), 6 for Science (Grades 2-4), 10 for Science (Grade 5 only), 15 for ELAR)** to substantiate any 6 week or final grade given in each core subject.

Policies for grading shall be clearly communicated to students and parents. Teachers shall not use grades for disciplinary purposes other than as permitted by District policy for academic dishonesty.

Pre-K – Kindergarten/Transition

Pre-K students shall be graded through teacher observation of students’ mastery of the Texas Essential Knowledge and Skills (TEKS). Grades will be recorded as:

E	Excellent	90 – 100
S	Satisfactory	80 – 89
N	Needs Improvement	70 – 79
U	Unsatisfactory	69 and below

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Grades 1 - 12:

Student achievement shall be determined using a numerical score on a scale of 0 – 100

A	90 – 100
B	80 –89
C	70-79
F	69 – Below

Elementary Grades 1-5:

All graded assignments will carry equal weight, with the exception of ELAR.

The English Language Arts grade will consist of:

- 50% Reading skills
- 25% Grammar,
- 25% ELAR.

E, S, N, U, will be used for P.E., Fine Arts, Computer Lab, Citizenship and select 1st grade courses (Social Studies and Science.)

E	Excellent	90 – 100
S	Satisfactory	80 – 89
N	Needs Improvement	70 – 79
U	Unsatisfactory	69 and below

Secondary Grades 6-12:

Students in grades 6 – 12 shall be assigned six weeks grades based on the following:

- 50% of the grade shall be based on tests
- 50% of the grade shall be based on daily work
- E, S, N, U will be used for Citizenship

Semester Average for One Semester Courses (One-Half Credit)

In computing the semester average, grades are averaged based on the 50% - 50% grade ratio. If a semester test is given it will count 25%.

Final Average for Year-Long (Two Semester) Courses (One Credit)

For year-long classes the final average is determined by averaging the first and second semester grades. A final average of 70 or above earns full credit.

Example 1

1st Semester – 75
2nd Semester – 65
Final Average – 70
(Full Credit Earned)

Example 2

1st Semester – 75
2nd Semester – 55
Final Average – 65
(Credit earned for passing semester only)

Retest

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to retake a test for which the student received a failing grade. Students may retest only after participating in tutoring and completing all missing assignments. A retest must cover the same essential knowledge and skills and must be of the same difficulty as the original test. Students will receive a maximum grade of

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70 for the retest. Ex: The student takes the retest and makes an 80, the retest grade will be recorded as a 70. Students will not be allowed to retest for semester or final exams

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be disciplined in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, unauthorized communication between students during an examination, and the use of unauthorized websites. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. The penalty for academic dishonesty will be a zero. No retest will be offered for students involved in academic dishonesty.

[See **Report Cards/Progress Reports and Conferences** on page 92 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); and
- 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 EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- 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 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.

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

[See **Standardized Testing** on page 102.]

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; and
- 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.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 73.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who 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 his or her 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.

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.

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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
<i>Locally required courses</i>	1 credit in technology, ½ credit in health, ½ credit in speech	1 credit in technology, ½ credit in health, ½ credit in speech
Electives	3	5
Total	26 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.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the two required credits by successfully completing 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.

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Available Endorsements

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

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Application assistance will be provided to the students through their English class. The counselor will be available for one-on-one assistance during this time.

Application assistance will be provided to students and their families through FAFSA nights held in collaboration with local colleges.

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; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA, the student must submit a printout of the confirmation screen.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that 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](#).

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

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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 his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for 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 his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn 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 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 his or her IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn his or her 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:

- Commencement
- Scholarship Award Ceremony

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

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Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year 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 through the following additions to the basic graduation attire:

- Valedictorian and Salutatorian: Golden sashes with Valedictorian and Salutatorian (respectively) emblazoned in royal blue.
- National Honor Society: White collars with the NHS emblem monogrammed upon them.
- Honor Graduates: Golden (double) cords.

Basic Graduation Attire

Strict dressing guidelines are in place in order to maintain the traditional integrity of Buna High School's graduation ceremony. All students must wear a Buna High School cap, gown, and tassel. The gown will be royal blue. There are no color or style exceptions made with regards to these articles of clothing. This apparel also should not have any additional print or monogramming upon them. Caps will not be decorated or modified.

Ladies:

Please wear a dress or a skirt and blouse combination underneath your graduation gown with dress shoes.

- Acceptable shoes: heels, flats, wedges, pumps
- Unacceptable shoes: Any type of sandal, tennis shoes, sneakers, or boots.

Gentlemen:

Please wear white dress shirt, a dark-colored tie with dress pants, khakis, slacks, or dark denim jeans with either dress shoes or dress boots.

- Unacceptable shoes: Any type of sandal, tennis shoes, or sneakers.
- Unacceptable neckwear: Bow ties, neon ties, brightly colored ties, uncommonly patterned or printed ties

Any student who fails to comply with these criteria will be provided the appropriate garment at additional cost to that student (if available). Any student refuses to comply with the dress requirement set forth will not be allowed to participate in the graduation ceremonies.

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.

In addition to the opening and closing remarks, the following neutral criteria positions of honor shall be eligible to use the limited public forum: the top two academically ranked graduates and the senior class president may also have speaking roles at the graduation ceremony.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 105.]

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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** on page 66.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for 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.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 55.]

