

2023-2024

Iowa Park High School Student Handbook & Code of Conduct

**It's A Great
Day to Be a
HAWK!**

If you have difficulty accessing the information in this document because of disability please contact the district 940-592-2136 or www.ipcisd.net .



**IPHS
HAWKS**

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NOTE: STUDENT CODE OF CONDUCT AND DISCIPLINE MANAGEMENT PLAN FOLLOWS THE STUDENT HANDBOOK! PLEASE REVIEW.

This handbook is prepared and distributed to acquaint parents and students of Iowa Park High School with a general philosophy of the school. It is not intended to be an all-inclusive book, rather one that will answer your most important questions pertaining to the basic policies and services offered by this school. Information can be found at www.ipcisd.net.

Certain regulations and procedures presented in this handbook will serve as a guide to the students as they pursue a meaningful career at this important station in their formal education. Portions of the following material are founded in Iowa Park CISD Board policy; other parts have been collectively assembled by parents, students, and the faculty of this campus with approval of the school board.

Iowa Park High School exists solely to enable each student to become successful and develop his/her potential in such a manner that he/she will be ready to assume the important responsibilities of citizenship.

Iowa Park CISD does not discriminate on the basis of race, religion, color, national origin, sex, or disabilities in providing education or access to benefits of 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; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

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

Title IX Coordinator Steve Moody

Section 504 Coordinator Steve Moody

District and Campus Information

Board of Trustees

President	Shawn Price
Vice President	Ken Cooper
Secretary	Greg Deatherage
Member	Jeff Rhoades
Member	Dustin Hostas
Member	Kelly McCord
Member	Brad Green

IPHS Administration Team

Superintendent	Steve Moody
Chief Financial Officer	Jonathan Clubb
Principal	Clifton McFadden
Assistant Principal/Attendance	Samuel Reed
Assistant Principal/Academic Coordinator	Sarah Taylor
Counselor	Jennifer Gonzalez

Telephone Numbers

High School Office	592-2144	Band Hall	592-2411
High School Fax	592-2583	Choir Hall	592-2411
Attendance Office	592-2145	Cafeteria	592-4254
Agriculture	592-9052	Superintendent’s Office	592-4193
Auto Mechanics	592-4432	Tax Office	592-5082
Cosmetology	592-5241	Transportation	592-2252
Athletics/Field House	592-5922		

Mission of Iowa Park CISD

The mission of the Iowa Park CISD is to ensure our students the best educational experience of any north Texas school district. We will provide a well-rounded school experience in a safe environment that will prepare our graduates to attain their life goals.

Shared Vision of IPCISD

- That Iowa Park CISD will be a student-centered school with a clear focus on student outcomes.
- That every student who enters kindergarten in Iowa Park and resides in our community will graduate from high school.
- That every student will develop a desire to perform to the highest level of his/her potential.
- That every student, according to his/her individual talents, will graduate with skills to be a happy, contributing citizen.
- That every employee and student has high moral values.
- That every employee and student will have the desire to preserve the American way of life and have respect for others.
- That every employee and student will have a vision for his/her own life.
- That all employees and students will have pride in themselves, in their school, and in their community.
- That all employees will be committed to being positive influences on students that they come in contact with every day

Iowa Park High School Student Handbook

The Hawk Code

I have an obligation to those whose sacrifice have given me the foundation upon which I am building my life.

Observing the school rules, I will become a better citizen.

When in the halls, I will conduct myself in an orderly manner.

Always be courteous in my conduct with my fellow students and the school faculty.

Property belonging to the school, I will respect.

Always encourage the HONOR policy which has made our school great.

Represent my school and town in a respectful manner at all times.

Keeping in mind that I will enter and leave the high school auditorium quietly and orderly at all times.

Happiness I will pursue and strive to establish conditions under which happiness may be pursued by everyone.

At all times, I will be a good sportsman, and will observe all school athletic courtesies.

Well behaved I will be, on all school trips and all game, before, during, and following them.

Keept the library books and reference books checked out for the allotted time only.

Speak only to the person close enough to hear me in a normal tone.

Alma Mater

Here's to our dear old school,
Iowa Park High,
Green and white banners waving to the sky.
Hawks ever strong and true,
Praises to thee,
We pledge our faithful love and loyalty

REGULAR BELL SCHEDULE

1 st Period	8:05 a.m.
2 nd Period	8:56 a.m.
3 rd Period	9:50 a.m.
4 th Period	10:41 a.m.
5 th Period	11:32 a.m.
A Lunch	11:27 a.m.
B Lunch	11:57 p.m.
C Lunch	12:27 p.m.
6 th Period	1:02 p.m.
7 th Period	1:53 pm.
8 th Period	2:44 p.m.

Preface

To Students and Parents:

Welcome to another exciting school year! 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 Iowa Park School District provides students a quality education soaring with Hometown Pride! The mission of Iowa Park CISD is to ensure our students the best educational experience of any North Texas school district. We will provide a well-rounded school experience in a safe environment that will prepare our graduates to attain their life goals.

The Iowa Park CISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into eight sections; the sections are organized alphabetically by topics of the section:

Section I—Parental Rights—with information to assist you in responding to school related issues. We encourage you to take some time to closely review this section of the handbook.

Section II – General Operating Procedures

Section III – Curriculum and Extracurricular

Section IV – Technology

Section V – Health

Section VI – Safety

Section VII – Student Conduct and Discipline

Section VIII - Glossary

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school related responsibility for a student.

Both students and parents should become familiar with the Iowa Park CISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.ipcisd.net and is available in hard copy upon request.

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

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

Iowa Park High School Student Handbook

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment): Acknowledgement Form or Acknowledgement of Electronic Distribution of Handbook, Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information, Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and Consent/Opt-Out Form for participation in third party surveys.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

We encourage parents to review the entire handbook with their children and 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 a teacher, the counselor, or the principal.

If you or your child has questions about any of the material in this handbook, please contact:

Clifton McFadden, Principal

#1 Bob Dawson Drive
Iowa Park, Texas 76367
940-592-2144
940-592-2583 (fax)
Email: cmcfadden@ipcisd.net

Sarah Taylor, Academic Coordinator

#1 Bob Dawson Drive
Iowa Park, Texas 76367
940-592-2144
940-592-2583 (fax)
Email: staylor@ipcisd.net

Samuel Reed, Assistant Principal

#1 Bob Dawson Drive
Iowa Park, Texas 76367
940-592-2144
940-592-2583 (fax)
Email: sreed@ipcisd.net

Jennifer Gonzalez, Counselor

#1 Bob Dawson Drive
Iowa Park, Texas 76367
940-592-2144
940-592-2583 (fax)
Email: jgonzalez@ipcisd.net

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.ipcisd.net.

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, Iowa Park CISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: *[see reporting below]*. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender based harassment:

Superintendent Steve Moody

328 E. Highway

Iowa Park, TX 76367

940-592-4193

Email: smoody@ipcisd.net

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

Superintendent Steve Moody

328 E. Highway

Iowa Park, TX 76367

940-592-4193

Email: smoody@ipcisd.net

- All other concerns regarding discrimination:
See the superintendent, Steve Moody, 940-592-4193.

[See policies FB, FFH, and GKD.]

Section I: Parental Rights

This section of the Iowa Park High School Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in person conference with a teacher, school counselor, or principal, please call the school office at 940-592-2144 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**]
- Becoming a school volunteer. [For further information, see policy GKG]
- Participating in campus parent organizations. Parent organizations include: various Booster Clubs.

- 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 more information, see policies at BQA and BQB, contact:

Clifton McFadden, Principal

#1 Bob Dawson Drive

Iowa Park, Texas 76367

940-592-2144

940-592-2583 (fax)

Email: cmcfadden@ipcisd.net

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental wellbeing.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

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.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. The district will not provide a mental health care service except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The mental health liaison, Jennifer Gonzalez (counselor), can be reached at jgonzalez@ipcisd.net and/or 940-592-2144 and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus.

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

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

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

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See **Video Cameras** for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.]

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual’s professional responsibilities, as described by district guidelines. 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.

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

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

[AND/OR]

The employee is required to include his or her immediate supervisor and the student’s parent as recipients on all text messages.

[AND/OR]

The employee is required to send a copy of the text message to the employee’s district e-mail address.

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

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school-wide or classroom recognition; a student’s name and photograph posted on a district approved and managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

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

The district has identified the following as directory information: student name; address; telephone listing; electronic 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; and weight and height of members of athletic teams. If you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, and athletic programs.

Also see **Authorized Inspection and Use of Student Records on pg. 29.**

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

Unless a parent has advised the district not to release his or her student's information, the Every Student Success Act (ESSA) requires the district to comply with requests from the military recruiters or institutions of higher education to provide the following information about student: Name, Address, and Telephone Listing

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

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

Prohibiting the Use of Corporal Punishment

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

Our practice, at IPHS, is to contact parents before the corporal punishment is administered. The intent is to redirect, not to injure. Extreme care and consideration is used when corporal punishment is applied. All corporal punishment involves a staff witness and is done discretely.

Only approved designees may apply corporal punishment. A record will be maintained of each instance of corporal punishment.

If you do not want corporal punishment to be administered to your child as a method of student discipline, please submit a written statement to the campus principal stating this decision. A signed statement must be provided each year if you do not want corporal punishment to be administered to your child.

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

Note: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment will not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Counseling

Academic Counseling

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

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the school counselor for an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Physical and Mental Health Resources

Parents and students in need of assistance with physical or mental health concerns may contact the following campus and community resources:

- The campus full nurse: Jamie Shipp, jshipp@ipcisd.net , 940-592-2144
- The campus full time counselor: Jennifer Gonzales, jgonzalez@ipcisd.net, 940-592-2144

Other Area Resources

STARRY Counseling Services: 940-386-9546

First Step: 1-800-252-5400

Patsy's House: 940-322-8890

Helen Farabee Centers: 1-800-621-8504

Substance Abuse Prevention and Intervention

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

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](http://www.texasuicideprevention.org/) <http://www.texasuicideprevention.org/> or contact the school counselor for more information related to suicide prevention services available in your area.

Participation in Third-Party Surveys

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

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, doctors, 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 Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

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

- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. **Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.** [See policies EF and FFAA.]

Note: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

As a parent, you may inspect:

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

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

Pledges of Allegiance and a Minute of Silence

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC 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.

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

See Consent to Human Sexuality Instruction on page 25 and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 26 for information on parent's right to remove a student from such instruction.

Consent to Human Sexuality Instruction

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

For more information, see the district's human sexuality instruction website at www.ipcisd.net .

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

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

In accordance with state law a parent may review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. You may use the district' grievance procedure concerning a complaint. See Complaints and Concerns and FNG (local). Please see the campus principal for additional information.

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before instruction.

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

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

Annual Notification

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

For further information, see the district's abuse prevention instruction website at www.ipcisd.net.

In accordance with state law a parent may:

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

[See Consent to Human Sexuality on page 25; Dating Violence on page 73; and Child Sexual Abuse, Trafficking, and Other Maltreatment on Children on page 108.]

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

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 (per state law) if any of the following apply (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) a parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be 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** and policy EC(LEGAL).]

Religious or Moral Beliefs

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 state law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

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

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school. [See **Standardized Testing** on page 76 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of 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, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

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

District Review of Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

Participation in Federally Required, State Mandated, and District Assessments

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

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 school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law.
- State assessment instruments that have been administered to your child as released by and permitted by TEA, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an “eligible” student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information**, are:

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

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

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

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include: board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a person appointed to serve on a team to support the district’s safe and supportive school program; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.

