Cedar Hill High School

STUDENT HANDBOOK
2015-2016

Dr. Corey Seymour
Principal

Cedar Hill High School
1 Longhorn Blvd.
Cedar Hill, TX 75104
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**[SECOND SEMESTER] (MP4) Jan 5 – Feb 12  (MP5) Feb 16 – April 1  (MP6) April 4 – June 3**

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**Professional Development**
- Aug 13 (Convocation)
- Aug 14, 17-21 (includes two work days)
- Nov 2
- Jan 4
- Feb 15 (Presidents’ Day)
- May 27* (Bad Weather Day)
- Staff Development/Comp Day

**Student/Staff Holiday**
- July 3 (Independence Day)
- Sept 7 (Labor Day)
- Oct 12 (Fair Day)
- Nov 23-27 (Thanksgiving)
- Dec 21-Jan 1 (Winter Break)
- Jan 18 (MLK Day)
- March 14-18 (Spring Break)
- May 30 (Memorial Day)

**Bad Weather Day**
- March 25
- May 27 (Staff Development/Comp Day)

**PK-12 Early Release**
- Oct 9 (Parent Conferences)
- Dec 18 (End of Semester)
- Jun 3 (End of Semester)

*If the May 27 bad weather days is needed as a make up instructional day, June 6 will become the professional development/comp day

APPROVED JAN 2015 – SUBJECT TO CHANGE DUE TO LEGISLATIVE ACTION
Student Handbook Acknowledgement

My child and I have received a copy of the Cedar Hill High School Student Handbook for 2015-2016. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in this handbook and the Cedar Hill Independent School District Student Code of Conduct.
Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information

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

This means that the district must give certain personal information (called directory information) about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See Directory Information on page 10 for more information.]

Cedar Hill ISD has designated the following information as directory information:

- Student’s name
- Mailing Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Enrollment status
Parent’s Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See Release of Student Information to Military Recruiters and Institutions of Higher Education on page 10 for more information.]
Technology Acceptable Use Policy

Your child has an opportunity to be given access to the Cedar Hill Independent School District's electronic communications system and needs your permission to do so. Your child will be able to communicate with other schools, colleges, organizations, and individuals around the world through the Internet and other electronic information systems/networks.

The Internet is a network of networks. Through the District's electronic communications system, your child will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity also comes responsibility. It is important that you and your child read the enclosed District policy, administrative regulations, and agreement form and discuss these requirements together. Inappropriate system use will result in the loss of the privilege to use this educational tool.

Please note that the Internet is an association of diverse communication and information networks. It is possible that your child may run across areas of adult content and some material you might find objectionable. While the District will take reasonable steps to preclude access to such material and does not condone such access, it is not possible for us to absolutely prevent such access.

Please return the attached agreement form indicating your permission or denial of permission for your child to participate in the District's electronic communications system.

CEDAR HILL INDEPENDENT SCHOOL DISTRICT
ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

The Superintendent or designee will oversee the District's electronic communication and data management system.

The District will provide training in proper use of the system and will provide all users with copies of acceptable use regulations. All training in the use of the District's system will emphasize the ethical and safe use of this resource.

The following regulation for acceptable use of electronic communication and data management systems—including the District's wide area network (WAN), local area network (LAN), e-mail system, Internet, and hardware/software—shall apply to all Cedar Hill ISD administrators, faculty, staff, and students. All technology equipment is the property of Cedar Hill ISD and shall be used under the supervision of authorized District personnel. Authorized District personnel include the Superintendent, Chiefs, Executive Director of Technology, and Executive Director of Instructional Technology.

OVERVIEW

Cedar Hill Independent School District’s electronic communication and data management system provides network and Internet access to students, administrators, faculty, and staff. Cedar Hill ISD believes that the Internet offers valuable, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These
regulations are provided here so that all users are aware of the responsibilities they are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If a Cedar Hill ISD user violates any of these provisions, his or her account will be terminated and future access could possibly be denied.

CONSENT

No original work created by any District student or employee will be posted on a webpage under the District's control unless the District has received written consent from the student (and the student's parent if the student is a minor) or employee who created the work.

No personally identifiable information about a District student will be posted on a web page under the District's control unless the District has received written consent from the student's parent. An exception may be made for "directory information" as allowed by the Family Education Records Privacy Act and District policy.

FILTERING

With access to computers and people all over the world comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Superintendent will appoint a designee to select, implement, and maintain appropriate technology for filtering Internet sites containing material considered inappropriate or harmful to minors. All Internet access will be filtered for minors and adults on computers with Internet access provided by the school.

Cedar Hill ISD uses LightSpeed filtering application for Internet Safety. The LightSpeed application is CIPA (Children’s Internet Protection Act) compliant and is one of the most widely used filtering products among schools. LightSpeed comprehensive database of categorized Websites allows the District to choose what content users can access and what content to restrict based on categories. The categories of material considered inappropriate and to which access will be blocked will include, but not limited to: adult only sites, alcohol, tobacco, chat rooms, nudity/pornography; images or descriptions of sexual acts; promotion of violence, illegal use of weapons, drug use, hacking, promotion of illegal activities, lingerie, murder, discrimination, or participation in hate groups; instructions for performing criminal acts (e.g. bomb making); and on-line gambling. This filter is not by passable for any computer on the Cedar Hill ISD network. However, on a global network it is impossible to control all materials and an industrious user may discover controversial information. The District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.
<table>
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<th>REQUESTS TO</th>
<th>The Superintendent's designee will consider requests from users who wish to use a blocked site for bona fide research or other lawful purposes.</th>
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<td>DISABLE FILTER</td>
<td>Access to the District’s electronic communications system will be governed as follows:</td>
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<td>1. Students in grades PK-4 will be granted access to the District’s system by a shared login, as appropriate. Students in grades 5-12 will be assigned individual accounts. Students granted access to the District’s system must complete any applicable District network training.</td>
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<td>2. As appropriate and with completion of District network training, District employees will be granted access to the District’s system.</td>
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<td>3. The District will require that all employee passwords be changed every 180 days. All passwords must remain confidential and should not be shared.</td>
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<td>4. Any system user identified as a security risk or as having violated District and/or campus computer use guidelines may be denied access to the District’s system.</td>
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<td>5. All users will be required to sign an acceptable use agreement annually for issuance or renewal of an account.</td>
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<td>TECHNOLOGY DIRECTOR RESPONSIBILITIES</td>
<td>The technology director for the District's electronic communications system (or campus designee) will:</td>
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<td>1. Be responsible for disseminating and enforcing applicable District policies and acceptable use guidelines for the District's system.</td>
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<td>2. Ensure that all users of the District's system complete and sign an agreement to abide by District policies and administrative regulations regarding such use. All such agreements will be maintained on file in the principal's or supervisor's office.</td>
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<td>3. Ensure that employees supervising students who use the District's system provide training emphasizing the appropriate use of this resource including education of minors about appropriate on-line behavior, including interaction with other individuals on social networking sites/chat rooms and cyber bullying and response.</td>
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<td>4. Ensure that all software loaded on computers in the District is consistent with District standards and is properly licensed.</td>
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<td>5. Be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of the system.</td>
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<td>6. Be authorized to disable a filtering device on the system for bona fide research or another lawful purpose.</td>
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<td>7. Be authorized to establish a retention schedule for messages on any electronic bulletin board and to remove messages posted locally that are deemed to be inappropriate.</td>
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<td>8. Set limits for data storage within the District's system, as needed.</td>
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INDIVIDUAL USER

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

ON-LINE CONDUCT

1. The individual in whose name a system account is issued will be responsible at all times for its proper use.
2. The system may not be used for illegal purposes, in support of illegal activities, or for any other activity prohibited by District policy or guidelines.
3. System users may not disable, or attempt to disable, a filtering device on the District's electronic communications system.
4. Communications may not be encrypted so as to avoid security review by system administrators.
5. System users may not use another person's system account without written permission from the campus administrator or District director, as appropriate.
6. System users may not pretend to be someone else when sending/receiving messages.
7. Students may not distribute personal information about themselves or others by means of the electronic communication system; this includes, but is not limited to, personal addresses and telephone numbers.
8. Students may not respond to requests for personally identifying information or contact from unknown individuals.
9. Students should never make appointments to meet people whom they meet online and should report to a teacher or administrator if they receive any request for such a meeting.
10. System users may not use inappropriate language such as swear words, vulgarity, ethnic or racial slurs, or any other inflammatory language.
11. System users may not send or post messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, illegal, or considered a form of cyber bullying.
12. System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, District policy, and administrative regulations.
13. System users may upload public domain programs to the system. System users may also download public domain programs for their own use or may non-commercially redistribute a public domain program. System users are responsible for determining whether a program is in the public domain.
14. System users should avoid actions that are likely to increase the risk of introducing viruses to the system, such as opening e-mail message from unknown senders and loading data from unprotected computers.
15. System users may not purposefully transmit or access materials that are abusive, obscene, pornographic, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
16. System users may not waste District resources related to the electronic communications system, including sending chain letters.

17. System users may not gain unauthorized access to resources or information.

18. System users shall refrain from unethical and inappropriate use of District’s electronic.

**E-MAIL**

- These include (but are not limited to) the following:
  a. Sending messages to everyone in the district or everyone on a campus without permission from your immediate supervisor.
  b. Sending unsolicited junk mail, chain letters, jokes, or advertisement
  c. Sending messages relating to political lobbying
  d. Sending messages that contain racist, sexist or inflammatory comments
  e. Sending messages that contain obscenities or abusive language
  f. Sending messages that use someone else’s name on it
  g. Sending messages that are inconsistent with the district’s code of conduct
  h. Using the e-mail system to request home phone numbers and, later, making obscene phone calls to the numbers
  i. Using the e-mail system to provide addresses or other personal information to any third party that others may use inappropriately

19. System users should understand their role and responsibility in the proper use of the District’s electronic mail. These include (but are not limited to) the following:

- a. Messages for the -Everyone or “Campus” distribution lists must directly relate to the instructional or administrative processes of the District or that campus. Acceptable messages include notifications of school-related functions and activities, administrative communiqué, notices of meetings/workshops, or award/honor/accolade announcements.
  
- b. Any non-instructional message, such as -for sale or -personal ad messages should be posted using the -Classifieds distribution list. This will post the message in the Public Folders, which are available to all e-mail users. *(NOTE: This is a benefit for Cedar Hill ISD personnel only and may not be used by other individuals, organizations, or businesses for the purpose of solicitation.)*
  
- c. Address messages to the most appropriate audience, not the widest. (Carefully evaluate whether an announcement or request should be addressed to only your campus and not the entire district.)

20. System users must purge electronic mail in accordance with established retention guidelines.

21. System users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the District or school, whether or not that was the user’s intention.

**NETWORK**

22. System users shall not erase, rename, or make unusable
HARDWARE, AND SOFTWARE GUIDELINES

23. System users shall not let other persons use their name, logon, password, or files for any reason (except for authorized District personnel).

24. System users shall not use or try to discover another user’s password.

25. System users shall not use the District’s computers or networks for any non-instructional or non-administrative purpose (examples: games or activities for personal profit) during active hours of employment.

26. System users shall not use a computer for unlawful purposes such as, but not limited to, the illegal copying or installation of software.

27. System users shall not copy, change or transfer any software or documentation provided by the District without permission from authorized District personnel.

28. System users shall not write, produce, generate copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan Horse, or similar name.

29. System users shall not deliberately use the District’s computer or network to annoy or harass others with language, images, or threats. System users shall not deliberately access or create any obscene or objectionable information, language, or images.

30. System users shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources.

31. System users shall not tamper with or relocate computers, networks, printers, IP phones or other associated equipment except as directed by District technology department.

32. System users shall not take home technology equipment (hardware or software) unless they have written permission from authorized District personnel.

33. Students and employees who access the District system from personal computers are subject to these procedures. This includes the Internet and e-mail.

34. System users shall not delete district-related files from their hard drive or personal network drive upon resignation or retirement. Authorized District personnel will oversee the purging of all district-related files.

35. Upon resignation or retirement, system users shall return to the Technology Department all software and hardware purchased by the District, but checked out to the user. Hardware may include, but is not limited to, laptops, digital cameras, wireless keyboard/mouse, scanners, camcorders, printers, DVD players, or CD players.

NETWORK ETIQUETTE

System users are expected to observe the following network etiquette:

1. Be polite; messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited. Do remember that humor and satire is very often misinterpreted.

3. Carefully proofread and critically consider all communication with respect to proper grammar and word choice to promote clear, unambiguous communication.

4. Pretending to be someone else when sending/receiving messages is considered inappropriate.

5. Transmitting obscene messages or pictures is prohibited.

6. Using the network in such a way that would disrupt the use of the network by other users is prohibited.

7. All communications and information accessible via the network should not be assumed to be private property.

VANDALISM

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

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences. [See Student Code of Conduct]

FORGERY PROHIBITED

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

INFORMATION CONTENT/THIRD-PARTY SUPPLIED INFORMATION

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

A student who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising teacher.

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

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

PARTICIPATION IN SOCIAL NETWORKING

Students are prohibited from participating in any social networking websites, chat rooms or newsgroups. Such participation is permissible for employees for educational and
WEBSITES, CHAT ROOMS, NEWSGROUPS

Employees participating in social networking websites, chat rooms, or newsgroups using District electronic resources should assume that all content shared, including pictures, is public.

DISTRICT WEBSITE

The District will maintain a District website for the purpose of informing employees, students, parents, and members of the community of District programs, policies, and practices. Requests for publication of information on the District website must be directed to the designated webmaster. The technology director and the District webmaster will establish guidelines for the development and format of webpages controlled by the District.

No personally identifiable information regarding a student will be published on a website controlled by the District without written permission from the student's parent.

No commercial advertising will be permitted on a website controlled by the District.