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; and
- 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 or superintendent.

[See **Bullying** on page 41 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she 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, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses

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must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

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. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. 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.

As noted at **Bacterial Meningitis** on page 81, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to

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enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) 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, it spreads easily 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 can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[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 his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

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.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a 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.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a 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. A student at this level may apply his or her own sunscreen if the student is able to do so.

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At the secondary level, a student may possess and apply sunscreen when necessary. If the 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 he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her 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.

See also **Food Allergies** on page 82.

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; and
- Safe, supportive, and positive school climates.

The district's **Mental Health Policy** is located in Appendix D of this handbook.

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.

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A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 16 and **Consent to Provide a Mental Health Care Service** on page 17 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 52 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 82 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 83 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

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 at least 225 minutes of moderate or vigorous physical activity within each two-week period 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 his or her child's physical fitness assessment conducted during the school year by contacting: the campus principal.

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.

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- 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 his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) 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 www.bunaisd.net for information regarding meningitis.

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** on page 77.]

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.]

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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 inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, 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 website at [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 www.bunaisd.net.

[See **Celebrations** on page 44 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.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 32 and contact the school nurse for more information.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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 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.]

Consequences for E-Cigarettes, Vapes, and Tobacco

1st offense = 5 Days ISS

2nd Offense = 10 Days ISS

3 or more Offenses = DAEP 30 Days or More

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 campus full time nurse:

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- High School -Amy Hale at 409-994-4894
- Junior High-JoDella Clark at 409-994-4872
- Elementary School- Ginger Williams at 409- 994-4857
- The campus full time school counselor:
 - High School - Traci Sherman at 409-994-4811
 - Junior High- -Lacey Girola at 409-994-4864
 - Elementary School- Nicole Hancock at 409-994-4847
- The local public health authority, Jasper Newton County Public Health District, which may be contacted at 409-994-5921, 1558 FM 1004, Buna, TX 77612.
- The local mental health authority, Burke Center, which may be contacted at 409-384-6864, 1250 Marvin Hancock Drive, Jasper, TX 75951.

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 www.bunaisd.net

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

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's Mental Health Policy is located in Appendix D of this handbook.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Kelley Peck
Assistant Superintendent of Curriculum and Instruction
PO Box 1087, Buna, TX 77612
kpeck@bunaisd.net
409-994-5101

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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 regarding the district's SHAC is available from the www.bunaisd.net.

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 www.bunaisd.net.

[See **Consent to Human Sexuality Instruction** on page **Error! Bookmark not defined.** 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:

Dr. Donny Lee
Superintendent
dlee@bunaisd.net
PO Box 1087, Buna, TX 77612
409-994-5101

Homework (All Grade Levels)

Homework should represent independent practice or independent study related to a concept taught through direct instruction. Homework should be evaluated in a timely manner and students should be provided with specific feedback on their performance of the assigned task. Homework may be part of the six weeks grade as well as a very important aspect of a child's academic growth and development of responsible behavior, conduct, and study habits.

Honors Courses

Admission into Honors Courses (Junior High and High School)

A deadline has been set to ensure that students are completing the honors process requirements in a timely manner. The High School counselor will speak to students in grades 8, 9, 10, and 11 two weeks prior to the deadline that forms are due. At this time, students will view an informational video describing each endorsement area and be provided a copy of the course catalog.

1. Students must have a 90 average in the correlating regular course and an 80 average in honors, AP, or dual credit courses. For example, if a student is requesting to be in AP U.S. History, he/she must have an overall A average in world history at the end of the instructional year. Students coming from the junior high who are requesting to be admitted into Honors courses at the High School must have also maintained an A average in the related course area for the current school year.

Student retention in Honors Courses

Buna Junior High School (non-weighted GPA)

Students admitted into Honors classes must maintain a 90 average or above to stay in that Honors course. If a student's average drops below a 90 at the end of a six week grading period, but remains above 85, the student will be given a probationary period of 6 weeks in order to raise their grade average

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to a 90 or above. At the end of the instructional year, an honor student's overall average must be a 90 or above in order to be eligible to continue in Honors classes in that subject area for the next year. Current honors students must also secure teacher recommendations from all of their classroom teachers at the conclusion of the instructional year. The recommendation process for current Honor students will be identical to those seeking admission for the first time.

Buna High School (weighted GPA)

Students admitted into Honors classes must maintain an 80 average or above to stay in that Honors course. If a student's average drops below an 80 at the end of a six week grading period the student will be given a probationary period of 6 weeks in order to raise their grade average to an 80 or above. The teacher will notify parents when a student is placed on academic probation. If the student's average does not meet the required 80 at the end of the probationary period they will be removed from the course. At the end of the instructional year, an honor student's overall average must be an 80 or above in order to be eligible to continue in Honors classes in that subject area for the next year. Current honors students must also secure teacher recommendations from all of their classroom teachers at the conclusion of the instructional year. The recommendation process for current Honor students will be identical to those seeking admission for the first time.

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, 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.

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- 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 his or her 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.
- 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)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent 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, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need 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 his or her 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 his or

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her 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 him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

The campus is a closed campus and students are not allowed to leave during lunch without a parent.

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. A student who does not make up assigned work within the allotted time will receive a grade of zero for the assignment. For each day of absence the student will have 1 school day to make up the missed work.