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

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

Steve Moody
Superintendent
328 East Hwy.
Iowa Park, Texas 76367
940-592-4193
smoody@ipcisd.net

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the

hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, the board of trustees determines that, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns** for an overview of the process.]

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

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.

Teacher and Staff Professional Qualifications

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 whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent OR principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. See the superintendent or principal for more information.

[See **Bullying**, policy FDB, and policy FFI.]

- 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 FDE.]

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

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

School Facilities

Use by Students Before and After School (All Grade Levels)

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

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

- Cafeteria

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

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

Conduct Before and After School

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

Use of Hallways During Class Time

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

Passes to leave classrooms are to be issued by the teacher for emergency only. After classes begin, students are not to be in the hallways without a pass from a teacher or Principal.

Students should present their passes to any teacher or administrator they may meet in the hallway. * 15 Minute Rule No students should be in the halls for the first and last 15 minutes of the period.

Food and Nutrition Services

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

Some students are eligible for free and reduced-price meals are available based on financial needs. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Samuel Reed, Assistant Principal

#1 Bob Dawson Drive

Iowa Park, Texas 76367

940-592-2144

940-592-2583 (fax)

Email: cmcfadden@ipcisd.net

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals until the balance reaches \$20.00 or according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who requires alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete for AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> , from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to the USDA by:

1. Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture ([Notes and Additional Resources](#)), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Library

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

- 8 a.m. – 4 p.m. – Monday-Friday

The mission of today's school library media center (LMC) is to help prepare students to enter the information age of the twenty-first century. The school LMC can and should play a central role in the education of students, helping them become productive, information literate and knowledgeable citizens in the years to come. The ability of students to access, locate, manipulate, and synthesize information is critical for success in tomorrow's world. Information takes many forms. No longer limited to linear print formats, information may be found, for example, in a picture, a videocassette, a laser disc, or a computer program. Students today must be prepared to deal with this plethora of information sources to become effective citizens of tomorrow. The school LMC can offer them valuable assistance. However, it must be respected and have rules to be followed in order to have a LMC that reaches all students in meaningful ways.

Materials that leave the library must be checked out. To adhere to this rule, students must leave all items in their locker or classroom except for a notebook and writing instrument upon entering the library. Books may be checked out for two weeks. Periodicals, subject files, and reserved items are used in the LMC only. The student's identification card must be presented in order to check out materials. All students will be checked upon leaving the library to ensure compliance with this rule. Items that are overdue will be fined ten cents a day until returned. Report cards are held until all items are returned and fines paid.

Additional rules are available in the LMC. Students who choose not to follow LMC rules will be removed from the LMC. Students who continually choose not to follow the rules will be suspended from the LMC.

Meetings of Non-curriculum Related Groups

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

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

Students with Exceptionalities or Special Circumstances

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each

program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact High School office.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children](https://www.dodea.edu/partnership/interstatecompact.cfm)

(<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles 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, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](http://tea.texas.gov/index2.aspx?id=7995) <http://tea.texas.gov/index2.aspx?id=7995>

English Learners

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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 that the student will require to eventually become proficient at

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

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

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

Multiple Birth Siblings

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

Service/Assistance Animal Use by Students

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

Students in the Conservatorship of the State (Foster Care)

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

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

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the school year, and the district will award proportionate course credit (partial credit) when a student only passes one half of a two half course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue

in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

If you have any questions, please contact the foster care liaison:

Steve Moody

Superintendent

328 east HWY, P.O. Box 898, Iowa Park, TX 76367

smoody@ipcisd.net

940-592-4193

[See **Credit by Examination for Advancement/Acceleration** on page 39 and **Course Credit** on page 39.]

A Student Who Is Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;

- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one half of a two half course);
- Eligibility requirements for participation in extracurricular activities; and
- Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district;
- Graduation requirements.

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

Superintendent
328 East Hwy.
Iowa Park, Texas 76367
940-592-4193
smoody@ipcisd.net

[See Credit by Examination for Advancement/Acceleration and Course Credit.]

Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the counselor, principal, or West Wichita County Coop 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 making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals: A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications) . If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

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

- [Texas Project FIRST](http://www.texasprojectfirst.org/) <http://www.texasprojectfirst.org/>
- [Partners Resource Network](http://prntexas.org/) <http://prntexas.org/>
- [Legal Framework for the Child-Centered Special Education Process](#)
- [Special Education Information Center](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services or post-secondary transitions, including the transition from education to employment or for students receiving special education services is:

Sarah Taylor
Assistant Principal/Academic Coordinator
#1 Bob Dawson Dr.
Iowa Park, Texas 76367
940-592-2144
staylor@ipcisd.net

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

Students Who Receive Special Education Services with Other School Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, 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. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other than English

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

[See **Emergent Bilingual Students** on page 37 and **Special Programs** on page 37.]

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is counselor at:

Jennifer Gonzalez
Academic Coordinator
#1 Bob Dawson Dr.
Iowa Park, Texas 76367
940-592-2144
jgonzalez@ipcisd.net

[See policy FB.]

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by teacher.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (ALL Grade Levels).

Transfers

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

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services**, for other transfer options.]

Transportation

School Sponsored Trips

Students who participate in school sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

School-sponsored Field Trips

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

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

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

Further information may be obtained by calling the superintendent's office at 940-592-4193.

See the Student Code of Conduct for provisions regarding transportation to the Disciplinary Alternative Education Program.

A parent may also designate a childcare facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an

approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact superintendent's office at 940-592-4193.

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

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

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

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

Vandalism

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

Video Cameras

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

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

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

[See EHBAF(LOCAL).]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see Consent to Video or Audio Record a Student when Not Already Permitted by Law pg.19.]

Visitors to the School

General Visitors

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

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

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

[For video and other recording by parents or visitors to virtual or in-person classrooms, see Consent to Video or Audio Record a Student when Not Already Permitted by Law pg.19.]

Unauthorized Persons

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

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

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

[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

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

On special occasions, Iowa Park High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Withdrawing from School

A student under age 18 may be withdrawn from school only by a parent, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared. Withdrawal forms are available from the principal's office.

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

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

Section II: General Operating Procedures

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to

become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick reference when you or your child has a question about a specific school related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the principal.

Absences/Attendance

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

Compulsory Attendance

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student's enrollment. As an alternative to revoking the student's enrollment, the district may implement a behavior improvement plan. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on an applicable subject area state assessment.

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;
- Appearing at a government office to obtain U.S. citizenship;
- Taking part in a US Naturalization ceremony

- Serving as an election clerk
- Healthcare appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism services, if the student comes to school or returns to school on the same day as the appointment.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician:
- For students in the conservatorship (custody) of the state,
 - An activity required under a court ordered service plan; or
 - Any other court ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See on page 38 for that section.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology. Including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 50.]

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 if the following conditions are met; the board has authorized such excused absences under policy FEA(LOCAL), the principal has approved the absence, and the student follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided

the absence does not exceed four days and the student provides verification to the district of these activities.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

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

An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Compulsory Attendance – Failure to Comply

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

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement

plan, school based community service, or referrals to either in school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Superintendent's designee. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student's parent 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 without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten–grade 12 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 or a final grade for the class if he or she completes a plan, approved by the principal, which allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the 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 or a final grade lost because of absences. The Attendance Committee may include the principal, assistant principal, secretary, counselor, and one or more of the students' teachers. [See policy FEC.]

With exception of absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- Whether the student has completed makeup work satisfactorily. If the student has completed makeup work, absences listed under Compulsory Attendance-Exemptions and absences for extracurricular activities will be considered extenuating circumstances.

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course subject.
- Whether the student or the student’s parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

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

Official Attendance Taking Time

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

The district must submit attendance of its students to TEA reflecting attendance at a specific time as required by state rule. Official attendance is taken every day at 10 a.m.

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

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The school maintains the right to deny acceptance of parent notes after 3 notes have been received in a semester, or in the event the district has sufficient or logical reason to believe the stated reason for the absence is not credible. A students’ or parents history regarding truancy issues may be considered when determining whether or not to accept parent notes.

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

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

Doctor's Note after an Absence for Illness

Within 3 days of returning to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to *be in violation of compulsory attendance laws*.

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

Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

[See policy FEC(LOCAL).]

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue the VOE only if the student meets class credit requirements. The VOE form is available at:

<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>

Further information may be found on the Texas Department of Public Safety website:

<https://www.dps.texas.gov/section/driver-license> .

See **Compulsory Attendance-Exemptions** on page 47 for information on excused absences for obtaining a learner license or driver's license.

Attendance Policy

Nonattendance

Nonattendance may result in assessment of penalties by a court of law against both the student and his/her parents. A complaint against the parent may be filed in the appropriate court if the student is absent from school ten or more days or parts of days within a six-month period in the same school year.

The goal of the attendance intervention plan is for administrators, teachers, parents and students to work alongside one another to reduce chronic absenteeism. IPHS will establish an attendance committee to issue solutions for students with chronic absenteeism. This plan will discuss strategies and ideas to assist the student with attendance.

Other truancy prevention measures are in place and are intended to prevent truancy. They are as follows:

3 unexcused absences in a 6 month period

The attendance administrator/clerk for the school will track the attendance of all students. When a student reaches 3 unexcused the administrator will conference with the student and parent/guardian regarding the absences and work on ways to avoid future unexcused absences. The administrator will go over the IPCISD handbook regarding absences.

4 unexcused absences in a 6 month period

The attendance committee/administrator/clerk will meet with the student and parent/guardian over the phone or in person. The student, parent/guardian, and administrator will go over and sign an attendance improvement plan. The student will be assigned 5 hrs. of community service hours that can be completed on campus before or after school.

5 unexcused absences in a 6 month period

The attendance committee/administrator/clerk will meet with the student and parent/guardian over the phone or in person. The student, parent/guardian, and administrator will review the attendance improvement plan. The student will be assigned an additional 5 hrs. of community service and placed in ISS for 3 days.

6 unexcused absences in a 6 month period

The attendance committee/administrator/clerk will meet with the student and parent/guardian over the phone or in person. The student, parent/guardian, and administrator will review the attendance improvement plan. The student will be assigned an additional 10 hrs. of community service and will be placed in ISS for 5 days.

7 unexcused absences in a 6 month period

The attendance committee/administrator/clerk will meet with the student and parent/guardian over the phone or in person. The student, parent/guardian, and administrator will review the attendance improvement plan. The student will be assigned an additional 20 hrs. of community service.

8 unexcused absences in a 6 month period

The attendance committee/administrator will meet with the student and parent/guardian over the phone or in person. The student, parent/guardian, and administrator will review the attendance improvement plan. The student will be assigned an additional 20 hrs. of community service.

9 unexcused absences in a 6 month period

The attendance committee/administrator will meet with the student and parent/guardian to decide if the student can be assigned a 30 day AEP placement.

10 unexcused absences in a 6 month period

Truancy will be filed in court on the parent/guardian of the student.

Community service must be completed in the timeframe below to avoid more consequences.

- 5 hours – Community Service – 14 days (2 weeks) from the date of assignment
- 10 hours – Community Service – 21 days (3 weeks) from the date of assignment
- 20 hours – Community Service – 28 days (4 weeks) from the date of assignment

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. The actual number of days a student must attend in order to receive credit will vary, depending on whether the class is for a full semester or for a full year. A student who attends fewer than 90 percent of the days the class is offered 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.