SCHOOL OR CLASS WEBPAGES

Schools or classes may publish and link to the District’s website pages that present information about the school or class activities, subject to approval from the webmaster. The campus principal will designate the staff member responsible for managing the campus’s webpages under the supervision of the District webmaster. Teachers will be responsible for compliance with District rules in maintaining their class webpages. [See Webpage Guidelines]

EXTRA-CURRICULAR ORGANIZATION WEBPAGES

With the approval of the District webmaster, extracurricular organization may establish linked to a campus or District website; however, all material presented on the webpages must relate specifically to organization activities and include only student-produced material. The sponsor of the organization will be responsible for compliance with District rules for maintaining the webpages.

PERSONAL WEBPAGES

District employees will not be permitted to include hyperlinks on the campus websites or teacher webpages to personal webpages or personal social networking sites without permission of the District webmaster.

TERMINATION/ REVOCATION OF SYSTEM USER ACCOUNT

Termination of an employee's or a student's access for violation of District policies or regulations will be effective on the date the principal or District director receives notice of student withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

DISCLAIMER

The District's system is provided on an "as is, as available" basis. The District does not make any warranties, whether express or implied, including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The District does not warrant that the functions or services performed by, or that the information or software contained on the system will meet the system user's requirements, or that the system will be uninterrupted or error free, or that defects will be corrected.
District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions.

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

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

COPYRIGHT

The use of District technology in violation of any law, including copyright law, is prohibited.

COMPLIANCE

Copyrighted or licensed software or data may not be placed on any system connected to the District's system without permission from the holder of the copyright or license. Only the copyright or license owner, or an individual the owner specifically authorizes, may upload copyrighted or licensed material to the system.

No person will be allowed to use the District's technology to post, publicize, or duplicate information in violation of copyright law. The technology director will use all reasonable measures to prevent the use of District technology in violation of the law.
ALMA MATER

Dear Cedar Hill our Red and White
Our Faith and Loyalty we proclaim
As time goes by and others follow us
Our deed of honor will remain
Dear school we love, our hearts grow warm
With every thought of friends made here.
And through the years though we may travel far,
Our hearts remain in Cedar Hill.

Cedar Hill ISD MISSION STATEMENT

The mission of Cedar Hill Independent School District, as the leader in world class education, is to develop confident leaders with the character, knowledge and skills to excel in any endeavor they pursue; this will be accomplished through master educators utilizing relevant and innovative curricula, a commitment to engage families and the community as educational partners and advocates, supported by premier facilities and operations.

CHHS MISSION STATEMENT

Through classroom technology, rigorous instruction, hard work, and focused dedication, Cedar Hill High School produces scholars ready for the demands of high school, college, and career.

Cedar Hill ISD VISION STATEMENT

Cedar Hill ISD will be a premier district providing our community with a world-class education system.

CHHS VISION STATEMENT

The vision of Cedar Hill High School is to develop successful high school and college graduates who will serve as the next generation of leaders in our country. Cedar Hill High School ensures students are on a path to college starting in the 9th grade. We believe all children, regardless of race, background, or socioeconomic status can achieve at high levels. Through a structured, disciplined and academically rigorous environment, our students will be prepared to live a life of scholarship, independence, and honor. By exposing students to life’s opportunities, urgently pursuing rigorous academic goals, and laying the foundations for focused dedication, our students will be prepared to succeed in college and beyond.
CHHS School Philosophy

The philosophy and educational program at Cedar Hill High School are founded on three core values:

1. **All students have the ability to achieve academic success**

Core to our mission, we hold the unequivocal belief that all children, regardless of race, socioeconomic status, or incoming academic placement can achieve at high levels when provided with the appropriate structures and supports. It is the fundamental right of all children in this country to receive a high-quality, free, public education.

2. **Quality teachers, with a focus on data and reflection, drive exceptional results.**

We must invest in exceptional teachers to achieve exceptional results. Though our mission, curriculum and school culture are the foundation from which our students will excel, we must recruit, support, and retain the nation’s highest quality teachers. We firmly believe that this investment is critical to the success of our students.

3. **A culture of respect and discipline is core to student success.**

A highly disciplined school environment allows students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff explicitly teach values like respect, integrity, and hard work. Through clear rules and constant positive reinforcement, all Cedar Hill students learn to take responsibility for themselves, their school, and their community.

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**Scholar Pledge**

I am a conqueror of my surroundings, my situations and the academic demands that will be presented to me today. I am the regulator of my thoughts and behavior. I am a scholar, a person of integrity, and a gifted individual. I will commit to hard work and focused dedication. I am a student at Cedar Hill High School.
Cedar Hill High School Thirteen Non-Negotiable Rules and Regulations

Each student and staff member must respect the following rules:

1. Attend school daily and come on time. Detention will be enforced.

2. Wear clothing properly (belt, no pegged pants, pants on hips, shirts tucked).

3. Move quickly from class to class, enter classrooms quietly, take your assigned seat, and begin work immediately. No bathroom/hall passes are given during the first 15 minutes or the last 15 minutes of the period.

4. No physical distractions (extreme hair styles).

5. Be prepared to work every day. Bring a large loose-leaf notebook, assignment notebook, pens, pencils, rulers, protractors, and other supplies required for your classes.

6. Complete homework as assigned. There is homework help during lunch and after school.

7. Students are prohibited from consuming food, drinks, and snacks outside of the cafeteria.

8. Do not bring cards, gambling paraphernalia, video/sound recording devices, games, beepers, laser pens, other electronic devices and/or items not related to academic instruction. These items will be confiscated.

9. Do not engage in physical or verbal abuse. Learn to disagree without being disagreeable. Mediation is available for disagreements. Do not fight.

10. Respect CHHS. Do not write graffiti or otherwise deface any part of the building, books, or other school equipment and property.

11. Show your student CHHS Photo ID card to any adult in the building who requests it.

12. Wear the CHHS Dress uniform daily, except on CHHS sanctioned special event days.

13. No weapons or drugs of any kind.

XXIV
CORE BELIEFS AND ATTITUDES of CHHS STUDENTS

FOCUS ON HIGH SCHOOL, COLLEGE, AND CAREER

We believe that high school, college and career preparation starts immediately upon enrollment. Every student at Cedar Hill will understand that their hard work and focused dedication will prepare them to attend, succeed in and graduate from high school and college. College is infused in every facet of the school: from classrooms named after staff alma maters to college field lessons.

INTENSE FOCUS ON LITERACY, TECHNOLOGY, AND MATH

Studies show that success in literacy, technology and math in high school are the strongest predictors of success in college. Cedar Hill students spend extensive time in all three core areas – EVERY DAY!

TUTORING FOR ALL STUDENTS

The academic expectations are rigorous at Cedar Hill High School. Many students will enter 10th grade performing significantly behind grade level, and even those students who start on grade level are likely to struggle somewhere along their path to college. As a result, Cedar Hill High School provides small group and/or individual tutoring for struggling students. All students participating in extra-curricular activities must attend tutorials before attending practice, if needed. Much of this tutoring time is built into the academic school day through Pull-outs. Additional tutoring for struggling students will be available before/after school.

HIGH BEHAVIORAL EXPECTATIONS

We firmly believe that learning cannot occur in chaos. All students at Cedar Hill are held to high behavioral expectations. A detailed Code of Conduct, with a reward and punishment system, is adhered to in all classrooms. The highest performing schools in the country continue to prove that students learn best in a structured and consistent environment. We also believe good behavior should be explicitly taught and rewarded. Staff should go out of the way to recognize students who exhibit positive and scholarly behavior.

FREQUENT COMMUNICATION WITH PARENTS

At Cedar Hill High School, we believe parents are critical partners in their student’s education. Parents/guardians receive weekly progress reports detailing student behavior and academics. Grade level deans contact families, at minimum, once every two weeks to discuss how their students are progressing. Additionally, it is our policy to respond to all non-emergency phone calls and emails within 24 hours of receipt.
CHISD Board of Trustees’ Goals and Priorities

The Goals and Priorities of the CHISD Board of Trustees are:

- Become a world-class district.
- Design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement.
- Recruit, develop and retain highly qualified employees in an environment that embraces diversity.
- Build the fund balance to be 25% of the General Fund budget.
- Align the budget process to achieve district goals.
- Expect, promote and support a safe and orderly learning environment.

Statement of Values

The foundation for the vision and mission of Cedar Hill ISD are the Six Pillars of Character. They shape who we are, what we do and how we educate our students.

**Trustworthiness:** Our students, parents and community can count on us to conduct ourselves to high ethical standards.

- Honesty
- Integrity
- Reliability
- Loyalty

**Respect:** We treat our students, parents and community as they want to be treated.

- Civility
- Courtesy
- Decency
- Dignity
- Autonomy
- Tolerance
- Acceptance

**Responsibility:** We understand our role in ensuring the success of all our students.

- Accountability
- Pursuit of Excellence
- Self-restraint

**Fairness:** Our decisions conform to established rules that are free from self-interest, prejudice, and favoritism.

- Process
- Impartiality
- Equity

**Caring:** We serve the needs of our students, parents and community with warm consideration and concern.

**Citizenship:** We are dedicated to making our schools, our country and the world better than they are today.
Cedar Hill High School & Ninth Grade Center
Bell Schedule
2015-2016

School Day: 8:15am – 3:45pm
Doors Open: 7:45am

<table>
<thead>
<tr>
<th>Period 1</th>
<th>8:15am – 9:09am</th>
<th>54 min.</th>
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</thead>
<tbody>
<tr>
<td>Period 2</td>
<td>9:14am – 10:09am</td>
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<tr>
<td>Period 3</td>
<td>10:14am – 11:08am</td>
<td>54 min.</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:13am – 12:48pm</td>
<td>(See below.)</td>
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<table>
<thead>
<tr>
<th>A Lunch</th>
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<th>C Lunch</th>
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<tbody>
<tr>
<td>Class 12:18 – 12:48</td>
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<td>(Class time = 65 min.)</td>
<td>(Class time = 60 min.)</td>
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<table>
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<tr>
<td>Period 7</td>
<td>2:51pm – 3:45pm</td>
<td>54 min.</td>
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XXVII
Cedar Hill High School & Ninth Grade Center
Early Release Bell Schedule
2015-2016

School Day: 8:15am – 12:15pm

Doors Open: 7:45am

<table>
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<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
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<td>Period 3</td>
<td>9:52am – 10:35am</td>
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<td>10:40am – 12:15pm</td>
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<tr>
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<td>11:10 – 12:15</td>
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Early Dismissal Bell
12:15 PM
*SUBJECT TO CHANGE
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<td>Wendy</td>
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<tr>
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<td>Ruth</td>
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<td>Rader</td>
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<td>Latoya Food Science / Volleyball</td>
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<td>Penny Data Specialist</td>
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<td>Smith</td>
<td>Sonja Human Groth/Prin of Hosp</td>
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<td>Bob Physics</td>
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PREFACE

To Students and Parents:

Welcome to school year 2015–2016! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

Section I—REQUIRED NOTICES AND INFORMATION FOR PARENTS—with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook; and

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

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

Both students and parents should become familiar with the Cedar Hill Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

The student handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect student handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between board policy or the Student Code of Conduct and any provisions of the student handbook, the provisions of board policy or the Student Code of Conduct that were most recently adopted by the board are to be followed.

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

Please note that references to policy codes are included so that parents can refer to current board policy.

XXXVIV
SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Cedar Hill High School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

STATEMENT OF NONDISCRIMINATION

In its efforts to promote nondiscrimination, Cedar Hill ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Ms. Shana Nix, 285 Uptown Blvd, Building 300, Cedar Hill, Texas, 75104, 972-291-1581.

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Holly Cunningham, Executive Director of Special Education, 285 Uptown Blvd, Building 300, Cedar Hill, Texas, 75104, 972-291-1581.

- All other concerns regarding discrimination: See the superintendent, Mr. Orlando Riddick, 285 Uptown Blvd, Building 300, Cedar Hill, Texas, 75104, 972-291-1581.

PARENTAL INVOLVEMENT

Working Together

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

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

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

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

- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
• Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.

• Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling on page 26 and Academic Programs on page 15.]

• Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 469-272-2000 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 66.]

• Becoming a school volunteer. For further information, see policies at GKG and contact the campus principal’s office.

• Participating in campus parent organizations. Parent organizations include: Parent Student/Teacher Association, Band Boosters, Choir Boosters, Athletic Boosters and Drill Team Boosters.

• Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact school secretary.

• Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council on page 51]

• Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

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

• Political affiliations or beliefs of the student or the student’s parent.

• Mental or psychological problems of the student or the student’s family.

• Sexual behavior or attitudes.

• Illegal, antisocial, self-incriminating, or demeaning behavior.

• Critical appraisals of individuals with whom the student has a close family relationship.
• Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
• Religious practices, affiliations, or beliefs of the student or parents.
• Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

—Opting Out of Surveys and Activities
As a parent, you have a right to receive notice of and deny permission for your child’s participation in:
• Any survey concerning the private information listed above, regardless of funding.
• School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
• Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Limiting the Display of a Student’s Artwork and Projects
As a parent, if you do not want your child’s artwork, special projects, photographs, and the like to be displayed on the district’s Web site, in printed material, by video, or by any other method of mass communication, you must notify the principal in writing.

Requesting Professional Qualifications of Teachers and Staff
You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
Reviewing Instructional Materials
As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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

Accessing Student Records
You may review your child’s student records. These records include:
- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
[See Student Records on page 8.]

Granting Permission to Video or Audio Record a Student
As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:
- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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

Excusing a Student from Participating in the Pledges to the U.S. and Texas Flags
As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See Pledges of Allegiance and a Minute of Silence on page 65 and policy EC (LEGAL).]

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

Requesting Limited or No Contact with a Student through Electronic Media
Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.
Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as —sexting, will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Additional technology use expectations

1. If a student posts a picture of another student (without permission) during school hours, the student that posted the picture may receive disciplinary actions by the school.

2. If a student posts something on social media and it creates a problem during the school day or interferences with any school related activity, the student that posted the original statement or those making fueling comments may receive disciplinary actions.

Requesting Notices of Certain Student Misconduct

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

Requesting Transfers for Your Child

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the campus principal and superintendent to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. [See policy FDB.]

