

W.F. George Middle School
Student Handbook
2023-2024



“Home of the Hawks”

W.F. George Middle School

412 E. Cash
Iowa Park, TX 76367

2023-2024
Board of Education

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Vice-President
Secretary
Member
Member
Member
Member

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Administration

Superintendent
Principal
Assistant Principal
Counselor

Steve Moody
Darla Biddy
Francie Stanford
Nona Laminack

School Telephone Numbers

Middle School	592-2196
Middle School Fax	592-2801
Administration Building	592-4193
High School	592-2144
Bradford Elementary	592-5841
Kidwell Elementary	592-4322
School/City Tax Office	592-5082

This handbook is not intended to be a complete representation of the Iowa Park Consolidated Independent School District policy. Complete and official copies are a matter of public record. Copies are located in the offices of the Superintendent and the building principals, as well as on the school website, www.ipcisd.net.

A school calendar is available at www.ipcisd.net; for a detailed, monthly calendar of events, go to the WFGMS homepage. Parents can sign up for Skyalerts for more information. There is also a WFGMS Announcements page on Facebook.

Principal's Message

Dear Parents and Students,

Welcome to the 2023-2024 school year at W.F. George Middle School. As we begin another school year, I would like to express my gratitude to each of you for choosing our school for your child's education. It is a joy and honor to be a part of your lives. I hope your first days are exciting and that many positive memories are made. Middle school age, by the majority opinion, is difficult. Our goal is to alleviate your concerns and make your time with us meaningful.

The Middle School handbook is prepared for the use and guidance of each student in W.F. George Middle School and his or her parents. It has been designed in a manner to allow students, faculty, and patrons to become better acquainted with the general operation, activities, curriculum, rules, and regulations of the Middle School. We hope the Middle School Handbook will help each student make the best possible use of his or her school year and that he or she will develop to the fullest potential.

We welcome your input and participation in our daily processes and in the development of our students. If I or any of our staff can be of assistance, please let us know. I hope you all have a great school year!

Mrs. Biddy

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**Iowa Park CISD
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.**

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.

At WFGMS, we strive to achieve this mission by focusing on four cornerstones of successful middle schools:

1. **Support**—being developmentally responsive to student needs, using the nature of young adolescents as the foundation on which all decisions are made.
2. **Academic Challenge**—recognizing that every student can learn and everyone is held to high expectations.
3. **Empowering Students**—providing all students with the knowledge and skills they need to take control of their lives.
4. **Equity for all**—advocating for every student's right to learn and providing challenging and relevant learning opportunities.

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PREFACE

To Students and Parents:

Welcome to a new school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make this a 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.

In pursuing that mission, IPCISD emphasizes both academic and non-academic aspects of the public school experience, excelling in both. Iowa Park students have excelled in and out of the classroom; always representing the school and community with a unique character we call ... HAWK PRIDE!

The goal of W.F. George Middle School is to create an environment that is academically stimulating, responsive to student needs, and supportive to students, parents, and teachers.

The W.F. George Middle School Student Handbook is designed to provide basic information that you and your child will need during the school year. It is divided into eight different areas consistent with our goal.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or 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 must be 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 at the back of this handbook or online at www.ipcisd.net.

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, procedure, or rules that may be applicable in a given circumstance.

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

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.

[See **Objecting to the Release of Directory Information** on page 20 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis or Evaluation** on page 16 for more information.]

Note: References to alphabetical policy codes are included so that parents can refer to board policy. A copy of the District's policy manual is available for review in the superintendent's office or online at www.ipcisd.net.

Nondiscrimination

In its efforts to promote nondiscrimination and as required by law, IPCISD 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 vocational 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 admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary of 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 Scout Act, and Title II.

The district has designated and authorized the following employees 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: Steve Moody, Superintendent, 328 East Highway, Iowa Park, Texas; 940-592-4193, smoody@ipcisd.net. Reports can be made at any time and by any person, including during nonbusiness 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).

➤ For concerns regarding discrimination on the basis of disability, see the:

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

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

The district and campuses are required to post accountability information on the district website www.ipcisd.net, under State and Federal law, including performance reports, school report cards, financial ratings, and the status of teachers. For more information see <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

Accountability under State and Federal Law

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

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

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

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (<https://tea.texas.gov/texas-schools/accountability/academic-accountabilit/performance-reporting>).