The student is encouraged to speak with his or her 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 and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 35.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due that were due during their 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.

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DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students in Elementary are placed in the Behavior Intervention Class as an alternative to DAEP placement. Teachers provide assignments to students to allow instruction to continue at the same pace as regular classroom instruction.

Junior High students that are placed in DAEP will continue to be served instructionally by their assigned teachers from the campus. Teachers will provide assignments which will allow instruction to continue at the same pace as the regular classroom instruction. Assignments will be collected and returned to the teachers for grading. Students will not be given additional time to make up assignments based merely on DAEP placement.

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), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) 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 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 Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

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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 gender-based harassment:

Dr. Donny Lee
Superintendent
1022 Texas State Highway 62, Buna, TX 77612
(409) 994-4805
dlee@bunaisd.net

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 the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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:

Dr. Donny Lee
Superintendent
1022 Texas State Highway 62, Buna, TX 77612
(409) 994-4805
dlee@bunaisd.net

- For all other concerns regarding discrimination, see the superintendent:

Dr. Donny Lee
Superintendent
1022 Texas State Highway 62, Buna, TX 77612
(409) 994-4805
dlee@bunaisd.net

[See policies FB, FFH, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

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.

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- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 53.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 92.]
- Becoming a school volunteer. [See **Volunteers** on page 110 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO/PTA, Booster Clubs
- 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: the campus principal
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 82 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 2nd Monday of each month at p. m. at the Administration 1022 Texas State Highway 62, Buna, TX 77612. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 1022 Texas State Highway 62, Buna, TX 77612 and online at www.bunaisd.net. [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.

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** on page 22.]

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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 encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

Prekindergarten-Grade 3

A parent may request in writing that a student repeat prekindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In grades 1-5, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts and mathematics and in either science or social studies.

In grades 6-8, promotion is based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.

For the 2021–22 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020-21 school year. 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** on page 68.]

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Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 70 and **Standardized Testing** on page 102.]

For the 2021–22 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2020–21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus** on page 86.]

Remote Instruction

The district may offer remote instruction when authorized by TEA.

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 at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report. 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* on page 96 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the 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** on page 68 and policy EIA(LOCAL) for more information.]

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 within three (3) days. 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** on page 55.]

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.

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- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- 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 submitting an online report at <https://www.publicschoolworks.com/SHL/studentMgr.asp?di=1867&dia=m4uzx>
- 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. The district will use Standard Response Protocols.

Fire Drill Bells

- | | |
|---------|--------------------------|
| 3 Bells | leave the building |
| 1 Bell | halt; stand at attention |
| 1 Bell | return to the classroom |

Tornado Drill Bells

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

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR 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 [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

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, etc.).

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The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to 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 in the event that 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: local news stations, local radio stations, and alerts sent out through the School Messenger automated phone system.

[See **Communications-Automated, Emergency** on page 50.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing** on page 102.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

No schedules will be changed the first day of school. High School students must sign up to see the counselor in the office and pick up a schedule change form within the first five class days. Junior High students will complete the counselor request via QR code or online form. Students will be called in to discuss requested changes within the first ten school days. There will be no schedule changes after the tenth class day.

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:

Dr. Sharon Mosley
Assistant Superintendent of Finance
PO Box 1087, Buna, TX 77612
smosley@bunaisd.net

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409-994-4806

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.

School Lunch Prices for this school year:

Students:

Buna ISD will be participating in the Seamless Summer Option offered by the Food and Nutrition Service that will allow all students to eat breakfast and lunch at no charge.

Adults: breakfast \$2.25 lunch \$3.75

Free and Reduced/Lunch Accounts Information waived for the 2021-2022 school year.

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 regarding these policies and guidelines, see Jodie Benoit, Food Service Director. [See policy FFA for more information.]

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 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: contact John Blim, the district's IPM coordinator, at 409-994-4880.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at during any school activities. Whether a school activity is on or off district premises, students are subject to 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.

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Library (All Grade Levels)

The library is open for independent student use during the following times with a hall pass from a teacher:

- | | | |
|----------------------|---------------|----------------------|
| • High School | Monday-Friday | 7:30 a.m. -3:30 p.m. |
| • Junior High School | Monday-Friday | 7:30 a.m. -3:20 p.m. |
| • Elementary | Monday-Friday | 7:30 a.m.-3:00 p.m. |

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.

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.

The following areas are open to students before school, beginning at 7:30 a.m.:

- Elementary
 - Cafeteria to eat breakfast
- Junior High
 - Cafeteria to eat breakfast
 - Classrooms for tutorials
 - Library to check out books (Library pass required)
- High School
 - Cafeteria to eat breakfast
 - Classrooms for tutorials (Tutorial pass required)
 - Library to check out books (Library pass required)
 - Band Hall (Pass Required)

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.

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.

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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. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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.

Telecommunications 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** on page 61 and policy FNF(LEGAL) for more information.]

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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 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 requires drug testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property.

Covered Activities

Students will be subject to the drug testing policy based on participation in student activities including but not limited to the following: football, volleyball, cross country, basketball, softball, golf, track, powerlifting, cheerleading, band, choir, theatre, UIL Academics, student council, lead council, FCCLA, robotics, VASE, speech and debate, FFA, chess, year-book, and 4H. Questions regarding covered activities should be directed to the campus principal.