Absence Policy

- Parent notes stating the reason for an absence will only be acceptable for 3 absences per semester. After 3 absences, each absence must be accompanied by a physician note or the absence is counted unexcused.
- If a student is absent more than 3 days in a semester due to illness, then the note must be accompanied by supporting documentation such as a statement signed by a licensed physician stating that the student was sick and unable to attend school.
- When returning to school after an absence, a student must bring a note signed by the parent or licensed physician that describes the reason for the absence. (Must be done within three days of returning to school or the absence becomes unexcused).
- Phone calls will not be accepted as proof of absence. (Only written documentation signed by the parent or licensed physician will be accepted).
- The State rule of 90% attendance will continue to be enforced. After missing more than 10% of class a student must attend makeup days.

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 healthcare appointments will be considered days of attendance for this purpose.

- A transfer or migrant student begins to accumulate absences only after he/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 opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL). The actual number of days a student must be in attendance in order to receive credit, will depend on whether the class is for a full semester or for a full year.

PLEASE NOTE:

- A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school related activities on that day or evening.
- All notes will be kept in the student's attendance file.
- The State Department of Public Safety requires students to be in attendance 90% of each class during the semester or year in which a student renews a driver's license or applies for a driving permit.
- A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student whose absence is excused shall be permitted a reasonable time within which to make up work missed. A student who does not make up assigned work within the time allotted will receive a grade of zero for the assignment.
- Class time is important. Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. If a Doctor's visit is necessary during the school day a student may not have to be counted absent from school. Students who miss a portion of a school day to attend a doctor's appointment must bring an official note from the doctor's office back to school. The state allows school districts to count those students with the notes in attendance.

College Days

11th and 12th grade students are allowed 2 excused absences each year to be used for college visitations.

- Students must turn in a Request for College Day form at least 3 school days before the planned date of absence.
- Students must also take a College Day Confirmation form to be completed and signed by an administrator from the college visited.

IPHS Tardy Policy

- **1st Student tardy** warning from teacher.
- **2nd Student tardy** assign D-Hall with teacher before or after school (15 minutes).
- **3rd Student tardy** assign D-Hall with teacher before or after school (15 minutes) and call the parent. The teacher must document the parent contact so the student can be placed in ISS on the 4th tardy.
- **4th Student tardy** the student will be placed in ISS for 1 day. The student will be placed in ISS the next day.

Up to 10 minutes after the tardy bell rings a student is considered absent. After 10 minutes the student will need to procure an admit slip from the office.

15 Minute Rule: No students should be in the halls for the first and last 15 minutes of the period.

Accountability under State and Federal Law

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

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

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

TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](http://www.tea.texas.gov/perfreport/) <http://www.tea.texas.gov/perfreport/> and the [TEA homepage](http://www.tea.texas.gov/) <http://www.tea.texas.gov/>

Celebrations

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

Communications

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by emailing the school registrar at skelly@ipcisd.net.

Automated Emergency Communications

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

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency situation.]

Complaints and Concerns

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

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

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following:

- Discrimination on the basis of gender.
- Sexual abuse or sexual harassment of a student. (See the section on Sexual Harassment/Sexual Abuse).
- Loss of credit on the basis of attendance.
- Teacher removal of a student for disciplinary reasons.
- Removal of a student to disciplinary alternative education program.
- Expulsion of a student.
- Identification, evaluation, or educational placement of a student with a disability. (See the section on Special Programs).
- Instructional Materials.
- On campus distribution of non-school materials to students.
- Complaints against District peace officers.

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

The school newspaper and the yearbook are available to students.

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

Non-school Materials

From Students

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

The principal has designated bulletin boards throughout the campus as the locations for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

From Others

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

The principal has designated bulletin boards throughout the campus as the locations for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum related student group meeting held in accordance with 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.

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 or school owned equipment.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]

- A maximum fee of \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising

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

An application for permission must be made to the Superintendent at least two weeks before the event. No door-to-door solicitation is allowed. The following guidelines must be considered:

1. There shall be a need for and planned use of the collected proceeds.
2. Student participation shall not interfere with the regular instructional program, nor shall the activity require excessive time or effort on the part of the students or sponsors.
3. Students shall not engage in door to door or general telephone solicitation.
4. Fundraising activities shall be service orientations, instead of sales orientations whenever possible.
5. Merchandise shall be purchased from local merchants whenever possible.
6. Merchandise shall be of value to the general public.
7. The community shall be informed in advance of how the proceeds of a fundraising activity are to be used.

NO OUTSIDE ORGANIZATIONS OF ANY SORT MAY SOLICIT CONTRIBUTIONS OF ANY TYPE FROM STUDENTS WITHIN THE SCHOOLS. ALL FUND RAISING WILL BE PREAPPROVED BY THE SUPERINTENDENT. [For further information, see policies FJ and GE.]

Lost and Found

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

for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Section III: Curriculum and Extracurricular

Awards and Honors

AA HONOR ROLL

1. No grade lower than 90
2. No citizenship grade lower than A
3. Does not have to be enrolled in an honor's class.

AB HONOR ROLL

1. No grade below 80
2. No citizenship grade lower than A
3. Does not have to be enrolled in an honor's class.

Career and Technical Education (CTE)

The district offers career and technical education programs in the following areas: business computer applications, cosmetology, auto mechanics, agricultural science, and home economics. Admission to these programs is based on the availability of classes.

These programs will be offered without regard to race, color, national origin, sex, handicap, or age and provides equal access to the Boy Scouts and other designated youth groups. Iowa Park CISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

For further information on these programs please contact Steve Moody, Coordinator of Title IX and Section 504, at 940-592-4193

Class Rank/Highest-ranking Student

Graduating seniors shall be ranked on a four point scale on the basis of their academic achievement in the Foundation courses required for completion of the Recommended Program of Study. Computation of the grade point average of common courses shall include only the following:

1. English – English I, II, III, IV

2. Mathematics – Algebra I, Algebra II, Geometry, Mathematical Models with Applications, Advanced Quantitative Reasoning, Pre-Calculus, Statistics, Robotics Programming and Design, and Advanced Independent Study in Mathematics.
3. Science – Integrated Physics and Chemistry, Biology, Chemistry, Physics; any second year Biology, Chemistry, Anatomy and Physiology, Environmental Science, Forensic Science, and Physics.
4. Social Studies – American History, World Geography, World History, Government and Economics; any second year American History, World Geography, or World History.
5. Foreign Language – Spanish I, Spanish II, Spanish III; or additional foreign language courses approved by the Texas Education Agency.

Any Honors or Concurrent Enrollment class taught in substitution for one of the above listed classes taught on this campus will be considered Advanced and will receive the “Advanced” grade points, with the exception of courses that receive a “P” for the 5th six week grading period. All courses listed above shall be used in the computation of the GPA. No course may be retaken to “substitute” grade points. Both the original grade points and those earned while retaking a class will be utilized in the final GPA.

Number Grade	Regular	Advanced
100	4.0	5.0
99	3.9	4.9
98	3.8	4.8
95	3.5	4.5
90	3.0	4.0
85	2.5	3.5
80	2.0	3.0
75	1.5	2.5
70	1.0	2.0

No grade point shall be awarded for a grade lower than 70.

ACADEMIC HONORS FOR SENIORS

Recognition for academic honors shall be given to the following graduating seniors:

1. Valedictorian – highest ranking student.
2. Salutatorian – second highest ranking student.

To receive graduation honors as valedictorian or salutatorian, a senior must have enrolled in the District no later than the fifteenth day of their junior year in high school. If a tie exists between the top two students or between number two and number three, then the District will award co-awards.

3. Top Ten – valedictorian, salutatorian, and the next eight highest ranking students.
4. Honor Graduates – any graduating senior with a 3.5 GPA or above.

EARLY GRADUATES

Early graduates will be ranked and will be eligible for the top ten percent and “Honor” graduate status, but they will NOT be eligible for Valedictorian, Salutatorian, or Top Ten honors.

TRANSFER GRADES

Transfer students’ transcripts shall be evaluated according to the system in place at IPHS and advanced credit will be given to Advanced Placement, Pre-Advanced Placement, and Concurrent enrollment courses. Transfer students entering the high school from schools not granting advanced credit may request that their transcripts be evaluated for advanced credit in grades 9-11 after completion of four semester credits in IPHS Advanced level courses with a grade of no less than 80. The IPHS SBDM Committee will review the request and determine whether to grant advanced credit to transfer courses called into question.

DATES OF CLASS RANKING

Official class ranks will be established only for the senior class. The counselor will determine class ranking three times during the school year:

1. To begin the senior year (issued by end of first six weeks),
2. At end of first semester (issued by end of fourth six weeks), and
3. Final senior class ranking shall be determined at the end of the fifth six week grading period in the graduation year. The fourth and fifth six week grades shall be averaged and counted as the second semester grades for the courses in which students are enrolled in their senior year. The grades will be averaged to the fourth decimal point (i.e. 3.2213) and will be rounded up.

[For further information, see policy EIC.]

Class Schedules

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

REGULAR BELL SCHEDULE

M/W/F

7:55 – 8:05 – Tardy bells rings at 8:05
1st Period 8:05 a.m. – 8:51 a.m.
2nd Period 8:56 a.m. – 9:45 a.m.
3rd Period 9:50 a.m. – 10:36 a.m.

SUCCESS PERIOD/ PEP RALLY SCHEDULE

T/TH

7:55 – 8:05 – Tardy bells rings at 8:05
1st Period 8:05 a.m. – 8:45 a.m.
2nd Period 8:50 a.m. – 9:30 a.m.
Success/PeP 9:30 a.m. – 10:00 a.m.

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4 th Period	10:41 a.m. – 11:27 a.m.	3 rd Period	10:05 a.m. – 10:45 a.m.
5 th Period	11:32 a.m. - 12:57 p.m.	4 th Period	10:50 a.m. – 11:27 p.m.
A Lunch	11:27 a.m. – 11:57 p.m.	5 th Period	11:32 a.m. – 12:57 p.m.
B Lunch	11:57 p.m. – 12:27 p.m.	A Lunch	11:27 a.m. – 11:57 a.m.
C Lunch	12:27 p.m. – 12:57 p.m.	B Lunch	11:57 a.m. – 12:27 p.m.
6 th Period	1:02 p.m. – 1:48 p.m.	C Lunch	12:27 p.m. – 12:57 p.m.
7 th Period	1:53 pm. – 2:39 p.m.	6 th Period	1:02 p.m. – 1:48 p.m.
8 th Period	2:44 p.m. – 3:30 p.m.	7 th Period	1:53 p.m. – 2:39 p.m.
		8 th Period	2:44 p.m. – 3:30 p.m.

College and University Admissions

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

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Program]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University from the summer 2022 term through the spring 2024 term, the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

As required by law, the district will provide written notice concerning the following; automatic college admission, the curriculum requirements for financial aid, the benefits of completing the requirements for automatic admission and financial aid, the Texas First Early High School Completion Program(which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program), the Texas First Scholarship Program, and the Future Texas

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

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

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

College Credit Courses

Students in grade 9-12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Vernon College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Enrollment in these programs is based on the successful completion of the TSI-A.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See career and Technical (CTE) on page 59 for information on CTE.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in dual credit course to enroll at no cost to the student. The district will determine eligibility upon student's enrollment in the dual credit course. See the Academic Coordinator for more information.