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

- To request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policies FDB (LEGAL) and (LOCAL).]
OTHER IMPORTANT INFORMATION FOR PARENTS

Admission/Residency Requirements
CHISD shall admit into the schools all persons who are over five and not over twenty-one years of age on September 1 of the scholastic year if such a person and his parent/guardian or person having lawful control resides within the district. Tex. Ed. Code §25.001 (b). Proof of residency will be required of all
students/families annually. The residence of parent(s) determines the attendance zone of minor students. Parents who live outside the boundaries of the CHISD have their school rights in the district where they live and not in Cedar Hill. A parent living in the school district in the role of a joint managing, sole managing, or possessor conservatorship may send their child to CHISD. Also, a minor living with a natural parent or court-approved guardian within the district may attend CHISD. The child may be enrolled for 30 days or until the guardian has a court date set by a District Judge if guardianship is pending. If the student lives within the boundaries of the CHISD and the parent or legal guardian does not, the student may not attend a Cedar Hill district school. Any exception has to be obtained through a power of attorney from the superintendent before a student can be admitted to Cedar Hill Schools. Before a student is allowed to enroll at Cedar Hill High School, parents must present proof of residency and other pertinent, required papers. Education Code 25.002(d) requires the district to inform the parent or other person enrolling the child that presenting false information or records is a criminal offense. If a person knowingly falsifies information on an enrollment form or submits false documents, that person is subject to civil [Tex. Educ. Code 25.001(h)] and criminal penalties [Tex. Penal Code 37.10.].

Parents of Students with Disabilities
Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Special Programs on page 71 and contact Holly Cunningham, Executive Director of Special Education, 285 Uptown Blvd, Building 300, Cedar Hill, TX 75104, 972-291-1581 x4055, 972-291-9739 (fax).

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

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

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

If the district determines that the evaluation is not needed, the district will provide
the parent with prior written notice that explains why the child will not be
evaluated. This written notice will include a statement that informs the parent of
their rights, if they disagree with the district. The district is required to give
parents the Notice of Procedural Safeguards—Rights of Parents of Students
with Disabilities.

Additional information regarding the Individuals with Disabilities Education
Act (IDEA) is available from the school district in a companion document, A
The following Web sites provide information to those who are seeking
information and resources specific to students with disabilities and their
families:
■ Texas Project First, at http://www.texasprojectfirst.org/

The designated person to contact regarding options for a child experiencing
learning difficulties or a referral for evaluation for special education is Holly
Cunningham, Executive Director of Special Education, 285 Uptown Blvd,
Building 300, Cedar Hill, TX 75104, 972-291-1581 x4055, 972-291-9739 (fax).

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

Accommodations for Children of Military Families
Children of military families will be provided flexibility regarding certain district
requirements, including:
■ Immunization requirements.
■ Grade level, course, or educational program placement.
■ Eligibility requirements for participation in extracurricular activities.
■ Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to
leave or deployment activities may be excused by the district.

Student Records
Both federal and state laws safeguard student records from unauthorized
inspection or use and provide parents and eligible students certain rights. For
purposes of student records, an —eligible student is one who is 18 or older OR
who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is
given a copy of a court order terminating parental rights. Federal law
requires that, as soon as a student becomes 18 or is emancipated by a
court, control of the records goes to the student. The parents may continue
to have access to the records, however, if the student is a dependent for tax
purposes.

- District staff members who have what federal law refers to as a —legitimate
educational interest— in a student’s records. —Legitimate educational interest—
in a student’s records includes working with the student; considering
disciplinary or academic actions, the student’s case, or an individualized
education program for a student with disabilities; compiling statistical data;
or investigating or evaluating programs. Such persons would include school
officials (such as board members, the superintendent, and principals),
school staff members (such as teachers, counselors, and diagnosticians), or
an agent of the district (such as a medical consultant).

- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks
or intends to enroll or in which he or she subsequently enrolls.

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

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

Records may be inspected by a parent or eligible student during regular school
hours. If circumstances prevent inspection during these hours, the district will
either provide a copy of the records requested or make other arrangements for
the parent or student to review these records. The records custodian or
designee will respond to reasonable requests for explanation and interpretation
of the records.

The addresses of the principals’ offices are:
Cedar Hill High School, 1 Longhorn Blvd., Cedar Hill, Texas 75104

A parent (or eligible student) may inspect the student’s records and request a
correction if the records are considered inaccurate or otherwise in violation of the
student’s privacy rights. If the district refuses the request to amend the records,
the requestor has the right to request a hearing. If the records are not amended
as a result of the hearing, the requestor has 30 school days to exercise the right
to place a statement commenting on the information in the student’s record.
Although improperly recorded grades may be challenged, contesting a student’s
grade in a course is handled through the general complaint process found in
policy FNG (LOCAL). [See Report Cards/Progress Reports and Conferences
on page 66 and Appeal Process on page 17 for an overview of the process.]
Copies of student records are available at a cost of ten cents per page, payable
in advance. If the student qualifies for free or reduced-price lunches and the
parents are unable to view the records during regular school hours, one copy of
the record will be provided at no charge upon written request of the parent.
The district’s policy regarding student records found at FL (LOCAL) is available
from the principal’s or superintendent’s office.
The parent’s or eligible student’s right of access to and copies of student records
do not extend to all records. Materials that are not considered educational
records—such as a teacher’s personal notes about a student that are shared
only with a substitute teacher—do not have to be made available to the parents
or student.

Address/Telephone Number Changes
Students, who change their residence, mailing address or telephone number
after enrollment, must report the change to the registrar’s office immediately so
that records may be corrected. A copy of the most recent utility bill (gas, electric
or water) must be provided to change an address. Phone numbers must be kept
current. Failure to make adequate changes may result in delayed receipt of
pertinent student information.

Directory Information
The law permits the district to designate certain personal information about
students as —directory information.‖ This —directory information‖ will be released
to anyone who follows procedures for requesting it.
However, release of a student’s directory information may be prevented by the
parent or an eligible student. This objection must be made in writing to the
principal within ten school days of your student’s first day of instruction for this
school year.

Release of Student Information to Military Recruiters and Institutions of
Higher Education
The district is required by federal law to comply with a request by a military
recruiter or an institution of higher education for students’ names, addresses, and
telephone listings, unless parents have advised the district not to release their
child’s information without prior written consent. A form has been attached for
you to complete if you do not want the district to provide this information to
military recruiters or institutions of higher education.
Please note:
Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records.

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

Parent access is available online, see school receptionist for an application.

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Cedar Hill High School at 469-272-2000.

ABSENCES / ATTENDANCE

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

Compulsory Attendance – TEC 25.085

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

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

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

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

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

If the student is over age 18, the student’s parents shall not be subject to
penalties as a result of their child’s violation of state compulsory attendance law.
[See FEA(LEGAL) and pages 11-14]

**Exemptions to Compulsory Attendance**

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

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

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

**Attendance for Credit – TEC 25.092**

To receive credit in a class, a student must attend at least 90 percent of the days
the class is offered. A student who attends at least 75 percent but fewer than 90
percent of the days the class is offered may receive credit for the class if he or she
completes a plan, approved by the principal that allows the student to fulfill the
instructional requirements for the class. If a student is involved in a criminal or
juvenile court proceeding, the approval of the judge presiding over the case will
also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not
completed a plan approved by the principal, then the student will be referred to the
attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC] This equals nine absences per class for the fall semester, and ten absences per class for the spring semester. On the 10th absence for the fall and the 11th absence for the spring, whether excused or unexcused, students will be expected to serve an attendance school for day(s) missed. If no attempt is made to serve these attendance schools, the attendance appeal may be denied.

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

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

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

(STUDENTS MUST ARRIVE AND ENTER THROUGH DOOR (11) BEFORE
7:50 AM)

- One four-hour day of attendance school will equal one day. (Even one
class is required to serve a four-hour day attendance school.)
- Students must be prepared to work on four hours of course work.
- It is the student's responsibility to know when he/she has accumulated 9
or more absences to any class.
- Attendance school students will be charged an administrative fee of $10
per four-hour day for the attendance school. If the fee creates a financial
hardship and discourages the student from attending attendance school,
parents may inquire with the attendance secretary about waiver of the fee.
- Additional attendance school options may be added and announced
throughout the school year at the principal's or attendance committee's
discretion.

All attendance schools will be served in designated areas from 8:00 a.m. - 12:00
p.m. Students must stop by the attendance office and pay for each session at
least one day ahead of time. No-shows forfeit registration fee. No lunch is
served on Saturday. You must bring something to eat! Students must have their
current school ID and must be on time in order to enter. The expectation is that
students will work on school related material during this time. If removed for any
reason, the student will not receive credit for attending and will be reported to the
appropriate assistant principal.

- Attendance schools will be held on the following Saturdays:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17, 2015</td>
<td>March 05, 2016</td>
</tr>
<tr>
<td>October 24, 2015</td>
<td>April 02, 2016</td>
</tr>
<tr>
<td>October 31, 2015</td>
<td>April 09, 2016</td>
</tr>
<tr>
<td>November 07, 2015</td>
<td>April 16, 2016</td>
</tr>
<tr>
<td>November 14, 2015</td>
<td>April 23, 2016</td>
</tr>
<tr>
<td>December 05, 2015</td>
<td>April 30, 2016</td>
</tr>
<tr>
<td>December 12, 2015</td>
<td>May 07, 2016</td>
</tr>
<tr>
<td></td>
<td>May 14, 2016</td>
</tr>
</tbody>
</table>

College Days

Junior and Senior students are allowed two full school days to visit a college of
their choice. Students will be allowed (2) days their 11th grade year and (2) days
their 12th grade year. A college visitation day will not count against perfect
attendance, exam exemptions, or credit denial if (1) the student satisfactorily
completes the school work missed the day of the absence and (2) documentation
verifying the visit is submitted to the high school attendance office within three
days of the absence. However, students should not take college trips one day prior to any official district holiday, spring break as well as during state, national and local testing. The documentation from the college must include the student’s name and the date of the visit.

Parent’s Note after an Absence
When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older. Anytime documentation is not received in the attendance office, after an absence, the absence will be recorded as unexcused.

Doctor’s Note after an Absence for Illness
Upon return to school, a student absent for more than five consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. [See FEC (LOCAL).]

Driver License Attendance Verification
To obtain a driver license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus attendance office.

Academic Programs
The school’s counselors provide students and parent’s information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

AP/Honors Guidelines
Any student that has not passed the End of Course exam in the subject area in which the Advance Placement course is being offered will not be eligible for the course. In order for a student to receive the Advance Placement weight for grade point average purposes the student must take the Advance Placement exam for the course. These guidelines will insure maximum opportunity for success in these courses.

1. Students that have failed the EOC, failed a course or finished with a final average of less than 80% will need to receive administrative permission to register for honors or advanced placement classes in that subject area.

2. Students that are registered for honors or advanced placement classes will be required to maintain a 75 or higher average. If a 75 average is not maintained, they will be placed on probation for that particular class. Parents will be notified and a letter will be sent home.

3. Students that have a failing grade in an advanced placement or honors class during progress reports will be placed on probation for that particular class.

4. Students that fail an advanced placement or honors class during a marking period, may be immediately removed and placed in a different class.
ADVANCED ACADEMICS / GIFTED AND TALENTED PROGRAM

Students who have been nominated for the Gifted and Talented Program and have met the criteria are enrolled in the Advanced Academics Program with other high achieving, highly motivated students. Students in the AA/GT Program are provided a differentiated curriculum that includes depth and complexity beyond the regular curriculum in the four core areas—Reading/English Language Arts, Math, Social Studies, and Science. AA/GT students are clustered in grades K-12. Nominations for the Gifted and Talented Program may be made at any time by parents, students, teachers, administrators, and community members.

AWARDS AND HONORS - LETTER JACKETS

No student shall receive more than one jacket or blanket during his/her high school career for participation in interscholastic UIL activities or receiving an academic honor.

Academic Jackets

Students with a grade average of 90 or above with no course average grade lower than a 70 in a grading period will be named to the Honor Roll. Students making the Honor Roll all six grading periods with in one academic year will be eligible for an academic jacket. Students may purchase a letter jacket through the front office.

Extra-curricular Jackets

Each UIL interscholastic activity has criteria that must be met for the student to earn an award.

ACTIVITIES/CLUBS AND ORGANIZATIONS

List of Clubs and Organizations

Cedar Hill High School provides an opportunity for involvement in many clubs and organizations. The following groups are recognized and may be active at Cedar Hill High School:

<table>
<thead>
<tr>
<th>Club</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronomy</td>
<td>Society of Fine Arts Students (SOFAS)</td>
</tr>
<tr>
<td>Business Professional Association (BPA)</td>
<td>French Club</td>
</tr>
<tr>
<td>Debate</td>
<td></td>
</tr>
<tr>
<td>Distributive Education Clubs of America (DECA)</td>
<td>Spanish Club</td>
</tr>
<tr>
<td>Fellowship of Christian Athletes (FCA)</td>
<td>Spanish National Honor Society</td>
</tr>
<tr>
<td>Future, Career and Community Leaders of America (FCCLA)</td>
<td>Student Council</td>
</tr>
<tr>
<td>Criminal Justice Students Association</td>
<td>Students Against Drinking or Drugs</td>
</tr>
<tr>
<td>(CJSA)</td>
<td>(SADD)</td>
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<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>Health Occupations Students of America (HOSA)</td>
</tr>
<tr>
<td>Longhorn Pride</td>
<td>Gay Straight Alliance (GSA)</td>
</tr>
<tr>
<td>Dungeons &amp; Dragon Club</td>
<td>Texas Association of Future Educators (TAFE)</td>
</tr>
<tr>
<td>French Honor Society</td>
<td>Athletic Booster Club</td>
</tr>
<tr>
<td>Drama Club</td>
<td>SLAM</td>
</tr>
<tr>
<td>Choir Council</td>
<td>Sacred Sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cheerleaders</th>
<th>Class Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highstepper Drill Team</td>
<td>UIL Literary and Academic Contests</td>
</tr>
<tr>
<td>Student Council</td>
<td>Club Officers</td>
</tr>
<tr>
<td>One Act Play</td>
<td>UIL and TMEA Band Contests</td>
</tr>
<tr>
<td>UIL and TMEA Choir Contest</td>
<td>Inspirational Choir</td>
</tr>
<tr>
<td>ROTC Drill Team</td>
<td>Chess Club</td>
</tr>
</tbody>
</table>

**Appeal Process:**

- Parents and students that wish to appeal the decision made by the school may do so in a timely manner. The appeal process can be found on the Cedar Hill ISD website.