Scope

A student participating in any activity for which testing is required or who requests a permit to park a vehicle on school property shall be tested for the use of illegal drugs and may be tested for the presence of alcohol at the beginning of each school year and prior to joining an extracurricular program at any time during the school year (if the student has not already been participating in the Mandatory Drug Testing Program).

In addition, such students will be randomly tested throughout the school year.

The purposes of the drug-testing program are to:

1. Prevent injury, illness, and harm resulting from the use of illegal drugs, controlled substances and performance-enhancing drugs;
2. Help enforce a drug-free educational environment;
3. Deter student use of illegal and performance-enhancing drugs; and
4. Educate students regarding the harm caused by the use of illegal and performance-enhancing drugs.

Distribution of Policy

The District will provide each parent and student a copy of the drug-testing regulations, procedures, and consent form prior to the student's participation in an affected activity or receipt of a parking permit.

Orientation Meetings

The District will conduct meetings with parents and interested student participants prior to the beginning of each semester. District employees will explain the drug testing program; review the regulations, procedures, and consent form. Student attendance at the orientation meeting is mandatory however, parent attendance is not required.

Consent

Before a student is eligible to participate in extracurricular activities or to receive a parking permit, the student will be required annually to sign a consent form agreeing to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian must also

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sign a consent form. If appropriate consent is not provided, the student will not be allowed to participate in extracurricular activities or to receive a parking permit.

Use of Results

Drug-testing results will be used only to determine eligibility for a parking permit and participation in extracurricular activities. Positive drug test results will not be used to impose disciplinary sanctions or academic penalties.

Nevertheless, nothing in this policy will limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense will be subject to consequences in accordance with the Student Code of Conduct.

Confidentiality

Drug-testing results will be confidential and will be disclosed only to the student, the student's parents, and designated District officials who need the information to administer the drug-testing program.

Drug-testing results will not be maintained with a student's academic record. Results will not be otherwise disclosed except as required by law.

Testing

BISD will use certified providers to collect urine samples only.

The District will not release statistics regarding the rate of positive drug tests to any person or organization except as may be required by law. Any laboratory conducting tests for the District shall not release statistics regarding the rate of positive drug tests to any person or organization without the District's consent or unless required by law.

Substances For Which Tests Are Conducted

The District may test for any of the following substances:

- Alcohol;
- Marijuana;
- Cocaine;
- Amphetamines;
- Methamphetamine;
- Heroin; and
- Opiates.

Collection Procedures

Trained District staff will test a student's urine or, alternatively, the District may contract with a certified testing laboratory to collect and test students' urine samples.

When a student is selected for testing the student's saliva, the student will be escorted to the school's testing site by a District employee and will remain under employee supervision until the student completes the required test of the student's saliva.

If urine is to be tested, the selected student shall be escorted to the school's testing site by a District employee and shall remain under the employee's supervision until a sample is provided. A student shall provide a sample within a closed restroom stall and a District employee of the same gender as the student will be present when the sample is collected. The District employee shall oversee the transfer of the sample to personnel of the drug testing laboratory.

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Urine samples shall be collected under conditions which are not more intrusive than conditions experienced in a public restroom. Random Testing

Random tests will be conducted on as many as 10 dates through- out the school year.

No less than 5 percent and no more than 15 percent of the students participating in the program will be randomly selected for each random test date. The District will use a random selection method to identify students chosen for random testing. Students will not receive prior notice of the testing date or time.

Refusal to Test or Tampering

Refusal to test is defined below:

1. Failure to provide a urine sample in one hour.
2. Leaving campus once called to test for any reason.

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

If a student selected for testing is absent on the day of the random test, the student will be tested on the next random testing date.

Confirmation of Positive Results

An initial positive test will be confirmed immediately thereafter by a second test before being reported as positive.

Upon receiving results of a confirmed positive drug test, the District will schedule a meeting with the student, the student's parent if the student is under the age of 18, and the coach or sponsor of the extracurricular activity, as applicable, to review the test results and discuss consequences.

The student or parent will have 2 school days following the meeting to provide a written medical explanation for a positive result and/or may challenge the second positive test result. If confirmation of the second test is challenged, a third test will be administered on the same sample by a District pre-approved testing facility. The positive test results will stand, unless the result of the third drug test is negative. The student agrees to provide written consent for the District to receive medical information from the student's treating physician if District needs further verification of the student's explanation for the positive result.

Retesting

If following a positive test result the student wishes to return to participation in extracurricular activities or have a parking permit rein- stated after any applicable consequences, the student must be re-tested at the end of the period of suspension and have a negative test result. Except as provided below for the fourth offense, following a student's return or reinstatement of parking permit, the student will be retested on the next three random test dates so long as the student wishes to participate in extracurricular activities or park a vehicle on school property.

Drug Abuse Prevention

The District will notify the parent and student of drug and alcohol abuse prevention resources available in the area.

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Consequences

Consequences of positive test results will affect a student's participation in competitions/ performances (hereinafter "competitions"), parking privileges and District sponsored social events. The severity of the consequences will vary depending on the number of positive test results the student has received.

Consequences will be cumulative through the student's enrollment in middle school and will begin anew for high school.

1st offense—Suspended 30 school days from extra-curricular activities and parking. Can still practice.