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 beginning 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 of the information changes. A parent may update contact information by contacting the school at 940-592-2196 or emailing the principal.

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** on page 99 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 phone carrier may apply. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [Please **Safety** on page 99]

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the superintendent at 940-592-4193.

SECTION I

Parent Involvement and General Operating Guidelines

PARENT AND FAMILY ENGAGEMENT

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. Ensure that your child completes all homework assignments and special projects. Be sure your child 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. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed. [See **Academic Counseling** on page 36.]
- Checking Skyward Online Grading Program for student grades, assignments, attendance, and lunch information. Ensure that your child comes to school each day prepared, rested, and ready to learn.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please email or call the school office at 940-592-2196 for an appointment. The teacher

will usually return your email or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conference UIL Eligibility** on page 55.]

- Signing and following through with the Home/School Compact
- Participating in campus parent organizations.
- Offering to serve as a parent representative on the district-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the principal.
- Offering to serve on the School Health Advisory Council, 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 BDF, EHAA, FFA and **School Health Advisory Council** on page 85.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Thursday of each month at 7:00 p.m. at the Administration Building at 328 East Highway, Iowa Park, Texas. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at 328 East Highway, Iowa Park, Texas, and online at www.ipcisd.net. [See policies BE and BED for more information.]

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- 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.

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

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

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

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

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

[See policies EF and FFAA.]

A parent may inspect:

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

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

Consent to Display Student’s Original Works and Personal Information **(See hand-out in Directory 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 of 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 material, videos, or other methods of mass communication.

As a parent, you also have a right:

- You may request information regarding the professional qualifications of your child’s teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; 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 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.

- To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests that has been administered, whether instruction is delivered in-person, virtually, or remotely. The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review. 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 student'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. [See policy EF for more information.]
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- You may review your child's student records. These records include:
 - Attendance records,
 - Test scores,
 - Grades,
 - Disciplinary records,
 - Counseling records,
 - Psychological records,
 - Applications for admission,
 - Health and immunization information,
 - Other medical records,
 - Teacher and counselor evaluations,
 - Reports of behavioral patterns,
 - 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.
- To grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
 - When it is to be used for school safety;
 - When it relates to classroom instruction or a co-curricular or extracurricular activity; or

- When it relates to media coverage of the school.
- To 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 may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.
- As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 24 and policy EC (LEGAL).]
- State law designates the week of September 17 as Celebrate Freedom Week and requires students in social studies classes in grades 3–12 to provide the following: instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution and to recite a specific recitation from the Declaration of Independence unless (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) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]
- 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.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent’s student is enrolled to determine alignment with state standards and the level of rigor for the grade level. The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year. For more information about requesting an instructional material review, contact the campus principal. [Education Code 26.0061, 31.0252]

Volunteers

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the principal for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Objecting to the Release of Directory Information

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

Directory Information for School-Sponsored Purposes

The District often requires the use of student information for the following school-sponsored purposes including, yearbook, the local newspaper, and the school website.

For these specific school-sponsored purposes, the District would like to use the student’s name, picture, honors received, participation in recognized activities and sports, and grade level. This information will not be released to the public without the consent of the parent or eligible student.

Unless you object to the use of your child’s information for these limited purposes, the school will not need to ask your permission each time the District wished to use this information for the school-sponsored purposes listed above.

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

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

do not want the district to provide this information to military recruiters or institutions of higher education.

Visitors Participating in Special Programs for Students

On various days the District invites representatives from colleges and universities and other higher education institutions, prospective employers, service organizations, inspirational groups, health organizations, and military recruiters to present information to students. All visiting groups are approved by the principal and/or superintendent.

Consent to Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. W.F. George Middle School has an agreement with Serenity Foundation of Texas. Serenity provides trained Prevention Specialists to present a Curriculum Based Resiliency Skill Enhancement Education Program for WFGMS. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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.

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, Dating Violence and Sex Trafficking on page 102.]

As a parent, you are entitled to review the curriculum materials or purchase a copy of curriculum materials depending on the copyright of the materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please contact Jamie Shipp (jshipp@ipcisd.net) for additional information. Use the district's grievance procedure concerning a complaint.

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 the instruction will begin.