**BULLYING**

Cedar Hill Independent School District is committed to protecting its students from bullying of any type. We believe that all students are entitled to a safe, equitable, and bully-free school experience. Bullying will not be tolerated and shall be just cause for disciplinary action.

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

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.
Student conduct is considered bullying if the conduct:

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

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students. Cyberbullying is defined as willful harassment and/or intimidation of a person through the use of digital and/or electronic technologies.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible. Reports can be made at the front office of any CHISD school campus or via the CHISD smart phone app. The campus administration will investigate any formal reports of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Disciplinary action may be taken even if the conduct did not rise to the level of bullying.

Disciplinary options will be based on the individual incident(s) found as a result of the investigation and will be consistent with the CHISD Code of Conduct. Disciplinary action against a student who is found to be a victim of bullying and used reasonable self-defense in response to the bullying cannot be subject to disciplinary action.

Consequences and appropriate remedial actions for a student who engages in one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension and/or expulsion.

Intervention services will be available to students determined to be victims, witnesses, and/or perpetrators of bullying. Intervention services may include, but are not limited to: school counseling services to assist in maintaining school success, information regarding additional resources for parents, and printed material to assist with parent support at home. Training for students who have engaged in bullying behavior and their parents may be included in intervention services.

Cedar Hill Independent School District does not tolerate any form of bullying. If you suspect that your child is being bullied, remember to support your child and take action. Please also consider the following suggestions from the U.S. Department of Health & Human Services federal website Stop Bullying! ([http://www.stopbullying.gov/](http://www.stopbullying.gov/))

- First, focus on your child. Be supportive and gather information about the bullying. Tell your child you are concerned about him or her and ask questions.
• Contact your child’s teacher and/or principal. He or she will be in a good
position to understand the relationships between your child and other
peers at school

Additional information can be found in Cedar Hill ISD Board Policy FFI(LOCAL)
or Texas Education Code Chapter 37.

CAREER AND TECHNOLOGY COOPERATIVE PROGRAMS
The cooperative education programs are an all year program for junior (must be
16 years of age) and senior students. The cooperative education programs
combine occupational related classroom instructions and on-the-job training. A
cooperative effort by both the classroom teacher and the specific employer is
made to provide the student with job specific training, equipment, and a practical
application of skills through actual work experience. Students are paid equitable
wage rates for beginning employees. Employers evaluate individual student's
progress and adapt the instruction to meet the needs of the student while
covering all essential elements of the training program. All students must
complete an application for acceptance into the specific programs. Rules for
acceptance into cooperative education, which includes Business Education,
Family & Consumer Sciences Career Preparation, T & I Education, Career
Preparation I (TICP), and Marketing Education are based on the following
criteria: (1) regular attendance in school, (2) good disciplinary history, (3) specific
job placement in the occupations of the program, (4) maintaining passing grades,
and (5) teacher recommendations (minimum of 3 teachers). Cedar Hill ISD will
not discriminate on the basis of race, color, national origin, sex, handicap or lack
of English language skills for admission and participation in Career and
Technology classes. NOTE: It is the student’s responsibility to secure employment before the end of the second week of school.

CHECK ACCEPTANCE POLICY
For a check to be an acceptable form of payment it must include your current, full
and accurate name, date of birth, valid driver’s license number, address and
telephone number. In the event that a check written to a Cedar Hill Independent
School District campus, club, or organization is returned unpaid by your bank,
Cedar Hill Independent School District or its agent (CheckSmart Recovery)
will redeposit your check electronically. Additionally, you understand and agree
that we may electronically collect a returned check fee of $30.00 plus applicable
sales tax. The use of a check for payment is your ACKNOWLEDGEMENT and
ACCEPTANCE of this policy and its terms. You may reach CheckSmart
Recovery at (888) 851-6634.
CHILD SEXUAL ABUSE / MALTREATMENT OF CHILDREN

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

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Two members of each graduating class shall be honored as valedictorian and salutatorian. The following selection guidelines shall apply:

- The valedictorian shall be the graduate with the highest weighted grade point average and who has met all related criteria.
- The salutatorian shall be the graduate with the second highest weighted grade point average and who has met all related criteria.
- A student shall complete the last four consecutive semesters (fall/Spring) in the District to compete for valedictorian and/or salutatorian honors. See Board Policy EIC (Local)

A student who completes the high school program requirements in fewer than four years shall be ranked in the class with which he/she actually graduates and shall be eligible for all honors including valedictorian and salutatorian. In the event that an early graduate earns valedictorian honors, the early graduate shall be designated as valedictorian, and the four-year graduate who would have been valedictorian shall be designated as co-valedictorian. In the event that an early graduate earns salutatorian honors, the early graduate shall be designated as salutatorian and the four-year graduate who would have been salutatorian shall be designated as co-salutatorian.

For two school years following their graduation, district graduates who rank in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas. Students and parents should contact the student’s counselor for further information about the application process and deadlines.

The District shall recognize at the graduation ceremony the students in the graduating class with the ten highest class ranking, including valedictorian and salutatorian, who completed the last four consecutive semesters in the District.
[For further information, see policies at EIC.]

CLASS SCHEDULING
1. Schedule changes that are student/parent requested for H/Pre-AP/AP to Regular must be made within the 1st 4 weeks of each semester.
2. Students’ schedules may be subject to an administrative change under the following conditions:
   a. Failure of a required course.
   b. Change due to balancing of class sections.
   c. Scheduling error.
   d. Change because of credit earned in summer school.
   e. Change as a result of a student’s being elected to or being assigned by the administration to an activity within the school.
   f. Change which allows a student to graduate in a particular year.
   g. Change due to inappropriate placement or the failure to meet eligibility criteria.
3. Grade weights will be based on class placement at the end of the semester.
4. After school begins, elective class changes are not permitted without administrative approval.

Before a student is permitted to change a course, he/she must submit a written request signed by the parent, guardian, or the adult student. If the administrator approves, the student may change from the course in accordance with the following procedures.

1. When an equivalent course exists, grades will be merged and averaged for a student who changes a course before the end of the 6th week of the semester.
2. A grade of —0— shall be recorded on the cumulative record of a student who drops a course after the 7th week of a semester when no equivalent course exists.
3. The placement of the student who drops a course is left to the discretion of the administrator. REQUESTS FOR SCHEDULE CHANGES ARE NOT AUTOMATICALLY APPROVED.

Note—if a student drops a course after the third week of the six weeks with a failing grade, UIL Eligibility Rules apply.

CLOSED CAMPUS
Cedar Hill High School operates a closed campus. Once the student arrives at school, he/she remains on campus until his/her regular dismissal time. If circumstances arise where a student has a legitimate reason to leave early, he/she must receive permission from an administrator and sign out in the attendance office.
COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Advanced/Distinguished Achievement Program;

- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

COLLEGE CREDIT COURSES

The dual enrollment program at CHHS is a cooperative effort with the Dallas County Community College District. Students who meet college eligibility criteria may participate in the program. Successful completion of the program will allow students to receive high school credit and college hours for the courses taken. Class sizes must be taken into consideration. Thirty students will be considered as a full class and enrollment will be closed to additional students unless another section can be opened. Students seeking dual credit enrollment should take THEA and/or Cedar Valley Placement test prior to the semester in which they plan to enroll.

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher’s supervision and for approved purposes only.

Students and their parents should be aware that e-mails using district computers are not private and will be monitored by district staff. [For additional information, see policies at CQ (LEGAL).]

CONDUCT

Applicability of School Rules

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

To achieve the best possible learning environment for all students, the **Student Code of Conduct** and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

**Prohibited Miscellaneous Items and Prohibited Activity**
Chains, laser pointers, lighters, matches, e-cigarettes, e-vapors, skateboards, toys, balls, playing cards, dice, dominoes, headphones, Bluetooth devices, electronic games, duffle bags, more than one (1) backpack, and like items are not allowed on the campus. All knives are prohibited at school or any school-related function. The prohibited item will be picked up and returned to the parent upon request at the end of the school year. All items not picked up by the parent will be discarded at the end of the school year. **The school is not responsible for lost or stolen items that are picked up by the staff nor will the school be held responsible if such items are lost or stolen while in the student’s possession at school or at a school-related event and shall not investigate any report of such an item being lost or stolen.**

**Prohibited Selling of Products** (See Glossary p. 77). Students are not allowed to conduct personal non-academic business and/or sell any items at school to that can be consumed (ex. food/snacks/drinks, etc.). Items brought to school for purchase will be confiscated and disposed of. Students may be subject to disciplinary consequences accordingly.

**Cell Phone Policy**
Cell phones should only be used in following designated areas of the building;

1. Cafeteria area during the students' designated lunch time and hallways during the passing periods. Students may not receive or make calls on cell phones during this time. Student may use text messaging as a means of communication.

2. In an academic setting for instructional purposes with teacher permission. Under the Bring Your Own Device (BYOD) Policy students may be allowed to access and utilize their smart-phones for academic purposes.

3. Students are permitted to wear/use ear buds in one (1) ear only.

Due to the enormous time spent on stolen cell phones, the school will NOT investigate stolen cell phones. Their security and safe keeping is the sole responsibility of the student. Cedar Hill High School is not responsible for lost, or stolen or broken cell phones and will not pay for phones and any other electronic devices. If a student is using a cell phone outside of the above mentioned exceptions student will be subjected to the following consequences:
● Phone will be confiscated from the student. Failure to turn over phone will result in an immediate disciplinary consequence. Any disciplinary action will be in accordance with the Student Code of Conduct and will include confiscation of the device.

● A $15.00 administrative fee payable with cash or money order will be required when picking up these items. Students may pick these items up between the hours of 8:00-8:10 a.m. and 3:45-4:00 p.m. each school day. The money will go into the student activity fund. Habitual confiscation of these items may result in further disciplinary actions.

Cheating & Plagiarism (Academic Dishonesty)
Academic dishonesty (cheating or plagiarism) is not acceptable. Cheating is defined as the student using, giving, or receiving information or attempting to use, give, or receive information, which is not one's own (not allowed by the teacher) for the purpose of obtaining credit on an assignment. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit (a grade of zero) for the work in question, a lower conduct grade, and/or school disciplinary action according to the Student Code of Conduct.

School Functions
School rules apply to all school activities on or off school campuses. 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. Anyone leaving before the official end of the event will not be readmitted.

Detention Halls

● Lunch Detention Hall (30) minutes
These will be held Monday through Friday depending on the lunch period from 11:08 am – 12:48 p.m. The students assigned to this detention are expected to arrive in the designated room no later than (5) minutes after the lunch bell has sounded and must successfully complete the detention to receive credit for serving. Students will be able to eat lunch in this room while serving the detention. Unsuccessful students or failure to report will be reported to the appropriate assistant principal for insubordination consequences. The expectation is that students will work on school related material during this time.

● Teacher assigned Detention Hall
These will be held Tuesdays, Thursdays, and Fridays at the discretion of the teacher beginning at 3:45 p.m. Students will be expected to work on school related materials during this time. Any teacher assigned detention must be served with the assigning teacher or their designee. A parent will be notified regarding the times and dates of the detention by the assigning
teacher. If removed from detention for any reason, the student may be reported to the appropriate assistant principal.

In School Suspension (ISS)
ISS is a highly restrictive long-term classroom environment. It will mix its own curriculum with a daily academic curriculum from the general school environment. Students are responsible for getting all work and assignments from their teachers. The work can be secured the day before a student’s ISS placement starts. Students in ISS may not attend co-curricular activities (e.g., field trips) on the day of assignment.

Out of School Suspension (OSS)
Out-of-School Suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities. State law allows a student to be suspended for as many as three school days per behavior violation, with no limit on the number of times a general education student may be suspended in a semester or school year.

Disciplinary Alternative Education Program (DAEP)
The Disciplinary Alternative Education Program (DAEP) provides a highly structured and controlled academic setting with a focus on core curriculum, life/coping-skills, and guidance program. The goal is to assist high school students to be more successful when they return to the regular campus. Through learning responsibility for their actions and making short and long-range plans and goals, students will complete academics and earn the privilege to return to their regular school setting. Students will be assigned to the Discipline Alternative Education Program according to the discipline management plan procedures.

Credit will be given for all acceptable work completed at the DAEP. Grades for work completed at DAEP will be averaged with marking period grades earned on the home campus. Final grade submission will be the responsibility of the home campus classroom teacher to whom the student is assigned. Campus teachers will follow the campus grading timelines and procedures.

CONTAGIOUS DISEASES / CONDITIONS
To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the physician and inform the school nurse and/or principal.

Students excluded for reason of communicable disease shall be readmitted by one or more of the following methods, as determined by the local health authority or the TDSHS regional director if no local health authority has been appointed:

1. Submitting a certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs
or symptoms of a communicable disease or to the disease’s non-
communicability in a school setting.

2. Submitting a permit for readmission issued by a local health authority.

3. Meeting readmission criteria as established by the commissioner of health.

25 TAC 97.1(13), .7(c) See Policy FFAD (LEGAL)

CORRESPONDENCE COURSES

Students in grades 9-12 may earn a maximum of 2 credits required by the state for graduation through correspondence courses. Courses must be approved by the state and offered by the University of Texas at Austin or Texas Tech University. [19 TAC 75.163 (a) (b)] Correspondence courses cannot be used to gain eligibility for extracurricular activities. Students must have approval from the principal or designee to enroll in a correspondence course.