Iowa Park High School offers "Dual Credit Courses" through Vernon College where a junior or senior level student may be able to earn both high school and college credit while attending IPHS.

GENERAL GUIDELINES

Students classified as juniors and seniors may be granted high school credit for college course(s) taken in approved institutions to fulfill units for high school graduation under the following provisions.

1. Summer college and concurrent enrollment: The parents/ student must make written request to the principal that high school credit be given for a college course. In order for a high school credit to be awarded for a college level course, the college course must meet all the requirements for credit set forth through the Texas Education Agency in Chapter 74 of the Texas Education Code.
2. Students enrolled in the concurrent enrollment courses offered through Iowa Park High School during the regular school day will receive high school credit.
3. A college semester course successfully completed will count as one-half (1/2) high school credit.
4. The parent(s) or guardian(s) must complete the request form for their son/daughter to take college courses for high school credit.
5. The student and/or parent(s) must agree to pay all costs associated with taking college course(s), must provide transportation to and from the college, must agree to release the school of all liability from the time the student leaves the high school campus, and must provide the district with an official college transcript showing the grade received.

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

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

Course Credit

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

Credit by Examination—If a Student Has Taken the Course/Subject

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

awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or principal would determine if the student could take an exam for this purpose.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.

If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

In all instances, the district will determine whether any opportunity for credit by exam will be offered. [For further information, see the school counselor and policy EHDB(LOCAL).]

Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees. The dates on which exams are scheduled during the 2021-2022 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once. A student must score 90 or above to receive credit for the course or subject for which he/she is taking the test.

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

Dates for Credit by Exam

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

[See counselor for details on test dates and application deadlines]

Distance Learning

Texas Virtual School Network (TXVSN)

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

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

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact Sarah Taylor, Academic Coordinator – 940-592-2144.

Grade Level Classification

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

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

Grading Guidelines

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

which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Passing grades at Iowa Park High School will range from 70 to 100. Any grade falling below 70 is failing. Earning of credits (units) is given on a semester basis.

Campus Wide Policy on Grading

Grades are used to measure the progress of a student through the course requirements. Teachers are trained to evaluate student progress in a variety of methods to effectively measure the level of competence of a particular student. The sheer variety of our curriculum necessitates that teachers be given latitude in their methods of calculating a student's grade. Each teacher may establish his/her grading procedures for his/her classroom as long as the procedures meet the following guidelines:

1. Teachers should collect grades on at least six different assignments, tests, projects, or other means of assessment during each six week grading period.
2. No one grade may count more than twenty percent of the six week's average.
3. Formal assessments (tests, academic projects, term papers, etc...) of learning will be weighted higher than informal assessments (homework, class work, etc...)

Academic Projects

Major academic projects will be required of students in various courses of academic study. These long-term projects are designed to teach students to achieve several academic and personal objectives related to specific subject areas, which include time management, punctuality, and research skills. Teachers will provide students with a written project synopsis that will include the project due date, specific grading procedures, and grade penalties for late work. In every case, major projects are due on the date required by the teacher(s). Students who are absent on the date it is due may submit their project by:

1. Completing the project early and turning it in before the due date; or –
2. Submitting the project via parent or classmate; or
3. Obtaining a special hardship waiver from the Principal.

If a Student meets one of the following exemptions, the project will be due on the students return unless other arrangements were made with the teacher. The only exceptions to submitting the project late without grade penalty shall be with prior approval by the teacher(s). This option is acceptable only if emergency exists which may be:

1. Death or illness in the family.
2. Family business which requires the student to be out of town prior to, and during the due date.

3. A major catastrophe in the family home.

All requests for due date extensions should be submitted in writing or personal contact with the teacher(s) in a conference with the student, parent, and teacher(s).

Assessment (Tests)

Students will be assessed over what has been taught. While tests have traditionally been the only forms of assessing a student's progress, Iowa Park High School's teachers are seeking better, more authentic, means of assessing students. Assessments will constitute a major portion of a student's grade in each class. Semester assessments will be averaged in as 1/7 of the final average.

Grade Reporting

Written reports of students' grades and absences shall be issued to parents at least once every six weeks. Progress reports will be issued every three weeks to students with failing averages at the three week period. Three week grades will be calculated using all of the grades earned by the student to that point. The teacher may place special weight on assessments in the calculation of a student's three week average. **Teachers follow grading guidelines approved by the Superintendent/Principal that have been 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 the teacher did not follow the District's grading policy. The Board's decision is not subject to appeal.**

Homework

Students will be expected to complete assigned work at home. Individual practice is extremely important to the success of a student. Homework may be graded or ungraded, depending upon the preference of the teacher. It may be based on completion or upon competence, but should not be the sole indicator of student performance. Parents are encouraged to assist their children with the completion of homework, but not to "do" it for them.

Incompletes

Students who have not completed the required coursework in any given class are considered incomplete for the grading period and will not be assigned a grade. Incomplete students will be allowed four school days to make up their assignments. At the end of those four days the student's grades will be averaged. If a student fails to make up one or more assignments, he or she will be given zeroes for the coursework not completed. Students who have unforeseen circumstances that prevent them from being able to make up their work in the time allotted can receive an extension from the principal. For extracurricular eligibility purposes, a student with an incomplete will be considered suspended from participation.

Make Up Work

A teacher may assign makeup work to a student who misses class based on the instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements. The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up work within the time allotted by the teacher will receive a grade of zero for the assignment. The student is encouraged to speak with his or her teacher if the student knows of any absence ahead of time so that the teacher and student may plan any makeup work. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding “attendance for credit or final grade”. [**See Attendance for Credit or Final Grade.**]

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

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

Students who have excused absences are allowed to make up work they missed, including tests. Students are required to submit makeup work and/or take makeup tests after an absence. A student will be allowed the same number of days as he/she was absent to make up work. Students must understand that teachers have as many as 150 other students to keep up with. Therefore, it is the sole responsibility of the student to request makeup work. Those students participating in extracurricular activities and missing classes for scheduled competitive events have more stringent requirements placed upon them. (See "Extracurricular Activities" #4)

NOTE: Students shall receive a zero for assignments and tests missed because of an unexcused absence. [**See Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

DAEP Makeup Work

Grades 9–12

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

In-School Suspension (ISS) and Out-of-School-Suspension (OSS) Makeup Work

Completion of Course Work

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Completion of Courses

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

Graduation

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

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

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

Foundation Graduation Program

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

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent may request that the student graduate without an endorsement. The district will advise the student and the student’s parent specific benefits of graduating with an endorsement. The student and the student’s parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance

acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language arts	4	4
Mathematics	3	4
Science	3	4
Social studies, including economics	3	3
Physical education	1	1
Language other than English	2	2
Fine arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit bearing course for the required credit of physical education. This determination will be made by

the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Resources our district provides

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted TASFA, the student must submit.

- A screenshot that includes the processed date field if the FAFSA ApplyTexas Counselor Suite;

- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgement page;
- A screenshot of the TASFA submission acknowledgement page (from those institutions that offer an electronic form);
- An acknowledgement receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement.

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

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

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

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

Graduation Activities

Graduation activities will include:

- Graduation May 24, 2023 8:00 p.m.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and the Future Texas Teachers Scholarship Program for scholarships and grants towards tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

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

End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency. In making promotion decisions the district will consider; grade levels the recommendation of the student's teacher, the score received on any criterion referenced or state mandated assessment, and any other necessary academic information as determined by the district.

To earn credit in a course, a student must receive a grade of at least 70 based on course level or grade level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** and **Standardized Testing** for more information about EOC assessments.]

Repeating a High School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Remote Instruction

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences

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

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

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

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

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

Schedule Changes

A student who wishes to change his/her schedule must see the Academic Coordinator, and have approval. A student or parent who wishes to withdraw from a course will be required to sign a form releasing the District from any and all liability associated with that request. If a student or parent's request for a schedule change is denied, the parents may appeal the decision of the principal to the Superintendent through the normal grievance process.

Standardized Testing

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

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

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness)

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

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

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

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

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

Standardized Testing for a Student in Special Programs

Certain students – some with disabilities and some classified as emergent bilingual students – may be eligible for exemptions, accommodations, or deferred testing.

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

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP). [See graduation.] STAAR Spanish is available for

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

For more information, see the principal, school counselor, or special education director.

Requesting Administration of STAAR/EOC in Paper Format

STAAR and EOC Assessments are administered electronically.

A parent may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for all administration of STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of TSAAR or EOC must be submitted no later than December 1 each school ear.

Failure to Perform Satisfactorily on an STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Extracurricular Activities, Clubs, and Organizations

Participation in school sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right. While many of the activities are governed by the University Interscholastic League a statewide association of participating districts eligibility for participation in many of these activities is governed by state law as well as UIL rules. In

addition, the school district may impose stricter standards for eligibility than those imposed by state law or UIL rules.

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

[See [UIL Texas](#) <http://www.uil texas.org/> for additional information on all UIL governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a healthcare provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required in the first year of middle school competition and the first and third years of high school competition. During alternate years, the student must complete a medical appraisal form, and the results of this appraisal form may prompt the district to require physical examination.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved course music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 at the end of a grading

period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post district competition, a maximum of 5 absences for post district competition prior to state, and a maximum of 2 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.
- Students participating in extracurricular activities generally have ample prior knowledge they will be missing certain classes due to scheduled events. In any event, it is the responsibility of the student to make prior arrangements with the teacher of that class concerning any and all assignments. It is expected that the student turn in any homework, project, or take tests BEFORE departing on a scheduled trip. In the event of an unscheduled trip which makes planning ahead unreasonable, it is the responsibility of the student to find out what was missed and make it up in an appropriate time (see "Make-up Work.")
- Students are required to be in attendance the entire day on the day of their participation in extracurricular events unless prior permission has been granted by the principal, due to extenuating circumstances; otherwise, the student cannot participate.

Extracurricular Travel

Participation in some of these activities may result in events that occur off campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. Guidelines to extracurricular travel are as follows:

- Students are expected to travel on a vehicle furnished by the school and return in the same fashion unless permission is granted for the student to come home with the parent. Under no circumstances will a student be allowed to drive his/her vehicle to a contest and be allowed to compete.
- For permission to be granted for a student to ride home with his/her parents, a written request, delivered by the parent, must be presented to the sponsor prior to the group leaving Iowa Park.

- Bus drivers of all school sponsored trips are in complete and sole authority of all students on his/her bus. Students who defy this authority will forfeit their rights to ride the bus.
- Students attending conference and University Interscholastic League contests under the supervision of school authorities are held responsible for their conduct from the time of departure until they return, just as they would be while attending school. This applies to students as fans riding buses sponsored and conducted by the school to football games in other cities.

[See **Transportation.**]

Extracurricular Codes of Student Conduct

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

Extracurricular Drug and Alcohol Policy

Students participating in extracurricular activities at Iowa Park CISD are expected to adhere to a high set of standards established to deter the use of drugs and alcohol. Extracurricular students should conduct themselves in a manner that will promote a positive image for all students and Iowa Park CISD.

Drug and Alcohol Use: The use of drugs or alcohol at any time will be a violation of rules for all extracurricular activities. School related drug and alcohol offenses and substantiated reports from out-of-school offenses will be subject to this policy. Examples of substantiated out-of-school reports include tickets for MIP and MIC.

Consequences for Drug and Alcohol Violations: All offenses are cumulative for the student’s enrollment in a particular campus. This policy does not prevent the school from administering disciplinary consequences for drug and alcohol violations of the student code of conduct. If a student is found to be under the influence or in possession of illegal drugs or alcohol, the school will notify the police and take disciplinary actions against the student.