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

As a parent, you are entitled to review the curriculum materials or purchase a copy of curriculum materials depending on the copyright of the materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please contact Jamie Shipp (jshipp@ipcisd.net) for additional information. Use the district's grievance procedure concerning a complaint.

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.

Consent to Conduct a Psychological Evaluation

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

Consent to Provide a Mental-Health Care Service

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

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

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

The mental health liaison, Nona Laminack, can be reached at nlaminack@ipcisd.net and can provide further information regarding these procedures, as well as, curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see Mental Health Support on page 37.

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; or
- 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.

In other circumstances, 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.

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

[See **Video Cameras** on page 120 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 Schoology page for his or her class that has information related to class work, homework, and tests.

However, 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. District employees will include the student's parent and/or an immediate supervisor as a recipient. The employee may also send a copy of the text message to the employee's district email 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.

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 WFGMS, is to contact parents and give one swat. 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.

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 request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student. [See **Corporal Punishment** on page 125.]

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.

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 for information.
- Consult with the 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** on page 104, 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 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 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.

Pledges of Allegiance and a Minute of Silence

Routinely, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See policy EC (Legal) for more information.]

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.

Prayer

Each student has a right to pray individually, voluntarily, and silently or to 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.

Accident Insurance

Soon after school opens, 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.

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).]

Special Programs

The District provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the Middle School office.

The Texas State Library and Archives Commission's Talking Book Program (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texas, including students with visual, physical, or reading disabilities such as dyslexia.

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

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

A student who is currently in the conservatorship (custody) 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.

Please contact the superintendent, who has been designated as the district's liaison for children in the conservatorship of the state, at 592-4193 with any questions.

[See also **Credit by Examination for Advancement/Acceleration** on page 59]

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 26 and Special Programs on page 25.]

Emergent Bilingual Students

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 61, may be administered to an English learner, 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 and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an 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

Students Who Are Homeless

A parent is encouraged to inform the district if his/her child is experiencing homelessness. District staff can share resources that may be able to assist the 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 at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- * Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- * 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
- * Graduation requirements.

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.

Federal law also allows a homeless student 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.

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.

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for students that are homeless, contact the district's homeless education liaison, Steve Moody at 592-4193.

[See also Credit by Examination for Advancement/Acceleration on page 59.]

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/partnership/interstatecompact.cfm>) entitles children of military families to 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** (<https://tea.texas.gov/about-tea/other-services/military-family-resources>). [Education Code 25.0879b-4), 162.002 – HB 2892]

Gifted and Talented Services

In an effort to meet the individual needs of all students enrolled in Iowa Park Consolidated Independent School District, the district maintains an Advanced Academic Program (Gifted and Talented). Qualifying students who evidence exceptional intellectual capacity are provided special learning opportunities for extension of classroom instruction. GT students are formally identified through a battery of tests and documentation, before enrolling in this program. All IPCISD teachers are trained in differentiated instruction and attend annual GT training. Screening for this program is done annually in the spring. For more information contact the school counselor. Also see **Gifted and Talented Program** on page 59.

Services for Students with Difficulties

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information contact the counselor at 940-592-2196.

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. 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 Have Learning Difficulties or Who Need Special Education or 504 Services

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

If a child is experiencing learning difficulties, the 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 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

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and 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 district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more schooldays, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives parent's consent for the initial evaluation at least 35 but less than 45 schooldays before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30th 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 completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Darla Bidby, Principal
412 East Cash
Iowa Park, TX 76367
dbidby@ipcisd.net
940-592-2196

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

Francie Stanford, Assistant Principal
412 East Cash
Iowa Park, TX 76367
fstanford@ipcisd.net
940-592-2196

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

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

Nona Laminack, Counselor
412 East Cash
Iowa Park, TX 76367
nlaminack@ipcisd.net
940-592-2196

[See also **Students with Physical or Mental Impairments Protected under section 504** on page 31.]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (http://prntexas.org/)
- [Special Education Information Center](https://www.spedtex.org/) (https://www.spedtex.org/)
- [Texas Project First](http://www.texasprojectfirst.org/) (http://www.texasprojectfirst.org/)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

Dyslexia

The district provides each student with dyslexia or a related disorder access to each program under which the student qualifies for services. Audiobooks are available for students with dyslexia and related reading disorders.