The student’s counselor will serve as course supervisor. Correspondence courses will count as regular courses in computing class rank unless the course is designated as an honors course. Seniors who are enrolled in correspondence courses to earn credit required for graduation must complete the course and submit the grade for recording at least thirty days prior to the graduation date in order to be eligible for graduation. [EEJC (LOCAL)]

COUNSELING

The CHHS Counseling staff may be contacted by calling 469-272-2000 to make appointments and to discuss records, grades, and academic plans.

Academic Counseling

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

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

Personal Graduation Plan

A principal of a high school shall designate a school counselor or school administrator to review PGP options with each student entering grade 9 together
with that student’s parent or guardian. The PGP options reviewed must include the distinguished level of achievement and endorsements.

Before the conclusion of the school year, the student and the student's parent or guardian must confirm and sign a PGP for the student that identifies a course of study that:

1. Promotes college and workforce readiness and career placement and advancement; and
2. Facilitates the student’s transition from secondary to postsecondary education.

The District may not prevent a student and the student's parent or guardian from confirming a PGP that includes pursuit of a distinguished level of achievement or an endorsement.

A student may amend the student’s PGP after the initial confirmation of the plan. If a student amends the student’s PGP, the school must send written notice to the student’s parents regarding the change. [For additional information, see your student’s counselor and policy EIF (LEGAL).]

**Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact their counselor via email or sign-up in the counselor’s office for an appointment.

**Psychological Exams, Tests, or Treatment**

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

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

**CREDIT BY EXAM—If a Student Has Taken the Course**

1. Students entering CHHS from home school or unaccredited private schools will have the opportunity to take the CBE's (free of charge) for verification of credit purposes into CHISD.
   a. An exam must be taken for each core course for which credit is being requested. (one exam per semester)
   b. A grade of 70 or above must be made on each semester CBE in order to verify credit.
c. One additional retake opportunity will be offered at the student's expense. The district will pay for the first placement CBE in each core subject area.

d. Students failing to earn credit through CBE will be required to take and pass the semester(s)/course(s) to earn credit.

2. All CBE documentation will be recorded on the student's official transcript.
   a. If the exam is passed with a 70 or above, the transcript will use the code "T" to identify the CBE taken, the grade(s) and credit earned.
   b. The passing grade(s) will be entered into the student's academic history and included in the calculation of the GPA and rank.
   c. If the exam is failed with a 69 or below, the transcript will use the code "T" to identify the CBE taken and "NG" for the grade(s) will not be included in the calculation of GPA and rank.

3. If a student fails to earn credit for a course during the regular school year and/or summer school one opportunity will be given to take the CBE at the student's expense.
   a. If the exam is passed with a 70 or above, the transcript will use the code "T" to identify the CBE taken, the grade(s) and credit earned.
   b. The passing grade(s) will be entered into the student's academic history and included in the calculation of the GPA and rank.
   c. If the exam is failed with a 69 or below. The transcript will use the code "T" to identify the CBE taken, reflects an "NG" for the grade(s), and the grade(s) will not be included in the calculation of the GPA and rank.
   d. No CBE retakes will be allowed, and the course will need to be repeated and passed to regain credit.
   e. In order for a credit to count for current year graduation purposes, all CBE's must be ordered by the last day of the 5th week of the 5th six weeks.

[For further information, see the counselor and policies EEJA (LEGAL).]

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

A student may take an exam to accelerate through a subject for which he/she has no prior instruction. Prior approval from parent and principal are required. A score of 90 is required to pass exams for acceleration. These exams assess student mastery of the essential elements.

Students should see their counselors for registration materials for CBE's. Tests are provided through Texas Tech University or University of Texas at Austin. There is no charge to the student for the first testing opportunity per subject. A Credit by Exam may not be used to gain eligibility for extracurricular activities. The dates on which exams are scheduled during this school year will be determined by the counseling office and posted. [For further information, see EEJB.] In order for a credit to count for current year graduation purposes, all CBE's must be ordered prior to the last day of the 5th week of the 5th six weeks.
Transcript notation will be as follows:

a. If the exam is passed with a 90 or above, the transcript will use the code "E" to identify the CBE taken, the grade(s) and credit earned.

b. The passing grade(s) will be entered into the student's academic history and included in the calculation of the GPA and rank.

c. If the exam is failed with an 89 or below. The transcript will use the code "E" to identify the CBE taken, reflects an "NG" for the grade(s), and the grade(s) will not be included in the calculation of the GPA and rank.

d. One CBE retake will be allowed per semester credit course.

e. In order for a credit to count for current year graduation purposes, all CBE's must be ordered by the last day of the 5th week of the 5th six weeks.

[For further information, see EEJB (LOCAL).]

Credit Recovery/Acceleration:

- A student will only be allowed to use the virtual, –Plato Learningll, program for courses that do not require state testing; unless the student has already received a satisfactory score on the exam.

- The number of years in high school will determine the number of virtual courses allowed per year (5 courses for students entering year 4, 4 courses for students entering year 3, 3 courses for students entering year 2 and 2 courses for students entering 1st year).

- If a child fails a course, a meeting with the student, guardian and counselor/dean/assistant principal will be required.

- Students attempting to graduate early or desire to get ahead will be reviewed on a case by case basis.

- Certain virtual classes will be available Monday-Thursday during the 8th period for Cedar Hill High School students.

**DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]
Dating Violence
Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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

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

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault, cell phone texting; 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
Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

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

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

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

**Investigation of Report**
To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

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

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

**False Complaints Policy**
All reports received by school personnel shall be taken seriously and reported to the building principal or designee. The building principal or designee will
responsible for handling all complaints by students alleging student-to-student bullying or harassment. Any student who knowingly files false complaints or gives false statements in an investigation shall be subject to disciplinary action which may include in-school and/or out-of-school suspension.

Section 42.06 of the Texas Penal Code (a) A person commits an offense if he knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense or other emergency that he knows is false or baseless is a Class A misdemeanor which the event is a state jail felony.

DELIVERIES
Students may not receive delivery of gifts (e.g. candy, cakes, cupcakes, balloons, flowers, and like items) during school hours.

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

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

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

All school publications, such as the school newspaper and yearbook, are under the supervision of a teacher, sponsor, and the principal.

[See Directory Information for School-Sponsored Purposes on page 10.]

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

The principal has designated the front reception area as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]
A student may appeal a principal’s decision in accordance with policy FNG (LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the **Student Code of Conduct**. Materials displayed without the principal’s approval will be removed.

**Non-school Materials...from others**

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

Prior review will not be required for:

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

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

**DISRUPTIONS**

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person—student or non-student—who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
• Interferes with the movement of people at an exit or an entrance to District property.

• Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.

• Disrupts classes while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.

• Interferes with the transportation of students in District vehicles.

**DISRUPTION OF ASSEMBLIES**
A lawful assembly is disrupted when any person or persons acting individually or in concert perform such acts as to cause another person to be rendered incapable of participating in the assembly due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur. The district may pursue a criminal charge and/or disciplinary action against any person inciting, promoting, or participating in a protest, demonstration, disruption, riot, sit-in, walk-in, the blocking of entrances, etc. Duplicated, written, or printed materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus without the approval of the principal. Violators shall be subject to disciplinary action.

**DRESS AND GROOMING**

I. SOLID COLOR RED, BLACK OR WHITE SHIRT WITH COLLAR

- Small logo (1” or less) located on the chest is acceptable
- Long sleeve or short sleeve polo or button up shirt is acceptable

II. BLACK OR KHAKI PANTS/SHORTS/CAPRIS/SKIRTS/JUMPERS

- shorts MUST be fingertip length
- cargo pants are allowed
- cargo shorts MUST be fingertip length
- skirts and jumpers MUST be knee length all the way around
- A belt must be worn if needed to prevent pants from dragging or sagging
- No knit pants, wind pants, yoga pants, athletic pants/shorts or sweat pants
- No leggings or tights may be worn as pants

III. SHOES MUST HAVE A CLOSED TOE AND HEEL

- Tennis shoes/sneakers
- Boots
- Dress shoes/loafers
- Absolutely NO slippers, house shoes, sandals or flip flops
IV. SOLID COLOR RED, BLACK OR WHITE SWEATERS, CARDIGANS, HOODIES AND SWEATSHIRTS
✓ School issued hoodies or sweatshirts
✓ Any hoodie or sweatshirt purchased from Longhorn Central or CHISD Athletics
✓ Solid color red, black or white shirt with a collar must be worn under sweater, cardigan, hoodie or sweatshirt

V. JACKETS AND HEAVY WINTER COATS – ANY STYLE OR COLOR
✓ Solid Color Red, Black or White Shirt with a collar must be worn under jacket or coat

(Optional) Spirit Fridays

I. CEDAR HILL ISD SPIRIT SHIRT MUST BE WORN WITH JEANS

II. SINGLE COLOR DARK BLUE OR BLACK DENIM JEANS
✓ Jean shorts must be fingertip length
✓ Jean skirts must be knee length all the way around
✓ Jeans must be properly fitting (no sagging or dragging), hemmed (no cut offs) and free from holes or tears
✓ A belt must be worn if needed to prevent pants from dragging or sagging
☒ No leggings, “jeggings” or tights
☒ Jeans with patterns, designs or colored denim are not allowed

DRESS CODE COMPLIANCE
The Principal or the Principal’s designee has the final authority for interpreting whether a student’s apparel conforms to the dress code. When it is determined that a student’s clothing does not comply with the dress code, a parent/guardian may be asked to bring an appropriate change of clothes to school. If the violation of dress code cannot be rectified the student will be sent to in-school-suspension. The student may also receive a disciplinary consequence for violating the school’s dress code policy.
**Parent and Student Responsibility:** The parent and student shall be responsible for ensuring that the student is in compliance with all aspects of this policy when the student enters the school premises and during the time the student is on school premises during the regular school day.

**Principal is the final authority:** The Board delegates to the building Principal the authority to render the final determination as to whether clothing or grooming is/is not within this Code. The ruling of the building Principal regarding compliance/non-compliance with this Code and corresponding consequences assigned for violation of this Code are final and may not be appealed to the Superintendent or the Board.

**Exclusions:** This policy does not prohibit principals from allowing extracurricular group uniforms or special celebrations which involve dress such as, crazy hat day or -50’s day, etc. However, the specific dates and allowable dress for such days shall be clearly stipulated by the Principal. An ARD committee may make exceptions for individual special needs students. The Superintendent or designee makes decisions regarding all other exceptions.

**Student Identification Cards**

Students will be issued ID cards. Students must wear the student ID cards on a lanyard around the neck in a clearly visible spot above their waist, on the front side of their body. Failure to wear your student ID’s will be handled as a disciplinary infraction. Students are required to produce and hand over their ID’s when asked to do so any staff member at any time. If lost or defaced, the ID must be replaced at the student’s expense. A temporary ID (valid for 1 school day) can be purchased for $1.00 or a replacement can be purchased for $5.00. ID cards will be needed for admission to school activities, lunch, checking out library books and issuing textbooks.
End-of-Course (EOC) Assessments for Students in Grades 9–11

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

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

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months.

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

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

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language program is structured to meet the needs of limited English proficient students. The goals is for each student to become competent in the speaking, reading and comprehending as well as composition of the English language through the integrated use of second language methods. Students will master English language skills through their coursework, coursework which will enable limited English proficient students to participate equitably in school. The campus Language Proficiency Assessment committee (LPAC) will review pertinent information on all LEP students at the campus for the purpose of identification, placement and reclassification of LEP students (K-12).
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than a class identified as honors or advanced by either the State Board of Education or by the local board of trustees—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

[For further information, see policies at FM and FO.]

**Offices and Elections**

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

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

On occasion cashier’s checks and money orders will only be accepted for payment of fees because of the amount and nature of fees. Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [For further information, see policies at FP.]

FIELD TRIPS
Students are required to attend field trips in standardized dress code. All fees associated with a field trip are required to be paid within the established
guidelines set forth by the district. At all times students are expected to follow the Cedar Hill ISD code of conduct.

FIGHTING / DISORDERLY CONDUCT / DISTURRING THE PEACE
Fighting of any kind is not acceptable at Cedar Hill High School. Fighting, disorderly conduct, and disturbing the peace are behaviors that will not be tolerated. It is our goal to help students resolve a problem before a fight develops. Section 42.01 of the Texas Penal Code states that a person is committing an offense if he/she intentionally and/or knowingly fight with another person in a public place. Consequences for both students involved in a fight include a three day suspension (OSS) and a placement in District Alternative Education Program (DAEP).

FINAL EXAMS
Every course taught must have a comprehensive final examination each semester. The examination will measure the student’s level of mastery of the TEKS. Every student enrolled in a course must take the comprehensive examination to be awarded credit for the course.

Exams cannot be taken early. Students who miss exams with an excused absence must schedule the exams no later than two weeks after date of the exam unless there are extenuating circumstances. A student can make arrangements to take the exam late if the principal is notified of the circumstance. The exam grade will be 0, if the exam is not made up. Final and/or semester exams cannot be given early.

Exemption Policy: All students must meet the conditions listed below in order to be considered for exemption from final exams. This exemption policy applies only to the final exams at the end of the course; but there will be exemptions for semester long courses at mid-term. Students may be exempt from final examinations under the following conditions:

1. Student has no missing assignments for marking period six (third marking period for fall semester courses) and has a cumulative average of 80% or higher for the school year in that class.
2. Student has no unexcused absences or off-campus suspensions (OSS or DAEP) in that class during the entire school year.
3. Student has three or fewer (excused) absences in that class for the entire school year.
4. Student has three or fewer tardies in that class for the entire school year.
FUND-RAISING
Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal or designee prior to the event. [For further information, see policies at FJ and GE.]