First Offense:

- The student shall be suspended from participation in extracurricular activities for 45 school days; and
- The student shall be required to attend practice during the last 15 school days of the suspension before being allowed to compete.

Second Offense:

- The student shall be suspended from participation in extracurricular activities for 90 school days.

Third Offense:

- The student shall no longer be allowed to participate in any extracurricular activity.

Cheerleading

The purpose of cheerleading is to encourage school spirit, develop a sense of good sportsmanship among players and students, and to better relationships between schools during athletic events. Since cheerleading is NOT governed by any state or federal guidelines the District establishes and enforces its own guidelines. Cheerleading candidates are required to satisfy basic tryout standards in two areas, academic eligibility and have upstanding behavior. We expect cheerleaders and those desiring to be cheerleaders to be among the best behaved and most cooperative students in our school. Students failing to meet these rigorous behavioral standards will NOT be allowed to try out for cheerleader. Guidelines for being a cheerleader and for trying out are available from the Cheerleading sponsor, Jennie Miller.

Offices and Elections

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

The student council of Iowa Park High School is the leader of the student activity. It is composed of five executive officers, elected by the entire student body, and four representatives elected by their respective classes.

Qualifications for Student Council Officers

1. The president and vice president shall have and shall maintain an average of 80 or more throughout their entire term of office and must be passing all subjects at all times.
2. All other officers must maintain an average of 75 or more and must be passing all subjects at all times.
3. The President, Vice-president, Corresponding Secretary, and Treasurer must have at least one year of prior council experience.
4. All chairpersons of standing committees shall be appointed from the elected membership for the Student Council. Committee members may be chosen from the student body.

Qualifications for Class Representatives

1. A representative must be enrolled in the class he represents.
2. All representatives must have and must be passing all subjects at all times.
3. Representatives must not have truancy this year.

4. Representatives must not have been guilty of a major disciplinary infraction during the current or last semester.

Election of Student Council

Election of Student Council officers will be held in early May. Selections for class representatives will be held in the following week. Any Student Council member, who wishes to run for a Student Council office, or be a Student Council Representative, should sign up on the bulletin board in Mrs. Myers room and pick up the necessary forms.

Section IV: Technology

To prepare students for an increasingly technological society, the district has made an investment in the use of district owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted for approved purposes only. Students and their parents should be aware that when using district computers emails are not private and may be monitored by district staff. [For additional information, see policy CQ.]

Electronic Devices and Technology Resources

Acceptable/Responsible Use Policy

Iowa Park Consolidated Independent School District (CISD) provides a variety of electronic communications systems for educational purposes. The electronic communications system is defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications, databases, online resources, Internet access, email, and any other technology designated for use by students, including all new technologies as they become available. This also includes any access to the Iowa Park CISD technology system while on or near school property, in school vehicles and at school sponsored activities, and includes the appropriate use of district technology resources via off campus remote access.

In accordance with the Children's Internet Protection Act, Iowa Park CISD educates staff and students regarding about appropriate online behavior, including interacting with other individuals on social networking websites (including chat rooms). Iowa Park CISD also educates staff and students on cyberbullying awareness to insure Internet safety, including use of email and Web 2.0 resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, harmful, or contain potentially offensive information. While every effort is made to provide the most secure and optimal learning environment by monitoring online activities, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is possible that you may run across areas of adult content and some material you (or your parents) might find

objectionable. While the district will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. **It is each student's responsibility to read district policy, regulations and agreement forms and ask questions if you need help in understanding and following the guidelines for appropriate and acceptable use.**

Iowa Park CISD users are permitted to use the district's resources for legitimate educational purposes. Personal use of district resources is prohibited. In addition, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of Iowa Park CISD resources for the purpose of carrying out such behavior or activity is prohibited.

The smooth operation of the electronic communications system relies on the proper conduct of the users. Therefore, Iowa Park CISD has set the following standards and expectations for conduct:

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

RULES FOR APPROPRIATE USE

- Students must only open, view, modify, and delete their own computer files.
- Internet use at school must be directly related to school assignments and projects.
- Students will be assigned individual email and network accounts and must use only those accounts and passwords that they have been granted permission by the district to use. Students are responsible for not sharing the username and password for that account with others and are never to use a different account.
- All account activity should be for educational purposes only.
- Students must immediately minimize the program and report threatening messages or discomfoting Internet files/sites/emails to a teacher.
- Students must at all times use the district's electronic communications system, including email, wireless network access, and Web 2.0 tools/resources to communicate.
- Students are responsible at all times for their use of the district's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them freedom to do otherwise. The district may suspend or revoke your access if you violate the rules.
- Students are responsible for backing up their data.
- Remember that people who receive email from you with a school address might think your message represents the school's point of view.

INAPPROPRIATE USES

- Using the district's electronic communications system for illegal purposes including, but not limited to, cyberbullying, gambling, pornography, and computer hacking.
- Disabling or attempting to disable or breach any system monitoring or filtering or security measures.
- Utilizing proxy gateways, or similar technologies, to bypass the Iowa Park CISD's monitoring or filtering.

- Sharing user names and passwords with others; and/or borrowing someone else's username, password, or account access.
- Utilizing the district's network and/or equipment to cheat on assignments or tests.
- Purposefully opening, viewing, using or deleting/destroying/modifying files belonging to another system user without permission.
- Changing hardware or software configurations.
- Electronically posting personal information about one's self or others (i.e., addresses, phone numbers, and pictures).
- Downloading, installing or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the district's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, illegal, or damaging to another's reputation.
- Wasting school resources through improper use of the computer system(s).
- Utilizing school resources for non-instructional purposes.
- Attempting to gain unauthorized access to restricted information or resources.
- Purposefully misrepresenting yourself or others.
- Utilizing social network tools for personal use.

Consequences for Inappropriate Use

- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the District policies and applicable laws.
- Termination of System User Account(s): The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user.
- Possible criminal action.

Chromebook Misuse/Offense

If a student misuses their Chromebook, i.e. Discipline Levels 1-4 (see Disciplinary Procedures: Offense Levels)

1st Misuse/Offense – 3 days to 1 week Chromebook suspended

2nd Misuse/Offense – 3 weeks Chromebook suspended

3rd Misuse/Offense – 6 weeks Chromebook suspended or remaining part of year.

Chromebook Damages

If a student damages their Chromebook through inappropriate use, i.e. broken Chromebook

1st Offense - Student is given a warning for the inappropriate use/damage

2nd Offense - 1 week Chromebook suspended.

3rd Offense – 3 weeks Chromebook suspended

4th Offense - 6 weeks Chromebook suspended or remaining part of year.

For more information regarding the rules and guidelines for the Chromebook see the IPCISD Chromebook Handbook.

Electronic Communication Devices

Students may utilize personal electronic communication devices at school and at school activities when and if the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Students may use devices before and after school, and in designated areas only.

Devices include, but are not limited to, the following: notebooks, smart phones, iPhones, iPads, iPods, mp3 players and e-Readers. All devices should be clearly labeled with student's full name. Students are responsible for personal property brought to school and should keep personal items with self or in a locked space. Iowa Park CISD is not responsible for the loss or damages to personal devices. If personal devices are damaged or stolen while on Iowa Park CISD's property, Iowa Park CISD will not be liable for the replacement or repair of any personal device. Any data and/or SMS/MMS (texting) charges will not be reimbursed by the Iowa Park CISD. Devices should be charged prior to bringing to school. In the event the technology is used inappropriately, normal disciplinary consequences may occur.

Use of the district's resources is not private, and the district will monitor students' activity. Iowa Park CISD makes no warranties of any kind for the services it is providing through the Internet. Use of any information obtained is at your own risk. We deny any responsibility for the accuracy or quality of information obtained via the Internet.

Guidelines

1. Students may use a privately owned electronic "Internet ready" device on the IPCISD wireless network with teacher or administrator permission.
2. The use of a privately owned electronic device is to support and enhance instructional activities.
3. Students are prohibited from accessing the Internet using any external Internet service.
4. No privately owned electronic device may be connected to the IPCISD network by a network cable plugged into a data outlet. Network access is provided via Wi-Fi access only.
5. No student shall establish a wireless ad-hoc or peer-to-peer network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to using a privately owned electronic device as a cabled or wireless hotspot.
6. Voice, video, and image capture applications may only be used with teacher or administrator permission.

7. Sound should be muted unless the teacher or administrator grants permission for use of sound associated with the instructional activities. A teacher or administrator may permit the use of ear buds or other types of headphones.
8. The privately owned electronic device owner is the only person allowed to use the device.
9. No school owned academic or productivity software can be installed on personal devices.
10. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
11. Devices are brought to school at the students' and parents' own risk. In the event that a privately owned device is lost, stolen or damaged, IPCISD is not responsible for any financial or data loss.
12. Violation of school or district policies, local, state and/or federal laws while using a personal electronic device on the IPCISD wireless network will result in appropriate disciplinary and/or legal action as specified in the Student Handbook and Code of Student Conduct, School Board policy as well as by local, state and/or federal law.
13. The school district and school district personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunctioning personal hardware or software.
14. The school district reserves the right to examine the privately owned electronic device and search its contents if there is reason to believe that school district policies or local, state and/or federal laws have been violated. In the event that a student believes that his/her password has been compromised, he/she should immediately reset his/her password.

Electronic Devices – District Owned

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

Wireless Information

A student must obtain prior approval to bring his/her own technology device to a school campus, it is mandatory that the device utilize the IOWA PARK CISD wireless network. For example, an Iowa Park High student will choose the "IPGuest" wireless ID, and accept the terms of the IPCISD Responsible Use Policy to browse the Internet. By accessing IOWA PARK CISD wireless network, they are accepting the terms of the Iowa Park CISD Student Responsible Use Policy. Once on the IOWA PARK CISD wireless network, all users will have filtered Internet access just as they would on a district owned device.

Responsible Use Policy

Iowa Park CISD provides students with access to the District's electronic communications system for educational purposes. The electronic communications system is defined as the District's network, servers, computers, mobile devices, peripherals, applications, databases, online resources, Internet access, email, and any other technology designated for use by students. With this educational opportunity comes responsibility.

While the District uses filtering technology and protection measures to restrict access to inappropriate material, it is not possible to absolutely prevent such access. It will be each student's responsibility to follow the rules for appropriate and responsible use. Access to the Iowa Park CISD network is a privilege and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

All students in Iowa Park CISD must adhere to the following standards of responsible use:

- The District may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.
- Students are responsible at all times for their use of the District's electronic communication system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.
- Students must log in and use the Iowa Park CISD filtered wireless network during the school day on personal electronic devices.
- Students must not access, modify, download, or install computer programs, files, or information belonging to others.
- Students must not waste or abuse school resources through unauthorized system use (e.g. playing online games, downloading music, watching video broadcasts, participating in chat rooms, etc.).
- Students must not alter computers, networks, printers or other equipment except as directed by a staff member.
- Technology, including electronic communication, should be used for appropriate educational purposes only and should be consistent with the educational objectives of Iowa Park CISD.
- Students must not release personal information on the Internet or electronic communications.
- Personal IOWA PARK CISD network access information should not be conveyed to other students or attempts be made to use anyone else's accounts.
- If a student finds an inappropriate site or image, he or she must immediately minimize the program and contact the instructor.
- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
- Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

Questions about Technology

I brought my device to school to use in the classroom, but my teacher said I couldn't use it in her classroom. Can I still use it?