2nd offense—Suspended 60 school days from extra-curricular activities and parking. Can still practice.

3rd offense—Suspended for one calendar year from extra-curricular activities from the time the student and parent are notified of results. Cannot practice or park on campus.

- Each offense after the 3rd failed test will result in a one-year suspension from UIL activities.
- Suspensions carry over from one year to the next. For example, a failed test as a freshman will count towards the student's sophomore, junior, and senior years.
- Students will be drug tested (not randomly) in order to participate in extracurricular activities upon completing the suspension.
- Students will complete a drug and/or alcohol counseling program as part of the re-entry requirements.

Counseling information is as follows:

- 1st offense—Students will complete one 45-minute session per week for 6 weeks.
- 2nd offense—Students will successfully complete a 12-week course provided by Alcohol & Drug Abuse Counseling (ADAC) titled "Project Towards No Drug Abuse (PTND).
- 3rd offense—Students will be referred to a licensed counselor by ADAC and will be required to complete an outside counseling program at their own expense. Student will be required to follow the recommendation of the OSAR (Outreach, Screening, Assessment, Referral) and provide written documentation of successful completion of the recommended plan of treatment.

Appeals

A student or parent may appeal a decision made under this policy in accordance with FNG(LOCAL). The applicable consequences shall not abate during the appeal process and the student will be ineligible for participation in extracurricular activities or reinstatement of parking privileges while the appeal is pending.

[See **Steroids** on page 79.]

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** on page 55.]

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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, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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 ACT-Aspire 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 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 freshmen-level 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.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

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.

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 50 and FNG(LOCAL).

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 his or her 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 he or she is 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 prior to high school.

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Junior High School Students

For a junior high-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 junior high-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, and
- Outline an intensive instruction program for the student.

[See the [school counselor] and policy EIF(LEGAL) for more information.]

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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** on page 73 for information related to the development of personal graduation plans for high school students.]

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.

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.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 70.]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

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

If you have questions, please contact the district's foster care liaison:

Dr. Donny Lee
Superintendent
1022 Texas State Highway 62, Buna, TX 77612
(409) 994-4805
dlee@bunaisd.net

[See **A Student in the Conservatorship of the State (Foster Care)** on page 28.]

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Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her 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.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Dr. Donny Lee
Superintendent
1022 Texas State Highway 62, Buna, TX 77612
(409) 994-4805
dlee@bunaisd.net

[See **A Student Who is Homeless** on page 29.]

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: Football games, opening announcements and greetings for the school day, graduation and club inductions. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 70 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

Summer school is offered FREE of charge for Buna ISD students only.

Buna ISD will provide the required mandatory summer school to students in the grades 5 and 8 which have mandated passing results on standardized assessments.

At Buna Elementary and Buna Junior High to be eligible students must have a final grade above 65 in a math or language arts course or both that the student needs to pass in order to be promoted to the next grade.

The High School offers summer school for students who have failed a semester in a course. The student will qualify for promotion by passing the required number of classes to meet campus promotion requirements. Once a student has been identified as a candidate for summer school, parents will be notified by telephone. Classes are offered on campus from 8:00 a.m. to 12:00 p.m., Monday through Friday during three consecutive weeks in June. Bus services will be provided. If you have any questions concerning summer school, please contact the campus principal.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

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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.

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.

Title 1, Part A

Title I, Part A, provides supplemental resources to local education agencies to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Buna Elementary participates in the Title I, Part A program and meets all 10 of the program requirements.

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** on page 28, **Bullying** on page 41, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 29, 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 his or her 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** on page 96.]

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 students who are experiencing homelessness. This service is provided at no cost to students.

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

Bus routes and stops will be designated annually. Any subsequent 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.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her 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 office at 994-4880.

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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:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

Bus Riders

The Buna School District provides bus transportation for all students who live a specified distance from school. The administration encourages all eligible students to ride the buses provided by the school district. The Buna School District assumes responsibility for the supervision of students to and from school only when said students are being transported to and from school on school operated vehicles. A student who rides the bus to school in the morning will be expected to ride the bus home in the afternoon, unless the student's parents make arrangements with the respective principal's office.

Bus Rules

1. Bus riders must stay in their assigned seats and in a sitting position at all times on the bus.
2. Bus riders should not move to board a bus until it is completely stopped and the door is open.
3. Pupils must be on time at their bus stops. It would be advisable to be there three to five (3-5) minutes early. Drivers may wait for students who are in sight, if they are hurrying. Students are to load and unload the bus at the designated bus stop.
4. Bus riders may leave their seats only after the bus has come to a complete stop at their bus stop.
5. Bus riders in the elementary grades who must cross a street or road at their bus stop should wait for the driver to signal them.
6. No part of the student's body is allowed outside of a bus window.
7. Loud talking, profane or vulgar language, horseplay, or fighting is a distraction to the driver and cannot be tolerated.
8. The school dress code also applies while riding buses.
9. No dangerous items may be carried on a school bus. Firecrackers, knives, etc. will not be tolerated.
10. Any damage to a bus shall be paid for by the person inflicting the damage.
11. All riders should help to keep the bus clean and sanitary on the inside. Eating on the regular routes, therefore, cannot be tolerated.
12. Be courteous and obedient to your bus driver. Your help and cooperation will enable the driver to make your school bus ride safer.
13. Bus drivers may re-assign seats to individuals on buses if they feel it is advisable.