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Grade 10 (Sophomore)</td>
</tr>
<tr>
<td>12</td>
<td>Grade 11 (Junior)</td>
</tr>
<tr>
<td>18</td>
<td>Grade 12 (Senior)</td>
</tr>
</tbody>
</table>

GRADING GUIDELINES
The grading policy of the Cedar Hill Independent School District is designed to provide consistency throughout the system and to meet requirements specified by the Texas Education Agency. There are six reporting periods, three each semester. Supplementary reporting is accomplished through parent/teacher conferences and/or three week interim progress reports. In grades 9-12, number grades are used to represent the teacher’s assessment of the student’s achievement. Number grades can be converted to letter grades using the following scale:

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

A minimum of two (2) grades (per week) are required, to include two (2) major grades every reporting period. Students are expected to complete all assignments in all classes. Assignments turned in late will not receive full grade value. A system of grade weights is used to determine rank in class. Courses are divided into three categories - Regular, Honors, and AP.
### WEIGHTED G.P.A. TABLE

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Regular</th>
<th>Honors</th>
<th>AP/Dual Credit*</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 – 100</td>
<td>11</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>93 - 96</td>
<td>10</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>90 - 92</td>
<td>9</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>87 - 89</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>83 - 86</td>
<td>7</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>80 - 82</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>78 - 79</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>75 - 77</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>70 - 74</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>0 - 69</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Board approved Honors and Advanced Placement/Dual Credit courses offered the 2015 – 2016 are listed below:

### Honors/AP Courses:

- Spanish II H
- Spanish III H
- BIM II H
- English III AP
- BC Calculus/AP
- World History AP
- Creative Writing DC

- Adv. Social Studies H
- Forte Choir H
- Acapella Choir H
- Debate I,II,III,IV H
- English IV AP
- Statistics AP
- U. S. History AP
- Psychology AP

- French III H
- Anatomy & Phys. H
- Anatomy & Phys. H
- Theater Arts III-IV H

- AB Calculus/AP
- Biology II AP
- Government AP
- Music Theory AP
- BCIS II DC

---

"Grande Rang
Horns
AP/Dual Credit"
Spanish III, IV DC  Biology II DC  
Chemistry II AP  Studio Art AP  
Adv. Social Stud. AP

Grades will be scaled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major Assessments</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>*All Courses</td>
<td><em>(Project-based; Common and Formative Assessments; Performance Indicators)</em></td>
<td><em>(Class work; Homework; Quizzes; Performance Indicators)</em></td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

*All Courses in all core area classes (English, Math, Science and Social Studies), electives and Career Technology Education (CTE).

**Conduct Grades:** Letter grades are given for a student’s conduct each six weeks. The following guidelines will be used for conduct grades:

S - (Satisfactory) - Student’s behavior is acceptable and not interfering with instruction for themselves and others.

N - (Needs Improvement) - Student’s behavior may be impeding classroom instruction for themselves and others.

U - (Unsatisfactory) - Student’s behavior is persistently impeding classroom instruction for themselves and others.

P – (Placement) – Student has been placed in DAEP during the six weeks reporting period.

**Late Papers**

The decision to accept late assignments from students is left to the discretion of the individual teacher.

**Retesting** - Students who score below 70 on any teacher-designated major test, such as a unit or chapter assessment, will be given the opportunity to retake the test or a suitable alternative test covering the same material. If a student receives a –0ll due to academic dishonesty (see page 24), there will not be an opportunity to retest for credit.

- The retest must be taken within five school days of the return of the original test.
- Tutorials are strongly suggested before the retest.
- The retest grade will be no higher than 70.
- Retesting will not include final exams.
- Retesting will not apply to AP / Dual Credit Courses.

**GRADUATION**

**Requirements for a Diploma (Students Entering the Ninth Grade Prior to 2014)**

To receive a high school diploma from the district, a student must successfully complete the required number of credits and meet state testing requirements.

The exit-level test, required for students in grade 12, covers English language arts, mathematics, science, and social studies. A student who does not pass the exit-level TAKs assessment will have additional opportunities to take the test.

For students in grades 9-11, STAAR / End-of-Course Exams are required for graduation. The five EOC test required for graduation are: English I, English II, Algebra I, Biology, and U.S. History.

**Graduation Programs**

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if an agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. [See policy EIF (Local).]

**Graduation with Honors**

- Graduates with a cumulative weighted grade point average of 12.0 or higher shall be designated Summa cum Laude Graduates.
- Graduates with a cumulative weighted grade point average of 10.5 – 11.99 shall be designated Magna cum Laude Graduates.
- Graduates with a cumulative weighted grade point average of 9.0 – 10.49 shall be designated Cum Laude Graduates.
4 Year Plan – State Board of Education (SBOE)

**Minimum Program**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. I</td>
<td>Eng. II</td>
<td>Eng. III</td>
<td>Eng. IV</td>
</tr>
<tr>
<td>Alg. I</td>
<td>Geom.</td>
<td>Alg. II</td>
<td>Elective</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Geography</td>
<td>World History</td>
<td>U. S. History</td>
<td>Govt./Econ.</td>
</tr>
<tr>
<td>PE / PE Equiv.</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Speech / Electives</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

*Cedar Hill ISD requires an additional 2 electives credits.*

**Recommended Program**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alg. I/Geom.</td>
<td>Geom./Alg. II</td>
<td>Alg. II/Pre-Cal.</td>
<td>4th year mathematics credit</td>
</tr>
<tr>
<td>Biology</td>
<td>Chem.</td>
<td>Chem./Physics I</td>
<td>4th year science credit</td>
</tr>
<tr>
<td>Geography</td>
<td>World History</td>
<td>U. S. History</td>
<td>Gov. / Eco.</td>
</tr>
<tr>
<td>PE/PE Equiv.</td>
<td>Elective</td>
<td>Elective</td>
<td>Fine Art</td>
</tr>
<tr>
<td>Foreign Lang. 1</td>
<td>Foreign Lang. 2</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Speech/Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Distinguished Achievement Program

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alg. I/Geom.</td>
<td>Geom./Alg. II</td>
<td>Alg. II / Pre-Cal.</td>
<td>4th year mathematics credit</td>
</tr>
<tr>
<td>Biology</td>
<td>Chem.</td>
<td>Chem. / Physics</td>
<td>4th year science credit</td>
</tr>
<tr>
<td>Geography</td>
<td>World History</td>
<td>U. S. History</td>
<td>Gov. / Eco.</td>
</tr>
<tr>
<td>PE/PE Equiv.</td>
<td>Elective</td>
<td>Elective</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Foreign Lang. 1</td>
<td>Foreign Lang. 2</td>
<td>Foreign Lang. 3</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Speech/Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

To successfully complete the **Distinguished Achievement Plan**, a student must achieve any combination of four of the following advanced measures:

Original research/project that is:

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; and
- Related to the required curriculum set forth by TEA (relating to Essential Knowledge and Skills);

Test data where a student receives:

- A score of three or above on The College Board Advanced Placement examination;
- A score on the Preliminary Scholastic Assessment Test (PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student;

College course work:

- Academic college courses, including dual credit, with a grade of 3.0 or higher on courses that count for college credit, including tech-prep programs.
Requirements for a Diploma (HB 5 Requirements to be Implemented Beginning in 2014-2015)
Foundation High School Plan – 22 Credits

English Language Arts - 4 credits
- English I
- English II
- English III
- Advanced English Course

Mathematics - 3 credits
- Algebra I
- Geometry
- Advanced Mathematics Course

Science - 3 credits
- Biology
- IPC or Advanced Science Course
- Advanced Science Course

Social Studies - 3 credits
- U.S. History
- U.S. Government (one-half credit)
- Economics (one-half credit)
- World Geography or World History or Combined World History/World Geography

Languages Other Than English
- 2 credits in the same language
- Computer programming language (other exceptions)

Physical Education - 1 credit

Fine Arts - 1 credit

Electives - 5 credits

Distinguished Level of Achievement
A student may earn a distinguished level of achievement by successfully completing:
- 4 credits Math which must include Algebra II
- 4 credits of Science
- Completion of Curriculum requirement for at least one Endorsement

Endorsements – 26 Credits
Coursework related to specific career interest that will allow for advanced learning.
- STEM - Must Complete Algebra II, Chemistry, Physics
  o A coherent sequence of courses for 4 or more credits in CTE that consist of at least two courses in the same career cluster including at least one advanced CTE course (any course that is the 3rd or higher course in a sequence); the final course must be selected from the STEM cluster or
o A total of 5 credits in math by successfully completing Algebra I, Geometry, Algebra II and 2 additional math courses for which Algebra II is a prerequisite or
o A total of 5 credits in science by successfully completing biology, chemistry, and physics, and 2 additional science courses or
o A coherence sequence of 3 additional credits from no more than 2 of the Science, Engineering, and Math areas

• Business and Industry
  o A coherent sequence of courses for 4 or more credits in CTE that consist of at least two courses in the same career cluster including at least one advanced CTE course (any course that is the 3rd or higher course in a sequence); the final course must be selected from the following career clusters:

<table>
<thead>
<tr>
<th>Agriculture, Food, &amp; Natural Resources</th>
<th>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, A/V Technology &amp; Communications</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Business Management &amp; Administration</td>
<td>Marketing</td>
</tr>
<tr>
<td>Finance</td>
<td>Transportation, Distribution &amp; Logistics</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td></td>
</tr>
</tbody>
</table>

  o Or 4 English elective credits

• Arts and Humanities
  o A total of 5 social studies courses or
  o 4 levels of the same language in a Language other than English or
  o 2 levels of the same language in a language other than English and 2 levels of a different language in a language other than English or
  o Coherent sequence of 4 credits from 1 or 2 categories in fine arts

• Public Services -A coherent sequence of courses for 4 or more credits in CTE that consist of at least two courses in the same career cluster including at least one advanced CTE course (any course that is the 3rd or higher course in a sequence); the final course must be selected from the following career clusters:
  o Education and Training
  o Health Science
o Human Services
o Law, Public Safety, Corrections & Security Or
o 4 courses in Junior Reserved Officers Training Corps

- **Multidisciplinary Studies**
  o 4 Advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence OR
  o 4 credits in each of the four foundation subject areas to include English IV and chemistry and/or physics OR
  o 4 credits in AP or dual credit selected from English, Math, Science, Social Studies, Economics, languages other than English, or fine arts

**Additional Distinctions**
Performance Acknowledgements (on diploma and transcript)
  o 12 hours college academic courses or
  o Associates degree while in high school
  o Bilingualism and biliteracy
    ▪ 2 or more languages and other criteria
  o Business or industry certification or license
  o Outstanding performance in Advanced Placement
  o Outstanding performance in PSAT, ACT-Plan, SAT, ACT

**Community Service Requirement**
Cedar Hill High School students are required to complete 10 hours of community service per year as a graduation requirement.

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

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

**Graduation Expenses**
Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and
gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. [See Fees on page 39.]

Graduation Speakers
Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who will be eligible to give these remarks will be designated by the principal; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

State Scholarships and Grants
- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program’s eligibility requirements.
- Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).]

HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation on p. 29.]

HAZING
Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.
HEALTH-RELATED MATTERS

School Health Advisory Council
During the preceding school year, the district’s School Health Advisory Council held meetings. Additional information regarding the district’s School Health Advisory Council is available from Student Support & Community Services, at 285 Uptown Blvd, Building 300, Cedar Hill, TX 75104, 972-291-1581. [See also policies at BDF and EHAA.]

Clinic Services
Cedar Hill High School has 2 fulltime RNs on staff. The RNs are available at all times for emergency situations. The school nurse helps develop a good health program, serves as a resource person, and renders first aid as needed.

Students must have a clinic pass completely filled out by their teacher to be seen in the clinic, unless it is an emergency situation. If the nurse determines the student is too ill to remain at school, or if the student has a fever of 100.0 or greater, the parent/guardian will be contacted and will be expected to pick up the student from school as quickly as possible, or make arrangements for a representative of the parents to do so.

High School students will not be dismissed without parents’ permission to leave in their own vehicle. If the student does not have an elevated temperature, the child’s condition will be evaluated, and the parent will not be notified, unless we feel the student is too sick to remain at school.

A parent/guardian must be contacted before a student can leave campus, if student is under 18 years old.

State mandated vision, hearing and scoliosis screening are done at the recommended grade levels. Parents are notified via letter if further evaluation is indicated otherwise results are recorded in the student's health record.

Should I Keep My Child Home From School?
Our goal in giving you these guidelines is to reduce the spread of communicable diseases at school and to promote a healthy environment for students attending school. They were created to help you in your decision making process as to whether to send your child to school or to keep your child at home.

Following is a list of common ailments a child may have. If your child is ill, you may want to discuss these problems with your child’s pediatrician to determine if an office visit is needed.

Fever If your child has a temperature at 100 degrees or higher, without medication, and when accompanied by sore throat, nausea, vomiting, upper respiratory, flu-like symptoms, or a rash, a contagious illness is suspected and they should remain at home. He/she should remain at home until fever and/or symptom free for twenty-four hours without medication.
**Vomiting & Diarrhea**  Children with loose stools or watery diarrhea of two or more episodes or they cannot get to the bathroom in time, should remain at home for 24 hours. If diarrhea or vomiting is frequent or accompanied by fever, keep the child home and consult your doctor.

**Runny Nose & Coughing** A minor cold or allergy symptoms (stuffy nose with clear drainage, sneezing, and mild cough) should not be a reason to miss school. If your child’s cough is persistent or productive and accompanied by thick or constant nasal drainage, he/she should be kept home.

**Sore Throat with Fever** Sudden onset of a sore throat accompanied by a fever may indicate a doctor visit. If the doctor diagnosed strep throat, the student must remain home for 24 hours after antibiotic treatment has begun.

**Pink Eye (Conjunctivitis)** Viral and bacterial conjunctivitis are contagious and any student suspected of having viral or bacterial conjunctivitis will be excluded from school until treatment has been received or the student is released to return by a health care provider. The student must receive treatment for 24 hours before returning to school or provide a note from a health care provider stating that the condition is not contagious and the student may return to school.

**Rash** A rash can be caused by many things, a few of which may be contagious. A sudden appearance of a rash over any part of the body with an unknown cause and accompanied by fever or other symptoms should be evaluated by the doctor. However; a rash caused by poison ivy/poison oak is not contagious and is not a reason to miss school.