- The teacher in the classroom has the final say on procedures in the classroom. If he or she asks you not to use your device, then you should follow those directions. Access is available but not guaranteed for each classroom situation.

I am uncertain on specific policy regarding times and locations my personal device can be used during the school day. Exactly when am I allowed?

- Middle School Appropriate Use
 - Before and After School: Yes
 - In Class with Teacher Permission: Yes
 - During Passing Periods: No
 - During Lunch: No
- High School Appropriate Use
 - Before and After School: Yes
 - In Class with Teacher Permission: Yes
 - During Passing Periods: No
 - During Lunch: Yes

I have my laptop/mobile device with me in class. How do I get on the Internet now?

- Most laptops or other personal technology devices (smart phones), will detect a wireless connection when you are near one. Your device should prompt you to join an available network. When prompted, choose the student wireless ID from the list (for example: IPGuest). Once you choose this network and open an Internet browser, you will accept the Responsible Use Policy and be connected.

My laptop is not prompting me to choose a wireless network. Is there another way to connect?

- In the settings menu of your device, there is usually a network access icon. Go to this icon and choose IPGuest wireless ID from the list or prompt your computer to look for wireless networks in range. Always consult your device's owner's manual for exact directions for accessing a wireless network.

I need to save my work onto my IOWA PARK CISD student S: drive. Why can't I access this resource from my device?

- Within IOWA PARK CISD, you are on a wireless network that is designed to give you Internet access only. It is not the same as the network you would normally access from a district owned computer. You will not see your S: drive, so you will need to save your work on a flash drive or a cloud based storage solution. You can access that account from anywhere you have connectivity—at home, school, Starbucks, McDonalds, etc.

I just can't get my laptop to connect to the network. Can I get some help from someone?

- It is not the responsibility of your teachers or other IOWA PARK CISD staff to troubleshoot individual devices during the school day. Check your owner's manual for issues concerning connectivity.

What if my laptop or phone is stolen or damaged? What recourse can I take?

- Students bring electronic communication devices to school at their own risk, just like any other personal item. The district will not be held responsible if an electronic device or other item is lost, stolen, or misplaced, including those that have been confiscated.

Is it required that I use the IOWA PARK CISD wireless? Can I use my own 3G or 4G service?

- It is absolutely required that you use the district filtered wireless internet. Using your own wireless provider during school is a violation and may result in confiscation of your device and or disciplinary consequences.

Radios, Tablets, CD Players, Cell Phones, and Other Electronic Devices and Games

Students are to follow the policy in place. If students are not in compliance with the policy, teachers will collect the items and turn them in to the principal's office.

For safety purposes and educational purposes, the district permits students to possess and use cell phones; however, they must remain turned off or on silent during the instructional day, including during all testing, unless they are being used for approved instructional purposes. Students may use cell phones as specified below and before and after school hours, outside the building.

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

Students should use the office to communicate with parents and/or seek permission from office staff to use cell phone.

Cell phone use inside the building during the school day will be allowed at teacher discretion and for educational purpose and any purpose deemed appropriate by the educator. Students will be notified visually and/or verbally indicating when it is acceptable to use the technology. Cell phones used in anyway, other than specified, will be taken up by staff.

Cell phones that ring during the day, or are being used inappropriately (cheating, texting, social networking, listening to music, taking pictures, etc.) will be taken up and the following consequences will be applied:

- **1st offense:** Student receives (5) demerit points, receives a warning, and parent must pick up the device.
- **2nd offense:** Student receives (10) demerit points, receives (3) days ISS, and parent must pick up the device.
- **3rd offense:** Student receives (10) demerit points, receives (5) days ISS, and parent must pick up the device.

Additional offenses will result in the student being placed in AEP based on demerit points. Any disciplinary action will be in accordance with the Student Code of Conduct.

Schools are not responsible for the loss or damage of phones or other electronic devices during any portion of the school day or afterschool activities.

Unacceptable and Inappropriate Use of Technology Resources

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

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

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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

Section V: Health

School Nurse Contact Information:

Jamie Shipp jshipp@ipcisd.net IPHS

IPHS: 940-592-2144 Fax: 940-592-2583

Kelly Fields kfields@ipcisd.net WFGMS

WFGMS: 940-592-2196 Fax: 940-592-2801

Jenna Wineinger jwineinger@ipcisd.net Bradford Elementary

Bradford Elementary: 940-592-5841 Fax: 940-592-2059

Shawna Coggins scoggins@ipcisd.net Kidwell Elementary

Kidwell Elementary: 950-592-4322 Fax: 940-592-2487

Wellness Policy: Iowa Park CISD

Federal Public Law (PL 108.0265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents, students, a representative from the School Food Authority, school board, school administrators and the public. The Local Education Authority (LEA) will establish a plan for measuring implementation of the local wellness policy

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. Possible reasons for exclusion may include but are not limited to:

- Fever over 100 degrees- If your child has a fever greater than 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications.
- Vomiting and/or Diarrhea-Students with two or more episodes of vomiting and/or diarrhea must stay home until they are vomiting and diarrhea free without vomiting or diarrhea-suppressing medications for at least 24 hours.
- Head lice and/or nits
- Conjunctivitis (pink eye)
- Strep Throat
- Chicken Pox
- Ring worm of the scalp
- Influenza
- Impetigo
- Undiagnosed rash
- Any other condition or possible communicable disease as determined by the school nurse.

You may go to the Texas Department of State Health Services website for additional information regarding communicable diseases.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the child's parent/guardian will be contacted. In the event a parent/guardian cannot be reached, an emergency contact will be notified.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority. Please see the TX Department of State Health Services website for more information.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Emergency Medical Treatment and Information

Parents are asked each year to complete a medical care authorization form, providing written consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.).

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

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by court of law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Drug Testing

All students in grades 6 – 12 are eligible to voluntarily participate in the District's drug testing program. If a student is not involved in extracurricular activities, a student's guardian may contact the campus principal to sign a drug testing consent form. After receipt of the consent form, the student's name will be included in the random drug testing program. An IPCISD representative will contact the student and the student's parents notifying them if the test

result is positive and the student will be subject to attend a District-approved drug counseling program.

The drug testing policy is available at the high school if your student is involved in any extracurricular activity or approved by the parent. [For further information, see policy FNF(LOCAL). Also see **Steroids.**]

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

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 common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

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 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red purple spots. These can occur anywhere on the body.

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

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

How is bacterial meningitis spread? Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented? Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can

also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

Where can you get more information? Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the [Centers for Disease Control and Prevention](https://www.cdc.gov/) <https://www.cdc.gov/>, and the [Department of State Health Services](http://www.dshs.texas.gov/) <http://www.dshs.texas.gov/>.

Note: TDSHS requires at least one meningococcal vaccination (MCV4) for a student ages 11 to 12 or for a student enrolling in grades 7 through 12, and state guidelines recommend this vaccination be administered between ages 11 and 12, with a booster dose at 16 years of age. Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See **Immunization** for more information.]

Diabetes

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

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with

Food Allergies At-Risk for Anaphylaxis.” The district’s management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district’s food allergy management plan can be accessed at www.ipcisd.net.

The complete text of the [“Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis”](#) can be found on the DSHS website at [Allergies and Anaphylaxis](#).

If your child has an epinephrine injection prescribed by a physician for severe allergic reactions and you would like to leave one at the school, please contact the school nurse or principal and complete a medication permission form. A physician’s signature will be required also. [See policy FFAF and **Celebrations**.]

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. The school district does not require or recommend students to be removed from school because of lice or nits. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to discuss a plan for treatment with an FDA approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and how to prevent lice from returning.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#) <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>. (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and from the Centers for Disease Control and Prevention’s website [Head Lice Information for Parents](#) (<https://www.cdc.gov/parasites/lice/head/parents.html>). [See policy FFAA]

Head Injuries

If your child receives a head injury and has any of the following symptoms, or any other symptoms that could possibly be related to a head injury, please contact a Doctor or take them to the Emergency Room immediately:

- Severe headache
- Excessive drowsiness
- Nausea and/or vomiting
- Double vision, blurred visions, pupils of different sizes

- Loss of muscle coordination such as falling down, walking strangely, or staggering
- Being confused or having problems with memory
- Breathing irregularly
- Dizziness
- Convulsions
- Bleeding or discharge from the ear
- Sensitivity to light or noise
- Loss of consciousness

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. The immunizations required are: Diphtheria, tetanus, and pertussis; Polio; Measles, mumps, and rubella; Hepatitis B; Varicella (chicken pox); Meningococcal; Hepatitis A. Please see the TDSHS website for a complete list of minimum vaccine requirements for school. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubberstamp validation. The school nurse can provide information on immunization requirements.

Instructions for Filing Immunization Exemptions:

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

1. If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and license stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.
2. For exemptions reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) on line or by writing:

Texas Department of State Health
Services
Immunization Section, Mail Code
1946
P.O. Box 149347
Austin, Texas 78714-9347

For more information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis.

[For further information, see policy FFAB(LEGAL) and the DSHS website at [Texas School & Child Care Facility Immunization Requirements \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization)

MRSA

What is Staphylococcus Aureus (Staph)? Staphylococcus Aureus, commonly referred to as “staph”, can be carried on the skin or in the nose. Staph is one of the most common causes of skin infections in the United States.

What is MRSA (Methicillin Resistant Staphylococcus Aureus)? Some staph bacteria are resistant to antibiotics. MRSA is a type of staph that is resistant to certain antibiotics.

What does a staph or MRSA infection look like? Staph bacteria, including MRSA, can cause skin infections that may look like a pimple or boil and can be red, swollen, painful, or have pus or other drainage.

How are MRSA and staph infections spread? Any open wound is a potential entry point for MRSA or other infections. Factors that have been associated with the spread of MRSA include close skin-to-skin contact, opening in the skin such as cuts or abrasions, contaminated items and surfaces, crowded living conditions, and poor hygiene.

How can I prevent staph or MRSA infections? Practice good hygiene. Keep your hands clean by washing thoroughly with soap and water or using an alcohol based hand sanitizer. Keep cuts and scrapes clean and covered with a bandage until healed. Avoid contact with other people’s wounds or bandages. Avoid sharing personal items such as towels or razors.

What should I do if I think my child has a staph infection? Contact your healthcare provider immediately.

If I have a staph or MRSA infection, what can I do to prevent others from getting infected? Keep wounds that are draining or have pus covered with clean, dry bandages. You and anyone you come in close contact with should wash their hands frequently with soap and warm water or use an alcohol based hand sanitizer, especially after changing the bandage or touching the infected wound. Avoid sharing personal items such as towels, washcloths, razors, or any article of clothing that may have come in contact with the infected wound or bandage. Tell your healthcare providers who treat you that you have or have had a MRSA or staph infection.

Are staph and MRSA treatable? Yes. Most staph and MRSA infections are treatable with antibiotics. If your healthcare provider prescribes an antibiotic, you must complete all the doses for it to be effective, even if the infection starts getting better. Do not share antibiotics with

others. Sometimes the area may require draining. This should be done by your healthcare provider. Never drain the infected area at home.

Medicine at School

According to Section 22.052, Education Code, any medication administered to a student in a Texas School, must have a written request/authorization from the student's parent's or legal guardian and must be in the original container and be properly labeled.