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14. Conduct on the school bus should be similar to conduct in the classroom, except that ordinary conversation may be permitted. All school rules apply while riding the bus.
15. The bus driver has complete authority on all bus runs and is to enforce all rules.
16. Students must ride the bus to which they are assigned. No student may change buses without the consent of the Director of Transportation.
17. Remember that bus riding is a privilege, not an absolute right--students must obey the bus rules to keep this privilege. Repeated bus misbehavior will ultimately result in removal from the bus.
18. Throwing or shooting objects in or out of the bus (littering) creates an unsafe condition and is prohibited.
19. All bus routes are subject to being monitored by video camera without notice.
20. Junior High students are not allowed to get on or off the bus at the high school campus except in case of emergency or to be released to the parent, or when authorized by school personnel.
21. Students who miss the bus will report to the office for assistance.
22. For the violation of any of these rules or for failure to obey the bus driver, students will be reported to their principal who can bar any student, temporarily or permanently, from riding the school buses.
23. Musical instruments that are too large to fit under the bus seat create an unsafe environment and are prohibited.
24. Students are not allowed to have objects in the mouth. Objects in the mouth create a potential danger to student safety, if the bus makes a sudden stop or is involved in an accident.

Changing Regular Bus Route

When a child is enrolled at Buna Public Schools, a form will be filled out and signed by the parent/guardian listing his/her regular way of getting home. If a child is to make a change in bus schedules, he/she must have a note from a parent asking the office to give permission to make the change.

If your plans change during the day, you may come by the principal's office and leave a note to be delivered to your child. Telephone messages are not accepted. A parent note is also needed for the bus driver if the change involves a different route or bus stop. Examples of this would be changing buses to go someplace other than his/her home, going home with another child, or having someone pick the child up instead of riding the bus. This rule would be applicable to children who are picked up by someone other than a parent for music lessons, dancing lessons, Bluebirds, Boy Scouts, or any other activity. One permanent written permit filed with the child's principal will serve for these recurring activities. All students who ride the bus home will board their bus on the campus and remain on the bus until they arrive at home. No students will be allowed to get on or off the bus at the high school campus except in case of emergency, to be released to a parent, or with administrative approval as described below.

Students who miss the bus will report to the office for assistance. Missing the bus is not a valid reason for walking to or riding another bus to high school or elementary school.

Route Descriptions

- 34: Hwy 96 North/ Quigley Road/ to CR 608/ Paradise Park
- 35: Gum Slough/ Williams Road/ Ball Park Road/Callier Loop
- 36: Rogers Road/Tram Road/ Ferrell Road/ Lewis Road/Behind County Barn
- 37: Hwy 96 S./Evadale Cut-off/ Studmill Road/Gum Slough/ Lester Jackson Rd.; Idlewood
- 38: Hwy 62 S; Parkwood Area; Dempsey Turner Road-Beasley Smokehouse Rd/Hwy. 253
- 39: Thicket Road (CR. 777)/Morse Cemetery Rd./Gum Slough/Evadale cut-off East
- 40: Hwy 1004; Weiss Bluff; Whitehead Refinery Road
- 41: Wright Cemetery Road; Sheppard Road/Hwy 253/Ira Richardson Road
- 45: Redbud; Bessmay

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- 49: Hwy 96 S; Reese Road; Deer Run Estates; Timberlane Drive
- 52: Hwy 1004; Farrell Road; Pleasant Grove Road/Behind Sr. Toro's
- 54: Hwy 96 S; Lone Oak Rd; Hwy 1004; Lewis Road; C.R. 636
- 56: Gist Area; East of Hwy 62; CR 804
- 57: Gist-Eaves Road; Woodridge Country
- 58: Cougar Country; 5 Acre Tracts
- 63: Cougar Country; Front Area

Students Returned to School in the Afternoon

When a student is returned to school on an afternoon route because no adult supervision was apparent at home, a \$10 fee is assessed for the first 30 minutes after the parent or guardian is contacted, and an additional \$6 for each additional 30-minute period until 6:00. **After 6:00 law enforcement will be contacted.**

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 self-contained 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, speak with the principal, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 18.]

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 first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms 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.

Buna ISD Student Handbook

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 18.]

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:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and 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).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

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

Career Day

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

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

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 and to complete an application.

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.

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.

Buna ISD Student Handbook

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.

Buna ISD Student Handbook

Glossary

Accelerated instruction, also referred to as **supplemental instruction**, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

CPS stands for Child Protective Services.

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

DFPS 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.

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

ESSA is the federal Every Student Succeeds Act.

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.

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.

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

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

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

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

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to 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.

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.

TEC stands for the Texas Education Code.

Buna ISD Student Handbook

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

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

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

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

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Appendix A: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/716?filter=FFI>. Below is the text of Buna 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 10/30/2017

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.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Buna ISD Student Handbook

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.

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 dis-crimination 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 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.

Buna ISD Student Handbook

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.

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.

Buna ISD Student Handbook

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.

Buna ISD Student Handbook
Appendix B:
Distance Learning-Policy EHDE(LOCAL)

Texas Virtual School Network

The Superintendent or designee shall establish procedures for students to enroll in courses provided by the Texas Virtual School Network (TxVSN).

Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

Other Distance Learning

The Superintendent or designee shall establish procedures governing the use of other distance learning courses, including correspondence courses, as a means of earning credit in a subject or course. In order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment in the course.

Buna ISD Student Handbook
Appendix C:

Acceptable Use of Information Technology Resources

As a student at Buna ISD, you will be granted access to the District's electronic communications system, equipment and resources. Through the use of this system, you will be able to communicate with other schools, colleges, and your instructors via the Internet and other electronic information systems/networks. With this opportunity comes responsibility and requirements which are outlined in this document.

Please take note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While the District has/will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

It is important that you and your parent/guardian read this District's policy, administrative regulations, and agreement form and ask questions if you need help understanding them. Inappropriate system use may result in the loss of access/usage of information technology resources and/or disciplinary action. Students will be held responsible for proper usage at all times.

RULES FOR APPROPRIATE USE

- Any District assigned accounts/equipment should be used for intended educational purposes.
- Communication with your teachers regarding instruction and assignments.
- Communication with other students regarding educational matters as instructed by teachers/instructors (when required.)
- Communication with colleges regarding educational matters.
- Good judgement and proper online etiquette must be used when communicating with your school provided email. Remember to ask when you are in doubt.
- Device(s) assigned to a student should:
 - be brought to school daily and fully charged.
 - Never be left unattended.
 - Never be loaned out to another student.
 - **NOT** be reset or attempted to reset without instruction from the Technology Department.
 - Be handled with care at all times.
 - Keep food/beverages away from the device(s).
 - **NOT** be disassembled, repaired or attempt either without instruction from the Technology Department.
 - Return the device(s) upon withdrawal from Buna ISD.

INAPPROPRIATE USES

- Borrowing or accessing another student's, Teacher's and/or staff's account without permission.
- Downloading or installing content on information technology resources without prior approval from your Teacher or the Technology Department.
- Downloading, installing, or using copyrighted information without permission from the copyright holder, Teacher, and Technology Department.

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- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, spam, malicious, or illegal.
 - Abusing information technology resources through improper use.
 - Providing access to data, systems, accounts, and information to unauthorized personnel.
 - Attempting/Gaining unauthorized access to information technology resources.
 - Intentional damage to school equipment, systems, or property either physically or virtually.
 - Connecting or installing hardware, including removable media such as USB Drives and CD/DVDs, on any computer within the district without prior approval from your Teacher/Technology Department.
 - Any usage intended for illegal purpose(s).
-
- Any attempting to bypass security precautions, such as disabling/attempting to disable content filter, using proxy avoidance systems, encrypting traffic, etc.
 - Posting/sharing personal information about yourself or others (including, but not limited to addresses, phone numbers, personally identifiable information, etc.)
 - Defacing Buna ISD devices/equipment including, but not limited to:
 - Adding stickers.
 - Marking/drawing.
 - Removing the asset tags or device/equipment identifying information.
 - Customizing the device in any way that was not approved by the Technology Department.

CONSEQUENCES FOR INAPPROPRIATE USE

Consequences can include, but are not limited to: suspension of accounts and access to information technology resources, revocation of accounts and access to information technology resources, and/or other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

CHROMEBOOK INSURANCE

Buna ISD will provide a Chromebook for each student under the 1:1 Student Device Program. Buna ISD will also provide an optional Chromebook Insurance at the cost is \$25 and is highly recommended. The purpose of the Chromebook Insurance is to prevent the Guardian/Parent/Student from incurring costs due to **accidental** damage to the Chromebook. Chromebook Insurance is non-refundable and only valid through the end of the school year that it was purchased or un-enrollment of the student. The optional Chromebook Insurance will be due by 14 calendar days from the start of the school year. Chromebook Insurance is only valid for the school year it was purchased in. Students enrolled during the school year will also be given the opportunity to purchase this Chromebook Insurance during the first 14 days following enrollment.

The following cost breakdown below reflects the estimated applicable charges that would be incurred if the Chromebook Insurance is **NOT** purchased and the Chromebook is damaged, returned in unacceptable condition, and/or not returned.

ESTIMATED APPLICABLE CHARGES (chargers are based on current costs):

- **Chromebook – \$230-\$280** (Estimated cost based on model and purchasing availability.)
- **Chromebook Power Adapter - \$25-\$35** (Estimated cost based on model and purchasing availability.)

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Details if the Chromebook Insurance IS Purchased:

In the event that the Chromebook incurs accidental damage as outlined in this document under the section titled “**Chromebook Insurance Coverage Includes,**” the incident **MUST** be reported to the student’s teacher as soon as possible. At that time, the student will be instructed for how to proceed. Information regarding the accidental damage **MUST** be provided at that time. A loaner Chromebook may be provided while the repair is occurring (dependent on loaner device availability.)

Any damaged **NOT** outlined in the “**Chromebook Insurance Coverage Includes**” OR damaged listed in the “**Chromebook Insurance Coverage DOES NOT Include**” **WILL NOT** be covered under the Chromebook Insurance. The Guardian/Parent/Student **WILL** be responsible for any charges incurred. A loaner Chromebook will **NOT** be provided to the student nor will a replacement Chromebook be provided until the charges have been paid.