[See policy EHB for more information]

Students with Physical or Mental Impairments Protected under Section 504

A student 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 student 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.

[See policy FB.]

[See also **Students with Learning Difficulty** page 29 for more information.]

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.

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs, is Darla Bidy (the school principal), and may be contacted at 592-2196.

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 the student's education records. For purposes of student records, an "eligible" student is one who is 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** on page 20 are:

- The right to inspect and review student records within 45 days after the school received 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.
- The right to file a complaint with the U.S. Department of Education at <https://studentprivacy.ed.gov/file-a-complaint> concerning failures by the school to comply with FERPA requirements.

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

Before disclosing and personally identifiable information from a student's records, the district must verify the identity of their 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 record 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 becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records.

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

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 district medical staff); a person or company with whom the district has contracted or allowed to provide a particular instructional 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 authorize representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General’s office, the U.S. Attorney General’s office, the U.S. Secretary of Education, the 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 post-secondary 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.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid program; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district disclosed information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 20 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 counselor 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 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 students and for students who have withdrawn or graduated at:

The address of the superintendent's office is:

328 E. Highway
Iowa Park, TX 76367

The address of the principal's offices is:

412 E. Cash
Iowa Park, TX 76367

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 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/UII Eligibility** on page 55 and Student or Parent Concerns or Complaints on page 35 for an overview of the process.]

The district's policy or complaint forms regarding student records is available from the principal's or superintendent's office or at 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.

Release of Students from School:

Student attendance is crucial. Appointments should be scheduled (if possible) at times when the student will not miss instructional time, such as during electives.

A student who will need to leave school during the day must bring a note from his or her parent (parental consent) that morning and follow the campus sign-out procedures before leaving the campus.

Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or designee has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. See also, attendance policy on page 38.

Late Arrival to School

Tardiness to school may result in the student incurring additional absences and disciplinary consequences. Students must report to the office upon late arrival. Strong effort should be made to ensure early arrival to school. Also see Tardies on page 115 and Student Discipline on page 122.

Withdrawing From School

When a student under 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Student or Parent Concerns or Complaints

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG (LOCAL). This policy can be viewed in the district's policy manual. A copy of this policy may be obtained in the superintendent's office or at www.ipcisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a complaint using 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.

Online Grades, Email, and Website Information

Skyward and Online Grades

IPCISD utilizes Skyward grading system. Skyward allows online viewing of your child's attendance, cafeteria account, as well as academic progress. If you have any questions, please feel free to contact your child's school counselor.

Contacting teachers via email

Because teachers do not always have access to a phone, contacting them through email is a convenient way for both parents and teachers to communicate. To contact a parent by email, type in the first letter and last name followed by the @ sign and the school's web address. An example follows:

Teacher: Jane Doe Email address: jdoe@ipcisd.net

District and School Website

The District website can be accessed by typing in www.ipcisd.net into the URL screen on your computer. From this website, district and individual school information can be found such as the district calendar and school policy. To find information regarding W.F. George Middle School, click on the school's name and you will be linked to specific information about that campus. Examples of types of information available include: faculty information, contact information, the school calendar, and state mandated curriculum. If you have any questions regarding the school website, contact the school. Parents may also sign up to receive email alerts. For more information on how to sign up to receive email alerts, please contact the office.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued education, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours. [Education Code 33.005 / BQ (H), FFEA (H)]

Academic Counseling

The school counselor will provide information to students and parents to talk about college and university admissions and the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In 8th grade, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the 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. If your child has experienced trauma, contact the school counselor for more information.

[See Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children on page 102.]

Mental Health Support

The district has implemented programs to address the following mental health behavioral health, and substance abuse concerns (per HB 18):

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and post-vention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other District employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A 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 FFEB.]

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.

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 22;
- Counseling on page 36;
- Physical and Mental Health Resources on page 97;
- Policies and Procedures that Promote Student Physical and Mental Health on page 98.

General Operating Procedures

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 learning, 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.

Students will be allowed **3 parent written notes per semester** that will be counted excused absences. After those 3 parent notes are utilized, all other absences, excluding doctor appointments, will be counted as unexcused absences. **A student that has 3 or more unexcused absences in a 4 week period may have their attendance record turned over to the school resource officer to initiate truancy prevention measures, in accordance with Texas Education Code Sec. 25.0915.**

Notes should be sent to the school office or attendance clerk **within 3 days of returning to school**. When a student is absent, **if a note is not turned into the office within 3 days of the absence, the absence will be marked unexcused**. If a child acquires enough absences to deny him or her credit (below 90% attendance), attendance for credit will be required to be made up and other discipline measures may apply.