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept and administered by the school nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law. The district will not purchase nonprescription medication to give to a student. Only FDA approved medications will be accepted. Herbal or dietary supplements can be given if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

You will be responsible for picking up your child's medications at the end of the school year. Any medications not picked up by the last day of the school year will be disposed of. Trained NON-MEDICAL District personnel may administer medication to students. See the school nurse or principal for information. [See policy FFAF]

Prescription Medications

1. An IPCISD Prescription/Treatment Form must be completed and signed by the physician and parent/guardian. **Medication cannot be given in the school health clinic until the form is correctly completed.** This form is required for each prescription medication and a new form is required each school year.
2. Medication must be brought to the school in a pharmacy labeled bottle that contains the child's name, name of the medication, physician's name and instructions on how and when the medication is to be given. You can request an extra bottle with the appropriate label to supply to the school from your pharmacy.
3. A parent/guardian is to bring all medications (prescription and over-the-counter) to the school.

Non-Prescription Medications

1. Over-the-counter (OTC) medications can be given only if an IPCISD Non-Prescription (OTC) Medication Authorization Form is completed and signed by the parent/guardian.
2. OTC medication must be in the original, **unopened**, container and will be administered according to the printed package directions for use. The student's full name must be clearly labeled on the medication package. Requests to alter the dosage and/or frequency of OTC

medications must be accompanied by a **physician's written note** stating the dosage and frequency the medication is to be given (fax may be accepted). For example, an adult medication cannot be given to a child without a note from a physician.

3. A parent/guardian or designee, over the age of 18, **not including the student**, is to bring all medications (prescription and nonprescription) to the school health clinic or designated personnel. If clinic hours of operation are not convenient, arrangements may be made with the health clinic staff or campus principal/designee to receive the medication.

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Note: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may 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 healthcare provider. The student must also demonstrate to his or her physician or healthcare 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 or principal for information. [See policy FFAF(LEGAL).]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Prescription Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education code, the board has adopted a policy to allow authorized and trained school personnel and/or volunteers to administer a medication for respiratory distress on a school campus or a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel and/or school volunteers who are trained to administer prescription medication for respiratory distress during regular school hours.

"Unassigned medication for respiratory distress" means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services for

treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Psychotropic Drugs

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

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

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.

Physical Examinations/Health Screenings

The school nurse conducts spinal, vision, and hearing screenings as required by law. For more information regarding these screenings, contact the school nurse at your child's campus.

The Texas Department of State Health Services requires periodic health screenings of school-aged children for vision, hearing and spinal problems. Screenings are conducted by school

nurses and certified staff. If your child fails a screening test, the school nurse will recheck them. Parents are notified by the school nurse when results are not within normal limits after the student has been rescreened. Physical and Mental Health Resources

Spinal Screening Program

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

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

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

Athletics' Participation

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

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

For more information, see the UIL's explanation of [sudden cardiac arrest](#).

Physical Fitness Requirements

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

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

The district offers physical education, tennis, and athletics classes in grades six through eight to students in middle school. Two years of participation in these classes is required. For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of his or her child's physical fitness assessment conducted during the school year by contacting the school administrator at 940-592-2144.

School Health Advisory Council (SHAC)

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.ipcisd.net.

[See Consent to Human Sexuality Instruction on page 25 and policies BDF and EHAA for more information.]

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

School Health Advisory Committee (SHAC) Members:

Jamie Shipp, School Nurse

Michelle Turner, Kidwell PE Teacher

Brenda Hodges, Bradford PE Teacher

Middle School PE Teacher and Coach

Parents: Taler Evans, Rhonda Corbell, Heather Scobee, Nicola McLemore, and Erika McNeil

[See policies at BDF and EHAA.]

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see “**A Student with Physical or Mental Impairments Protected under Section 504**”

Student Wellness Policy/Wellness Plan

Iowa Park CISD is committed to encouraging healthy students and therefore has developed a board adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. For questions about the content or implementation of the district’s wellness policy and plan please contact:

Steve Moody
Superintendent
328 East Hwy.
P.O. Box 898, Iowa Park, Texas 76367
940-592-4193
smoody@ipcisd.net

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the superintendent. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

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

Steve Moody
Superintendent
328 East Hwy.
P.O. Box 898, Iowa Park, Texas 76367
940-592-4193
smoody@ipcisd.net

Pest Management Plan

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

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

Tim Kingcade
IPM coordinator
348 E. Highway
Iowa Park, TX 76367
940-592-4193
tkingcade@ipcisd.net

Section VI: Safety

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.

- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by following the QR link outside of counselor's office.
- 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.

For the safety of our students, **ALL** visitors **MUST** report to the office and **MUST** receive permission from the principal before going elsewhere in the school. Failure to do so will result in calling our school police officer and could result in Criminal Trespass charges. (TEC 37.107)

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture: building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done using any electronic communication device, including through the use of a cellular or other type

of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet based communication tool.

The district is required to adopt policies and procedures regarding:

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

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, and theft of valued possessions, name calling, rumor spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for the student's age groups.

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying that will identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, contact the campus assistant principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor,

principal, or another district employee as soon as possible to obtain assistance and intervention. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by reporting to the principal, assistant principal, or counselor or by following the QR link outside the counselor's office.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research based-interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed the bullying behavior.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

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

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

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

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

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

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

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Warning Signs of Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;

- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.

Additional signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the hours permitted for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as the student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

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

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

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

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

Reports of abuse, trafficking, or neglect may be made to:

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

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://taasa.org/product/child-sexual-abuse-parental-guide/\)](https://taasa.org/product/child-sexual-abuse-parental-guide/)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)
- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Texas Association Against Sexual Assault, Resources](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)

Dating Violence, Discrimination, Harassment, and Retaliation

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

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

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

In accordance with the law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has more information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's Preventing Teen Dating Violence. (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

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

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. (See also Student Code of Conduct)

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

Retaliation

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

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

Freedom from Discrimination

In its efforts to promote nondiscrimination and as required by law, Iowa Park CISD, does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, include CTE programs, and provides equal access to the Boy Scouts or other designated youth groups.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Superintendent, Steve Moody, 328 E. Highway, Iowa Park, TX 76367
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Superintendent, Steve Moody, 328 E. Highway, Iowa Park, TX 76367 All other concerns: See the superintendent.

- Services for the Homeless and for Title I Participants • Other designated staff you may need to contact include:
- Liaison for Homeless Children and Youths, who coordinates services for homeless students: school counselor
- Parent Involvement Coordinator, who works with parents of students participating in Title I programs: school counselor

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

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang related crimes, will be enhanced to the next highest category of offense if they are committed in a gang free zone. For purposes of the district, a gang free zone includes a school bus and a location in, on, or within 1,000 feet of any district owned or leased property or campus playground.

Gender-Based Harassment

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

Hazing

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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, superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC.]

Reporting Procedures

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

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

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

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

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

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

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Refer to local television, radio stations, and school web site for updates on school closings. Parents may also sign up for Skylert automated messaging to receive texts and email alerts and/or phone calls by contacting the school office.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Disaster drills are conducted for two purposes:

1. To train occupants to leave the building orderly and quickly in case of an emergency alarm, and
2. To teach self-control in times of emergencies in later life. These aims can be accomplished only when military discipline is required of all occupants.

Executives, teachers, and janitors, as well as students must be subject to orders and take part in the drills.

<u>DRILL</u>	<u>SIGNALS</u>	<u>PROCEDURES</u>
Tornado	Continuous siren sound	All Students will go to the basement
Fire	Continuous chime sound	March out of the building in an orderly manner
Lockdown/lockout	Announcement of procedure	Secure building and individual classrooms
Return	All clear will be sounded	All students return back into the building

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)
- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

Section VII: Student Conduct and Discipline

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a

point of contact for student misconduct. The contact information for this campus behavior coordinator available is listed below:

Samuel Reed
 Assistant Principal
 #1 Bob Dawson Dr.
 Iowa Park, Texas 76367
 940-592-2144
 sreed@ipcisd.net

Cell Phone Guidelines

The district allows students to possess cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for instructional purposes. Cell phones are not allowed to be out while in school or during school hours. They are not allowed to be used during passing periods in the halls or in the cafeteria during breakfast and lunch times. Headphones are not allowed to be used with a personal device (non-school issued). The use of cell phones or any device to capture images or videos is strictly prohibited.

Offenses	Number of Demerits	Minimum Consequences for offenses
1 st offense	0	Student receives a warning, and parent notified by phone call or email and documented in Skyward.
2 nd Offense	5	Parent/student must pay \$10 and parent must pick up the device and documented in Skyward.
3 rd Offense	10	Student receives 3 days ISS, and parent must pick up the device and documented in Skyward.

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, during remote and in-person instruction, and on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in

place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Students are expected to:

- Behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for the property of others, including District property and facilities is essential to the maintenance of facilities, safety, order, and discipline.
- Attend all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class is expected of all students.
- To be well groomed and dressed appropriately each day.

As required by law, the District has developed a **Student Code of Conduct** that establishes behavior standards both on and off campus and consequences for failure to abide by those standards. Students need to be familiar with the standards set out in the **Student Code of Conduct**, as well as campus and classroom rules, in order to avoid violations and the subsequent consequences. A copy of the District's **Students Code of Conduct** is included as an attachment to this handbook.

Cheating/Plagiarism/Academic Dishonesty

Plagiarism consists of using another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. A student found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

Disruptions of School Operations

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

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

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

Social Events

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

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

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

Disciplinary Procedures

The District's Student Code of Conduct lists several offenses and specifies possible consequences by level of offense. With this in mind we will use the following procedure to determine disciplinary consequences for students who disobey school rules. A numerical value (demerits) will be placed on each level of offense. BOTH the numerical value of a particular offense and the combined total of demerits that a student has accumulated throughout the school year will determine a student's disciplinary consequence.

Level of Offense	Number of Demerits	Minimum Consequence for Level
I	1	Conference with student, lunch detention, or corporal punishment
II	2	Detention or corporal punishment
III	5	ISS – 1 day
IV	10	ISS – 3 days
V	20	Mandatory DAEP placement

NOTE: For descriptions of the various levels of offenses see Offense Levels and Student Code of Conduct.

Accumulated Demerits

As mentioned above, a student's cumulative demerit total will be considered when making disciplinary assignments. See the following chart and example:

<u>Total Number of Accumulated Demerits</u>	<u>Minimum Consequence</u>
15	ISS – 3 days
30	ISS – 5 days
40	DAEP – 6 weeks (30 days)
60	DAEP – 12 weeks (60 days)

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete a course needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District.

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 the removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. Students and their parents are encouraged to discuss the options with the teacher or counselor to ensure the student completes all courses.

Offense Levels

Level I Offenses

Level I acts of misconduct include repeated infractions of classroom management procedures or rules, or other misconduct that disrupts the educational process to the extent that the classroom teacher needs administrative support to correct the problem. Examples include but are not limited to the following:

1. Refusing to follow classroom rules.
2. Refusing to participate in classroom activities or fulfill assignments.
3. Failure to bring appropriate materials to class.
4. Possessing and/or using nuisance items.
5. Eating, drinking when prohibited in hall or classroom.
6. Disruption of the orderly classroom process.
7. Running, making excessive noise, or other disruptions in the halls, buildings, classrooms, or other supervised settings.
8. Cheating or copying the work of another.