Details if the Chromebook Insurance is NOT Purchased:

In the event that the Chromebook is damaged, returned in unacceptable condition, and/or not returned, the guardian/parent/student **WILL BE** responsible for all applicable charges. A loaner/replacement Chromebook will **NOT** be provided until the charges have been paid (dependent on loaner device availability **AFTER** the charges are paid in full.) Replacement of the damaged Chromebook will not be conducted until the charges have been paid.

Chromebook Insurance Coverage Includes:

- Accidental Damage
 - Drops
 - Spills
 - Cracked Screens
 - Liquid Submersion
- Fire Damage
 - In the event of fire damage, an official copy of the fire report by the investigating authority or police report must be provided to Buna ISD.
- Vandalism
 - A copy of an official police report may be required.
- Power Surge Due to Lightning
- Natural Disaster
 - A copy of an official police report may be required.

Chromebook Insurance Coverage DOES NOT Include:

- Loss
- Intentional Damage (of ANY Kind)
- Negligence
- Attempting to use the device outside of the devices intended use.
- Device Modifications
- Intentional Misuse

In the event the Chromebook incurs intentional damage, returned in unacceptable condition, lost, and/or not returned, the Guardian/Parent/Student **WILL BE** responsible for the charges associated with replacing the Chromebook and/or power adapter. Students with three or more incidents in a single year will receive an office referral for further investigation. If negligence is found as the result of the incident(s), insurance revocation and/or disciplinary action may be taken. Device repairs/replacements will **ONLY** be completed through Buna ISD.

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CHROMEBOOK INSURANCE WAIVER:

The purpose of this waiver is to assist families who are experiencing financial hardship. Guardians/Parents/Students who are experiencing financial hardship **MUST** complete and submit the **Socioeconomic Information Form**.

If approved for this waiver, the Chromebook Insurance will be provided at no additional charge for the applicable school year. Please take note, that the sections titled “**Details if the Chromebook Insurance IS Purchased:**” and “**Details if the Chromebook Insurance is NOT Purchased:**” ***STILL APPLY even if the waiver is approved.***

In the event that you would like to purchase Chromebook Insurance, but are experience financial hardship, please contact your campus counselor or email CB_INS_Waiver@bunaisd.net to discuss your circumstances. Chromebook Insurance waivers will be evaluated on a case-by-case basis.

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The student agreement must be renewed each academic year.

STUDENT

First Name Middle Name Last Name

Campus _____ Grade _____

I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District's Acceptable Use of Information Technology Resources policy and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access.

Student's Signature _____ Date _____

PARENT/GUARDIAN

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

By signing this document, you are agreeing that you have read and understand the items addressed in this document.

Chromebook Insurance (Initial Beside the Applicable Option):

- _____ - I would like to purchase Chromebook Insurance.
- _____ - I **DECLINE** to purchase Chromebook Insurance.
- _____ - I am applying for a Chromebook Insurance Waiver.

Signature of
Parent/Guardian _____

Date _____ Phone Number _____

For Office Use Only:

Student ID # _____ Year Graduates _____

CB ID # _____ CB Insurance – Accepted / Declined / Waived

**Appendix D:
Mental Health Policy**

POLICY STATEMENT

At our school, we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

POLICY SCOPE

This policy is a guide to all staff, including teachers, administrators, paraprofessionals, and all related services personnel. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the health of our staff and students.

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness among staff and students about mental health issues and their signs and symptoms.
- Enable staff to respond to early warning signs of mental-ill health in students.

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KEY STAFF MEMBERS

All staff, members has a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- School counselor all campuses
- School nurses all campuses
- Special Education Counselor if the student is in Special Education
- Administrators all campuses

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to staff on mental health team.

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

If a staff member informs a school administrator or school personnel of a concern about a student, mental health personnel will assess student and parents/guardian will be notified immediately. If at end of school, resource officer will be notified and transport student home.

If school is out of session, and a staff member informs school administrator or school personnel of a concern about a student, parent/guardian will be called and informed. If parents/guardian cannot be reached, police will be called for a mental wellness check.

TEACHING ABOUT MENTAL HEALTH

All counselors are required to be trained on mental health and wellbeing.

SUPPORT AT SCHOOL AND

We have a range of support available in school for any students struggling, as listed below:

- School counseling or Special Education counseling.

SIGNPOSTING

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

IDENTIFYING NEEDS AND WARNING SIGNS

All our staff will be trained in how to recognize warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it.

These warning signs will always be taken seriously and staff who notices any of these signs will communicate their concerns with the designated mental health team member.

Staff will be able to identify a range of behavior and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.

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- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behavior.
- Clothing unsuitable for the time of year, e.g. a winter coat in summer.
- Negative behavior patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

MANAGING DISCLOSERS

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgmental manner.

All disclosure will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Mental Health Policy.

The disclosure record will contain:

- The date of it was reported
- The name of staff member reported to.
- The reason of the reporting of the reporting and to whom.

CONFIDENTIALITY

If a member of staff thinks it is needed to pass on staffs concerns about a student, either on the inside of school or on the outside of school, then this will be the first to be discussed with the student. They will be told:

- Who made the report?
- What the staff member will report what was said.
- Who will be contacted?

SHARING WITH PARENT/GURADIAN

Supporting our parents is very important, keeping with informed about their child and offering support at all times.

- Give parent/guardian help about how they can support their child positive mental wellbeing.