**Ringworm** Any circular scaly patch that is seen along the hairline or in the scalp must be evaluated by a physician as it may be ringworm of the scalp, which is highly contagious and the child must be excluded from school. Please consult with your physician for treatment. Your child may return to school after treatment has begun. Ringworm on the body is contagious, and these children may be present in school as long as the area is covered by a bandage or clothing. Please check with your physician and/or pharmacist for over the counter treatments for ringworm on the body if indicated.

**Open Sores** If your child has a blister or an open sore on the skin that forms a yellowish crust, and is oozing or draining it may be contagious. These open sores are often seen around the nose or mouth but could be seen anywhere on the body and need to be evaluated by a doctor. Your doctor will determine when your child can return to school. Any other open areas must be covered.

**Lice** Cedar Hill has adopted a policy that requires that a child with head lice be nit free (having no eggs left in the hair) before returning to school. This is an attempt to cut exposure to other students in the school district. All children found to have head lice or nits will be sent home until properly treated and nit free.

If your child persistently scratches his head or complains of an itchy scalp, check for pin-point sized grayish white eggs (nits) within ¼ inch of the scalp that will not flick off the hair shaft. The louse bug is very small and wingless and the eggs are more easily detected. They are often found behind the ears, along the nape of
the neck or on the crown of the head. If you notice these eggs or a live louse, your child must be treated with special shampoo available at drug stores and grocery stores before returning to school. Treatment must be repeated in 7-10 days. Please follow the instructions on the container carefully. Please notify the school nurse if your child is treated for head lice so that she can do appropriate case-finding.

Again, these guidelines are designed to assist in your decision-making process as to whether or not to send your child to school. Your doctor will assist you to determine if your child needs to be seen at an office visit.

**Information gathered from:**

Resources / Parent Information / Should I keep My Child Home from School? - Eng 0706

Communicable Disease Chart for Schools and Child-Care Centers, Texas DSHS

Control of Communicable Diseases in Man—Abram Benenson, editor, American Public Health Association

Is your child too sick for school? --Children’s Healthcare of Atlanta

Instructions for Pediatric Patients --Your Child's Health, 1991, Barton Scmitt, M.D.

Should you keep your child home from school? --Putnam City Schools

**Bacterial Meningitis**

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

1. **What is Meningitis?**

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

2. **What are the symptoms?**

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

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

   The diagnosis of Bacterial Meningitis is based on a combination of symptoms and laboratory results.
3. How serious is Bacterial Meningitis
   If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

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

   These germs do not cause Meningitis in most people. Instead, most people become carriers of these germs for days, weeks, or even months. These bacteria rarely overcome the body's immune system and cause Meningitis or other serious illnesses.

5. How can Bacterial Meningitis be prevented
   Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

6. What should you do if you think you or a friend might have Bacterial Meningitis?
   You should seek prompt medical attention.

7. Where can you get more information?
   Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a Meningococcal Vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us/.
Meningococcal Vaccine Requirements
As of January 1, 2012, all entering college and university students are required to show proof of an initial meningococcal vaccination or a booster dose during the five-year period before enrolling. They must get the vaccine at least 10 days before the semester begins. [Chapter 21, Subchapter T, Sections 21.610 through 21.614]

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

Other Health-Related Matters

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

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

Asbestos Management Plan
The district’s Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the district maintenance office. If you have any questions, please contact Mr. Mark Bigham, Director of Maintenance and Custodial, 912 Cedar Street, Cedar Hill Texas, 75104.

Pest Management Plan
The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child’s school assignment area may contact the Mr. Danny Weimar, Integrated Pest Control Coordinator, 912 Cedar Street, Cedar Hill Texas, 75104.
HOMELSS STUDENTS
For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths Rochelle Fleming, Community Coordinator, at 285 Uptown Blvd, Building 300, Cedar Hill, TX 75104, (972)-291-1581.

IMMUNIZATION
A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services, Immunization Branch, can be honored by the district. The immunizations required are based on the schedule from the Department of Health Services according to your student’s grade level. For more information on the 2015-2016 immunization requirements, please visit www.chisd.net or www.immunizetexas.com (click on the school and childcare link). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

LAW ENFORCEMENT AGENCIES

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

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

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

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

The principal will notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raise what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student’s release to a law enforcement officer, any notification will most likely be after the fact.

**Notification of Law Violations**
The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 [For further information, see policy GRA (LEGAL).]
LIBRARY

Library Hours
Monday-Friday 7:50 a.m. until 4:00 p.m.

Entrance into the Library
Students may come to the library before and after school with (1) their school issued student ID properly displayed on a lanyard, and (2) the student must be in proper dress code. The student may come to the library during the school day with a planner signed by a staff member. Students must scan their student ID to sign in and out of the library each time. If the library is booked to capacity or if the student's behavior dictates, the library staff reserves the right to send the student back to class.

Library Rules for Students
- Enter and exit quietly through the assigned door
- Respect the rights of others
- Speak quietly
- Take care of library materials and facilities.
- No food, drinks, candy or gum, or cell phone usage

Library Check-Out Procedures
- A student ID card is required to check out books
- Books and library materials are checked out for two weeks
- There is a (3) book limit for checking out

Library Fines
A fine of ten cents per school day will be charged for overdue books, with a maximum fine equal to the value of the book. Students are expected to return overdue books and pay fines at the end of each six-week marking period. If the overdue book is returned, students are still required to pay the fine for the late fees.

Library Computers
The library has computers for students to do research and to type assignments. The computers are not for playing games, email, chat rooms or shopping. Students must abide by the district Internet Policies; failure to do so will result in a referral. Disciplinary penalties will be assigned according to the Student Code of Conduct. Copies may be picked up at the circulation desk.
**Printing**
If a student prints from any computer in the library, the student is expected to pay for each page printed. If the student does not have the money to pay for the prints, the library will put the charge on the student’s account as a fine. The student will not receive any page of the print until the entire print job can be purchased. The library will hold the student’s copies until the end of the school day.

**Library Price List**
- Replacement student I.D badge: $5.00
- Lanyard: $1.00
- Black / white copy & printing: $.10
- Color copies: $.20
- Overdue materials and books: $.10 per school day

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

**LIMITED ENGLISH PROFICIENT STUDENTS**
A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for a LEP student.
In order to determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.
The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing**, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.
If a student is considered LEP and receives special education services because of a qualifying disability, the student’s ARD committee will make these decisions.
MAK EUP WORK

Routine and In-depth Makeup Work Assignments
For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course which will meet the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by district policy. [For further information, see policy EIAB (LOCAL).]

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Long term projects are due upon the student’s return to class.

When a student is absent with an excused absence or suspension, the student will be given the opportunity to make up the work missed. It is the student’s responsibility to get information from the teacher regarding missed work.

For example:

<table>
<thead>
<tr>
<th>Length of absence</th>
<th>Days allowed for makeup work</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-day absence</td>
<td>The day after return to school</td>
</tr>
<tr>
<td>Two-day absence</td>
<td>Three days after return to school</td>
</tr>
<tr>
<td>Three-day absence</td>
<td>Four days after return to school</td>
</tr>
<tr>
<td>Four-day absence</td>
<td>Five days after return to school</td>
</tr>
<tr>
<td>Five-day absence</td>
<td>Six days after return to school</td>
</tr>
<tr>
<td>Six or more days</td>
<td>Seven days after return to school unless prior approval is given by the principal or designee</td>
</tr>
</tbody>
</table>

A student’s grade for make-up work after an un-excused absence will be no higher than a 70. No credit shall be given for make-up work following an absence where the student was identified as being truant.

Students absent the day before a major test/assignment may be required to complete the test/assignment as scheduled provided the test/assignment date has been announced in the student’s presence. Unless students make up the work missed within the allotted time, the student will receive a zero for incomplete or missing work. [For further information, see policy EIAB (LOCAL).]
DAEP or In-school Suspension Makeup Work
A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year shall have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student’s high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEGAL).]

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. [See policy FEA (LEGAL).]

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

MEDICINE AT SCHOOL

No student is allowed to carry medication on their person without written permission from a licensed healthcare provider and a copy of the permission form on file in the student health clinic. No student is allowed to have a controlled substance on their person while in attendance at school.

Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.

No employee shall give any student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as provided below.

Employees authorized by the Superintendent or designee may administer to students:

1. Prescription medication in accordance with legal requirements, for a period of up to ten days. [See FFAC(LEGAL)] A written request by a physician or other health-care professional with authority to write prescriptions shall be required when the medication must be administered for a longer period.

2. Nonprescription medication, upon a parent’s written request, when properly labeled and in the original container.

3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities.
4. Nonprescription medication provided on an emergency basis by the District and consistent with:
   a. Protocols established by the District’s medical advisor who must be licensed to practice medicine in the state of Texas; and
   c. Parental consent given on the emergency treatment form.

Only authorized employees, in accordance with policies at FFAC, may administer:

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

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

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

Psychotropic Drugs

A psychotropic drug is a chemical-substance that crosses the blood–brain-barrier and acts primarily upon the central nervous systems where it affects brain function, resulting in changes in perception, mood, consciousness, cognition, and behavior. These drugs may be used therapeutically as medication.

Teachers and other district employees are not permitted to recommend use of psychotropic drugs to students or their parents. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

NCAA (National Collegiate Athletic Association)

Student athletes should be aware that the NCAA does not average semester grades to award credit. Although CHISD Board policy grants credit for a yearly average of 70 or higher, for the NCAA, each semester stands alone. For example, in CHISD a student could make a 65 first semester and 75 second semester and receive credit for a course, but the NCAA would count the 65 as a
failing grade. Therefore, student athletes who are hoping to attend Division I or II schools should plan to make up any failing semester grades they have made even if they did receive the credit through averaging. **CAUTION: Students and parents should also be aware that the NCAA core GPA is not equivalent to the student’s current high school GPA. Please contact the counseling office for more information.**

**NO PASS, NO PLAY**

Students must be eligible under no-pass, no-play. Extracurricular activities include public performances, contests, demonstrations, displays and club activities. An activity would be considered extracurricular if:

- the activity is competitive;
- the activity is held in conjunction with another activity that is considered extracurricular;
- the general public is invited;
- an admission price is charged.

Exception: If a student is enrolled in a state-approved course in which he or she must demonstrate mastery of the essential knowledge and skills in a public performance, then he or she may participate so long as the activity is not competitive, it is not held in conjunction with another activity that is competitive, and an admission price is not charged. For example, a theatre student may participate in a non-competitive, free presentation of a one-act play in which the public is invited to attend.

Basics of No Pass, No Play

- Must be passing all courses (except identified advanced classes).
- Students lose eligibility for a three-week period, which is defined as 15 class days. Exception: one but only one of the three school weeks may consist of only three or four class days, provided the school has been dismissed for a scheduled holiday period. Two class days does not constitute a school week. Exception: Thanksgiving if schools are on holiday Wednesday, Thursday and Friday.
- School week begins at 12:01 a.m. on the first instructional day of the calendar week and ends at the close of instruction on the last instructional day of the calendar week (excluding holidays).
- Ineligible students must wait seven (7) calendar days after a three-week evaluation period and the grading period to regain eligibility.
- Students may regain eligibility an unlimited number of times throughout the school year. Passing means a minimum grade of 70 on all courses (except identified advanced classes).
- Note: Spring break can’t be part of the 3-week evaluation process. All students are eligible during spring break.
PARKING REGULATIONS
Vehicles parked on school property are under the jurisdiction of the school. The
school reserves the right to search any vehicle if reasonable suspicion exists to
do so, with or without the presence of the student. Students have full
responsibility for the security of their vehicles and should make certain they are
locked and that the keys are not given to others. Students will be held
responsible for any prohibited objects or substances, such as alcohol, drugs, and
weapons that are found in their cars and will be subject to disciplinary action.

Students who drive automobiles or ride motorcycles to school will be required to
purchase a parking decal. The student parking area will be monitored by a
parking lot attendant on duty to control the traffic and monitor the cars during the
school day. All drivers are cautioned to observe the 10 miles an hour speed limit
and follow the lanes outlined by the marked parking spaces (Do not cut between
parked cars to enter or exit the lot). The attendant will be acting on the authority
of the principal and his instructions will be followed. All students must have a
valid Texas driver’s license, proof of insurance and a school-parking decal before
they can drive to school. Parking decals will be assigned for a fee of $25.00.
Replacement decals will be $10.00. Students may park only in the student
parking lot. Parking spaces are clearly defined. Cars should not be parked in
fire lanes or no parking zones. Cars parked in unauthorized areas are subject to
being towed away at the owner’s expense. Parking in the student parking lot is
at your own risk.

It is not permissible to remain in cars after arriving on campus. Students must
enter the building immediately after the car is parked. Students may not return to
their car during the school day without permission from the office. Smoking
regulations are enforced on campus. This includes students arriving or leaving in
a car. Cedar Hill I.S.D. is designated as a tobacco free environment. Students
who violate parking lot regulations or drive in an unsafe manner are subject to
disciplinary action. Such action could include forfeiture of parking privileges,
police citations or having the car towed away at the owner’s expense.

PASSING PERIOD
At the end of each class, students have a five-minute passing period to get to the
next class. Students are expected to be moving to class during this time (walk
and talk). Students are to walk on the right side of the hallway. There will be a
warning bell that will ring one minute prior to the tardy bell. Loitering or
standing in the halls is not permitted. Students are not to congregate in the
halls. If a student arrives at school before the first passing period and doesn’t
need to go to tutorials, he/she should go to the designated waiting areas in the
cafeteria and commons. [See School Facilities on page 68 for designated
waiting areas.]
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE
Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

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

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

Promotion Standards:
A student entering the 9th grade for the first time must complete the following before attending Cedar Hill High School (10th-12th):

- complete a minimum of 2.5 credits by the end of the regular school year
- receive a full year of credit in math or reading by the end of summer school
- pass at least one EOC in any subject area. If the student does not pass at least one EOC, attend mandatory summer school for that content area.