9. Failure to attend tutorials, D-hall, or lunch detention when assigned.

Level II Offenses

When student's behavior does not change as a result of action taken on Level I, and the student is being seen for a second time in the principal's office for repeated Level I infractions, the student is moved to Level II for discipline purposes. Examples of misconduct include but are not limited to the following:

1. Possessing or using a laser pointer for other than an approved use
2. Violating dress and grooming standards as communicated in the student handbook.
3. Disobeying rules of conduct on school buses.
4. Excessive absences or tardies.
5. Not attending class or not being at assigned location without teacher/staff approval.
6. Throwing objects that can cause bodily injury or property damage.
7. Possessing or using matches or a lighter.
8. Gambling.

Level III Offenses

Level III acts of misconduct include those student infractions that are somewhat more serious than those in level I and II in their effect on the orderly process of the school program. Examples of misconduct include but are not limited to the following:

1. Using profanity or vulgar language or making obscene gestures.
2. Possessing a cellular telephone or other telecommunications device at school during the school day.
3. Falsifying records, passes, or other school-related documents.
4. Vandalism to or defacing school property including textbooks, lockers, furniture, and other equipment.
5. Refusing to accept discipline management techniques assigned or comply with directives given by a teacher or principal.
6. Damaging or vandalizing property including textbooks, lockers, furniture, and other equipment with graffiti or by other means.
7. Defacing or damaging school property including textbooks, lockers, furniture, and other equipment with graffiti or by other means.
8. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent.

Level IV Offenses

Level IV offenses include those acts of misconduct that seriously disrupt the educational process, endanger or seriously affect other students, and perhaps violate the law. Examples include but are not limited to the following:

1. Any repeated offense of Level III, or a new violation while being disciplined for a Level III offense.
2. Repeated acts of disobedience or disorderly behavior that may prove to be detrimental to the school, harmful to health and safety, or inhibiting to the rights of others.
3. Leaving school grounds or school-sponsored events without permission.
4. Threats, oral or written, to do bodily harm to another, or to the property of another.
5. Forcing an individual to act through the use of force or threat of force.
6. Threatening another student or district employee on or off school property.
7. Engaging in bullying, harassment, and making hit lists. (See glossary for all three terms).
8. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another student or a district employee.
9. Engaging in inappropriate or indecent exposure or private body parts.
10. Hazing.
11. Causing an individual to act through the use of or threat of force (coercion).
12. Committing extortion or blackmail (obtaining money or an object of value from an unwilling person).
13. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student or a district employee.
14. Stealing from students, staff, or the school.
15. Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion.)
16. Possessing or using:
 - Fireworks of any kind “smoke or stink bombs”, or any other pyrotechnic device;
 - A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - A “lookalike” weapon;
 - An air gun or BB gun;
 - Ammunition;
 - A stun gun;
 - A pocket knife;
 - Mace or pepper spray;
 - Pornographic material;
 - Tobacco products
 - Electronic cigarettes or any other smoking devices(**mandatory AEP**);
 - **1st Offense – 10 days mandatory AEP**
 - **2nd Offense – 20 days mandatory AEP**
 - **3rd Offense – 30 days Mandatory AEP**

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)
17. Possessing or selling seeds or pieces of marijuana, any other illegal drug, or any designer drug in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion).
 18. Possessing, using, giving, or selling paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”).
 19. Possessing or selling lookalike drugs or items attempted to be passed off as drugs or contraband.
 20. Abusing the student’s own prescription drug, giving a prescription drug to another student, possessing or being under the influence of another person’s prescription drug on school property or at a school event.
 21. Having or taking prescription drugs or over-the-counter drugs at school other than as provided by district policy.
 22. Using the Internet or other electronic communications to threaten students or employees or cause disruption to the educational process.
 23. Sending, or posting electronic messages that are abusive, obscene, and sexually-oriented, threatening, harassing, damaging to another’s reputation, or illegal.
 24. Using email or Web sites to encourage illegal behavior or threaten school safety.
 25. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
 26. Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
 27. Making false accusations or perpetrating hoaxes regarding school safety.
 28. Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
 29. Discharging a fire extinguisher without valid cause.
 30. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities.
 31. Repeatedly violating other communicated campus or classroom standards or conduct.
 32. Truancy.
 33. General Misconduct.

Dress and Grooming

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

General Appearance/ Personal Grooming:

1. Hair shall be clean and well groomed. Hair shall not cover the eyes. Any hair coloring or style that is deemed distracting will not be allowed. No unnatural hair coloring will be

allowed. Any questions about hair or grooming will be directed to the school administrators and left to their judgment.

2. Mustache shall be well groomed and shall not extend beyond the corner of the mouth or touch the red part of the lip. Sideburns shall be kept above the jawline and trimmed so as not to form a beard. Other facial hair is not allowed.
3. Sunglasses are not to be worn inside the building.
4. No nose rings, eyebrow rings, lip rings, tongue rings or gages will be allowed. Earrings are not allowed for boys. No spacers of any kind are allowed.
5. Footwear is required at all times. No house slippers or house shoes are permitted.
6. No belt chains or wallet chains will be allowed.
7. Hats, caps, bandannas, or any distracting or unusual ornaments will not be allowed (in the building) except on approved occasions.

Clothing:

1. Clothing and/or body art (tattoos, hairstyles) featuring violence, obscenity, or tobacco or alcohol products will not be permitted. Tattoos must be covered at all times.
2. Shirts, blouses, and dresses should (be a minimum of 4" wide at the shoulders) cover the top of the shoulders, and no undergarments should be visible. Armholes on shirts should be appropriately sized to the individual, showing no undergarments or skin. Midriffs and cleavage should not be visible at any time. The neck opening of any type of shirt may not exceed the equivalent of the first button below the collar button of a dress shirt.
3. Pants must be no larger than two waist sizes above the normal size for the student and shall not "sag" below the waistline of the student. Decisions on sagging will be left to the discretion of a campus administrator. The length of any pants shall not drag the floor in a way that might endanger the student or others. Pants and shorts must not have tears, frays, or holes that reveal undergarments or skin (above fingertip level).
4. Length of shorts, skirts, or dresses shall be no shorter than fingertip length. Any questions about length should be directed to school administrators and left to their discretion. Leggings and spandex pants are permitted ONLY under those garments that meet the fingertip length requirement.

SPECIAL NOTE:

Since dress and grooming styles change throughout the year and this dress code may not reflect those changes, the principal shall determine if any student's dress or grooming is appropriate.

Extracurricular Dress and Grooming

Members of teams, or groups, representing the school in extracurricular activities may be required to meet more stringent standards as recommended by the sponsor with approval of the Principal. Any student attending an extracurricular event will follow the school dress code. Students who violate those standards may be removed or excluded from the activity for a

period determined by the Principal or sponsor/coach of that activity. The Principal may remove the student from an activity if:

- The dress or grooming creates a hazard to the student's safety or the safety of others.
- The student's dress or grooming will prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

Dress and Grooming Violation Guidelines

- **1st offense:** Student receives (3) demerit points, receives a warning, and resolves issue.
- **2nd offense:** Student receives (5) demerit points, receives (1) days ISS, and resolves issue.
- **3rd offense:** Student receives (10) demerit points, receives (3) days ISS, and resolves issue.
- **4th offense:** Student receives (10) demerit points, receives (5) days ISS, and resolves issue.
- **5th offense:** Student receives (15) demerit points, is assigned to AEP for a minimum of (30) days, and resolves issue.

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

Law Enforcement Agencies

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors that occur in school, on school property, or at a school-sponsored event or school-related activity on or off school property. These personnel will be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- 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.

- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

Leaving Campus

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

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

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

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Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

A student shall not be released from school at times other than regular dismissal hours except with an administrator's permission. No student is allowed to leave the school campus without prior contact by the parent to school officials. Any student leaving the campus must have a parent call the school **BEFORE** signing out at the office or be considered truant. **Students will NOT be allowed to go home to get homework, textbooks, schoolwork, etc...** Even in the event of an emergency, students must alert the office that they are leaving the campus. In the case of doctor's/dentist's appointments, or anything where prior knowledge exists by the parent or student, that he/she will be leaving the campus, a signed note by the parent or doctor/dentist is required. Any student choosing to leave the campus and not follow the above guidelines will be considered truant and subject to disciplinary action, regardless of any post correspondence by parent or guardian. **Students may only leave with a parent or designated adult, students that ride with other students to school may not leave with that student to go home or to an appointment unless it is a brother or sister and is designated by the parent.**

During Lunch

CLOSED CAMPUS

Iowa Park High School does not allow students to leave school during the assigned lunch. A parent or guardian who wishes to pick up a student for the lunch period shall first secure the principal's approval. Students who abuse off campus lunch privileges or leave campus at other times without the principal's approval shall be subject to disciplinary action. Students may eat lunch prepared by cafeteria staff or bring a sack lunch. Ordering and/or having food delivered from off campus is not allowed.

Students must eat lunch in the cafeteria. Any exceptions must be approved by the HS principal.

Closed Campus Exceptions:

1. Students who live within a quarter mile radius of the high school campus may go home to eat lunch under the following conditions.
 - a. Exception is approved by HS principal
 - b. Student must go directly home and return directly to campus. (Violation of this policy will result in an ISS placement and the loss of off campus lunch privileges.

At Any Other Time During the School Day

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

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

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.

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

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

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

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 suspicion 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.

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Trained Dogs

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

1. School officials do, however, reserve the right of access and reasonable search of all lockers or other storage areas located on school property. Such right is deemed to be essential to the proper discharge by school officials of their duty to protect the health, safety, and welfare of all students.
2. School officials also have the right to make reasonable searches of a student's person or personal possessions, including, but not limited to automobile, if such possessions are located on or adjacent to school property.

Vehicles on Campus

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials **may search any vehicle** any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

The following guidelines will pertain to student vehicles:

1. Cars driven to school must be parked immediately upon arrival and remain parked until the end of the regular school day.
2. Students are not allowed to sit in their car during the normal school day.
3. Under no circumstances are student vehicles to be driven or parked on the faculty/visitor parking lot in front of school and in front of the Cosmetology/Business Building.
4. Students are not allowed to park along the streets surrounding the school campus. Parking on these streets is subject to ticketing and fines by the city police department. Students will not park in marked no parking zones.
5. Any students who are found to be driving to school and on the school campus without a valid Texas Driver's License will be reported to the proper authorities and their cars may be removed from campus at the owner's expense.

Suspension of Parking Privileges:

Driving a vehicle to school is a privilege. Students who violate school rules may lose that privilege.

1. Violations of any part of parking regulations can result in loss of one's right to park on school premises.
2. Report by any faculty member of students committing traffic violations in the school area. Example: Running a stop sign, racing engine, reckless driving parking in wrong area, intentionally parking in "reserved" spaces.
3. Leaving campus in a vehicle without permission from the office to leave.
4. Violations of the Student Code of Conduct.

Summer School

Iowa Park High School will offer summer school to those students who do not meet the minimum requirements in academics, attendance, or on state assessments to promote to the next grade. Information will be provided in the spring to parents of students in danger of not promoting. The district may require a minimal fee.

Section VIII

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to address the needs of an individual student in acquiring the

knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

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

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

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

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

CPS stands for Child Protective Services

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

DFPS stands for Texas Department of Family and Protective Services.

DPS stand for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act 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 stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

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

PSAT is the preparatory and readiness assessment for the SAT.

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary education in Texas.

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

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

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

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

Appendix: Freedom from Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/1227?filter=FFI> . Below is the text of Iowa Park CISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 2/19/2012

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

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

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, and destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

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

EXAMPLES

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.