If the student does not complete the required summer school, he/she will not be allowed to attend Cedar Hill High School until the next school year. Students that fail class(es) and score below the minimum requirements for the EOC will be reviewed on a case by case basis.

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

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

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each
class or subject are available to parents via Skyward family access at least once
every marking period.

During the third week of a grading period, parents will have access to a progress
report of their child's performance via family access. If the student receives a
grade lower than 70 in any class or subject at the end of a grading period, the
parent is invited to schedule a conference with the teacher of that class or
subject. [See Working Together on page 1 -how to schedule a conference.

Teachers follow grading guidelines that have been approved by school board
policy and are designed to reflect each student's academic achievement for the
grading period, semester, or course. State law provides that a test or course
grade issued by a teacher cannot be changed unless the board determines that
the grade was arbitrary or contains an error, or that the teacher did not follow the
district’s grading policy. [See policy EIA (LOCAL).]

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).

RETTALATION

[See Dating Violence, Discrimination, Harassment, and Retaliation on page 30.]

SAFETY

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

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

Parents can assist by keeping emergency care information up-to-date (name of
doctor, emergency phone numbers, allergies to medications, etc.). Please
contact the school nurse to update any information in case of an accident or
injury that requires medical attention.
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. Contact the Kelly Spencer, Assistant Superintendent of Operating for more information.

FIRE DRILLS AND OTHER EMERGENCY SITUATIONS

During the school year there will be a number of emergency response drills. The purpose of these drills is to train students in the proper procedures and responses to each type of command or signal. Emergency maps and procedures are posted in each classroom. The type of emergency and the circumstances surrounding the event determine the appropriate response.

Fire Drill (Building Evacuation):
Students will hear an automatic fire alarm. Students are to walk out of the building in an orderly fashion and stay with their classroom teacher. Students will hear an alarm tone over the public address system or receive an all-clear signal from an administrator signaling the return to the classroom. The administrators and security will notify teachers and students when it is safe to re-enter the building. A map indicating exits will be posted in each classroom.

Disaster Drill (Alternative Shelter):
Students will hear an announcement over the public address system announcing the drill. Students will move into the halls or other secure areas of the building. Students will hear an alarm tone over the public address system or receive an all-clear signal from an administrator signaling the return to the classroom, with no talking. In case of severe weather without warning (tornado, high winds, etc.), teachers are to move students away from windows. Students are to drop to the floor, protect their heads, and follow instructions.

Lock Down Drill (Shelter in Place):
Students and teachers will hear an announcement over the public address system announcing the drill. Students will move to a secure area in the room, as directed by the teacher. The administrators will notify teachers and students when it is safe to move about the room.

Please Note:
When an emergency situation requires the lock-down of the school campus in order to protect students and staff, no one, including parents, visitors and staff, will be allowed to enter or leave the building until further instructions are received from school district officials.

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

Emergency School-Closing Information
If school is closed due to bad weather, local radio and television stations will be notified. Notice of school closings will be made by 6:00 a.m. on the day of the closing if possible on local news channels or the district web site.

SAT, ACT, PSAT AND OTHER STANDARDIZED TESTS
Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken during the second semester of the junior year. The Preliminary Scholastic Assessment Test (PSAT) is a voluntary exam taken during October each year. This exam can be taken by underclassmen. Junior students taking this exam are competing for recognition by the National Merit Scholarship Corporation. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHOOL FACILITIES

Use by Students Before and After School
Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Students arriving at school before the starting of first period will wait outside. Students will NOT be allowed to enter the building at any entrance other than door #11 (senior commons area) or #37 (performing arts center entrance)

The following areas are open to the students before school begins in the morning:

- The two outside waiting areas are outside door #37 the performing arts center entrance and outside door #11 near the senior commons
- Students must have a pass for: tutorials, library needs, and other -teacher business. Students must have proof of needing to go to the attendance office (e.g. absence excuse note from parent)

In the afternoon, parents may pick up students:

- Along the white curb in front of the PAC entrance or in the student parking lot
A student will not be permitted to go to another area of the building or campus unless the teacher or sponsor overseeing the activity gives permission.

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

**Conduct Before and After School**

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

**Use of Hallways during Class Time**

Loitering or standing in the halls during class is not permitted. No student will be permitted to leave class the first and last 15 minutes of class. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

**Child Nutritional Services**

CHISD Child Nutrition participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student’s participation is confidential. See district website, [www.chisd.com](http://www.chisd.com) and child nutrition link for the online application.

**MEAL PRICES**

- Student Breakfast - FREE
- Student Lunch - $2.70/ .40 Reduced
- Non-Student Breakfast - $2.25
- Non-Student Lunch - $3.50

**Students must choose at least 1 fruit or 1 vegetable with their entrée in order to make a meal. If a student does not include at least 1 fruit or 1 vegetable with their meal, they will be charged full a la carte pricing regardless of their approved meal status.**

**Students that do not have $2.70 for lunch will be offered an alternate meal. Alternate meals consist of a peanut butter sandwich, a fruit, a vegetable and a choice of milk.**

CHISD follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]
Students are expected to conduct themselves in an orderly fashion in the cafeteria. All students eating in the cafeteria are expected to throw away their trash before leaving the cafeteria. All students will be required to have a school issued ID in order to purchase meals. Students that do not have their school ID will be required to go to the end of the line. Students may not use another student ID’s or student ID number to purchase food. Any student found using another student’s ID or ID number to purchase food will be subject to administrative disciplinary action. [CHISD Student Code of Conduct, General Conduct Violations].

STUDENTS MAY NOT TAKE FOOD FROM THE CAFETERIA

Bills larger than $20 will not be accepted unless the entire amount is being placed on the student account. The cashiers cannot make change without purchase.

SEARCHES

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

Students’ Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

Vehicles on Campus

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

Trained Dogs

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

**Metal Detectors**
[For further information, see policy FNF (LOCAL).]

**Drug-Testing**
[For further information, see policy FNF (LOCAL). Also, see **Steroids**, on page 71.]

**SPECIAL PROGRAMS**
The district provides special programs for gifted and talented students, homeless students, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Rochelle Fleming, Community Coordinator at 285 Uptown Blvd, Building 300, Cedar Hill, TX 75104, 972-291-1581.

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

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

Students participating in UIL athletic competition may be subject to random steroid testing.

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

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

**SUMMER SCHOOL**
Courses are offered based on demand. Information regarding location of the school, course offerings, and tuition are available each spring. Summer school is
a highly intensified program in which one day equates to almost one week in the long term.

**STUDENT SPEAKERS**

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may address school audiences at designated events.[See FNA (LOCAL)]

**TARDINESS**

As part of our school safety plan, a school-wide tardy policy will continue to be enforced for the 2015-2016 school year. At the sound of the tardy bell, all teachers will lock their doors. **Tardy Logs** must be signed by all students entering class after the tardy bell. In an effort to provide maximum daily instruction, it is expected that students will be on time to each class. Tardies will be cumulative over all classes. After a student has accrued 3 tardies, he/she will receive a detention. The student will receive an additional detention for his/her 4th, 5th, and 6th tardies. After 6 tardies, a parent conference will be conducted by an administrator. After 7 tardies, the student will receive one day of In-School Suspension (ISS). The student will receive an additional day of ISS for each subsequent tardy. A student that has missed 25 or more minutes of a class will be considered absent. Students will begin each marking period with zero tardies.

**TEXTBOOKS**

State Law and Cedar Hill ISD Board Policy EFAA (Local) requires that each student shall be in possession of textbooks for all major courses not later than (10) working days from the beginning of each school year. Thus, textbooks are the property of the state and are provided free of charge for student use.

Students are required to report to the Textbook Circulation Center (next to library) for checking out textbooks for each class enrolled. Students are responsible for all books checked out to them which also include the maintenance, care, and condition of each textbook. Students will be assessed a fine or pay the full purchase price for lost or damaged and destroyed bar codes to books.

The student should write his/her name and year issued on the proper line in the book. Stolen books remain the responsibility of the student and must be paid for in whole. Textbook responsibility is cleared when the student returns the specific book issued by number to the Textbook Circulation Center. Any student failing to return a book issued by the school shall lose the right to a free textbook, until the book is paid for or returned.

**Textbook Check-Out Procedure**

- A valid student ID card is required to check out textbooks.
- Must possess a schedule of classes.
- Must sign a Student Distribution Receipt
Textbook Room Hours of Operation
Monday – Thursday 7:50 a.m. – 12:20 p.m.

TRANSFERS
Transfer students shall be evaluated and placed in classes promptly. The district shall accept all credit earned toward state graduation requirements by students in accredited Texas schools, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the District’s discretion. Transfer students shall not be prohibited from attending school pending receipt of transcripts or academic records from the district the student previously attended. (19 TAC 75.168 (b) 75.169 (a) (5))

The district shall not accept credits earned by students in non-accredited schools. To receive credit for the course work from home schooling or unaccredited schools, students must pass Credit by Examination (TAC 75.166) for each course in which they are seeking credit. See the Credit by Examination with Prior Instruction section in this handbook [policy EEJA (local)]. Additional information about this program can be obtained in the school’s counseling office.

OUT OF DISTRICT TRANSFERS
Out of District Transfers must meet the following criteria. If the student does not meet the criteria presented below, they will not be allowed to attend Cedar Hill High School. There will be no exceptions.

1. On track to graduate:
   a. Entering sophomores must have 6 credits
   b. Entering juniors must have 12 credits
   c. Entering seniors must have 19 credits

2. Students must have passing scores on all state EOC examinations.

3. Students must have an attendance rate of 94% or higher.

4. Students cannot have any discipline for violent, truant or illegal infractions.

5. Not placed in an alternative educational setting the previous year.

6. Must apply to the STEAM program.

7. Must have available space in grade level.
TRANSPORTATION

School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles
The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling Kim Lewis, at (972) 291-1581.

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
• Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.

• Not possess or use any form of tobacco on school buses.

• Observe all usual classroom rules.

• Be seated while the vehicle is moving.

• Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

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

TRESPASS

Students are not allowed to be on any other school campuses in the District during the school day or immediately before or after school unless they are authorized because of purpose and/or they are following the visitor procedures of that school.

Students should clear the school building and campus immediately after school unless they are involved in a school related supervised activity. If a student fails to behave in an appropriate manner and he/she becomes disruptive he/she may be ordered off the campus. If he/she does not comply, trespass and other criminal charges will be filed.

If suspended from school the student cannot enter any school property or attend any school activity where Cedar Hill students are in attendance. A violation of this warning could result in citation and/or arrest for criminal trespass. The criminal trespass warning is in accordance with Texas Education Code 37.107.

TUTORIALS

• Transportation support will be provided on Monday and Wednesdays for students that normally ride the school bus.

• Students that failed an EOC will be required to attend tutorials.

• Students that are in jeopardy of failing a course will be required to attend tutorials.

• Students that score below 60% on two consecutive interim exams, in the same core area will be required to attend tutorials.

• If a student is required to attend tutorials, the parent of the student will be notified via mail, email, telephone or in person. In severe or urgent cases an academic contract will be created.

VALUABLES

Students are cautioned not to bring large amounts of money, jewelry, or other valuable items to school. If they wear glasses or watches, they should keep track of them at all times. Students, not the school, are responsible for their personal property.
VANDALISM
The taxpayers of the community have made a sustained financial commitment for
the construction and upkeep of school facilities. To ensure that school facilities
can serve those for whom they are intended—both this year and for years to
come—littering, defacing, or damaging school property is not tolerated. Students
will be required to pay for damages they cause and will be subject to criminal
proceedings as well as disciplinary consequences in accordance with the
Student Code of Conduct.

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

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

VISITORS TO THE SCHOOL
We welcome parents and guardians at Cedar Hill High School. As part of our on-
going effort to provide a safe and secure learning environment for students and
staff, all visitors will be required to scan their driver’s license before being allowed
access to the building. A photo identification badge will be issued for the visit.

Visitation by anyone other than a parent or guardian is not permitted
during to school day. School personnel may request identification from any
person on school property and may ask any person not having legitimate
business to leave. It is advised that parents wishing to visit classrooms give 24
hour notice when scheduling a visit. Parents are not allowed to visit classrooms
while their son/daughter is involved in taking examinations. All visitors are
expected to demonstrate the highest standards of courtesy and conduct;
disruptive behavior will not be permitted.

WITHDRAWING FROM SCHOOL
A student under 18 may be withdrawn from school only by a parent. The school
requests notice from the parent at least 24 hours in advance so that records and
documents may be prepared. The parent may obtain a withdrawal form from the
registrar’s office.

On the student’s last day, the withdrawal form must be presented to each teacher
for current grade averages and book clearance; to the librarian to ensure a clear
library record; to the clinic for health records; to the counselor for the last report
card and course clearance; and finally, to the principal. This form must be
returned to the registrar’s office at the end of the day. A copy of the withdrawal
form will be given to the student, and a copy will be placed in the student’s
permanent record.
A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature. The school requests that parents notify the school 24 hours prior to withdrawal to help expedite the withdrawal process.
GLOSSARY

**Accelerated instruction** is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level.

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

**Administrative Directive** is when it is determined by the administration that a student cannot return to school prior to a parent conference with an administrator.

**Alternative assessment instrument,** developed by the state, may be given to students in special education and students identified as limited English proficient.

**ARD** is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student’s parents are part of the committee.

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

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

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

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

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

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

**LAT** stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

**OSS** refers to out-of-school suspension, a disciplinary technique for misconduct found in the *Student Code of Conduct*. Although different from in-school suspension and placement in DAEP, OSS removes the student from the attending school or classes on campus.

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

**Prohibited Selling of Products** is engaging in any unauthorized and unsponsored acts of selling any items (i.e. snacks and other vending products) for personal gains/profits on school grounds.

**PSAT** is the Preliminary Scholastic Assessment Test (PSAT). This test is a voluntary exam taken during October each year. This exam can be taken by underclassmen. Junior students taking this exam are competing for recognition by the National Merit Scholarship Corporation.

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

**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 by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.
**STAAR Alternate** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

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

**State-mandated tests** are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

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