When a student is absent, parents should call the school by 9:00 a.m. at 940-592-2196. **The district must submit attendance of its students to TEA reflecting attendance at a specific time each day. Official attendance is taken every day at 10:00 am.** A student absent for more than three consecutive days because of personal illness may be required to bring statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

Tardiness to school may result in the student incurring additional absences and disciplinary consequences. An effort should be made to make sure students are on time to school. Excessive tardiness may result in ISS placement.

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.

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.

Compulsory Attendance - Exemptions

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 governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- 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 section Children of Military Families on page 28 for more information.]

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 absence, and
- A student serving as 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.

Note that documented health-care appointments may include telehealth appointments. Student who are physically on campus will not be allowed to participate in telehealth or other online appointments without special authorization form an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Telecommunication and Other Electronic Devices on page 77.

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. [Education Code 25.095; 19 TAC 129.1043, .1045]

Students with Disabilities

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.

Between Ages 6 and 19

When a student between ages 6 and 19 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 the student'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 the 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 through 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

To receive credit in a class or a final grade in a class, a student in kindergarten through 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 that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

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

With the 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:

- 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.
- Whether the student has mastered essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance – Exemptions on page 39 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the board by the following policy FNG (LOCAL).

Documentation after an Absence

When a student must be 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 within 3 days. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

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 student's or parent's 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.**

Certification of Absences 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 form a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

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

Green Catch Up/ Summer School for Make-up of Absences

Any student who exceeds 90% attendance rule will be required to make up those absences in Green Catch Up or Summer School. Information regarding these programs will be made available in the spring. Two days in Green Catch or one day of summer school will be required to make up 1 day of attendance, which is approximately 4 hours or 4 core subjects.

MAKEUP WORK Routine and In-depth Makeup Work Assignments

For any class missed, the teacher may assign the student makeup work. This work is based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements...

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak to his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan and work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding "attendance for credit or final grade." [See Attendance for Credit or Final Grade on page 40.]

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

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

Make-up tests: If a test is assigned when the student is in class, the student will be expected to make up the test on the first day back to school. If the student is absent when the test is assigned, the test must be made up within three days of returning to class.

Make-up Homework: If homework is assigned when the student is in class, the student will be expected to turn in the assignment on the first day back to school. If the student is absent when

the homework is assigned, the homework must be made up within three days of returning to class. Students are encouraged to make up work missed due to absences. However, we request that the secretary not be asked to obtain assignments until the student has been absent a minimum of three days. Individual teachers may be contacted via email during that time to obtain assignments, by logging on to the website at www.ipcisd.net.

DAEP or In-school Suspension Makeup Work

Alternative Means to Receive Coursework

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

Opportunity to Complete 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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO (LEGAL).]

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

Positive Behavior Interventions and Supports System (PBIS)

PBIS is a proactive approach to school wide discipline. The guidelines and procedures developed will help parents, teachers, and administrators monitor student progress in the areas of attendance, behavior, and grades. In addition, PBIS creates a school wide, multi-tiered behavioral and support system where assistance for the student increases if their performance in specific areas decreases. Students will be monitored every 3 weeks. A leveled framework of interventions of supports us used to communicate expectations to students. In some cases, discipline consequences or loss of privileges may apply when necessary.

For more information on PBIS, please see www.pbis.org

CLASS SCHEDULES

Daily Bell Schedule

7:45 to 7:55	Enter building
8:00 to 8:50	1 ST Period
8:55 to 9:05	2A – Announcements/Pledge
9:05 to 9:55	2 nd Period
10:00 to 10:50	3 rd Period
10:55 to 11:45	4 th Period
11:50 to 1:20	5 th Period/Lunch
11:50 to 12:20	6 th Grade Lunch
12:20 to 12:50	7 th Grade Lunch
12:50 to 1:20	8 th Grade Lunch
1:25 to 1:45	Pick 6
1:50 to 2:40	6 th Period
2:45 to 3:30	7 th Period

Flex Time Bell Schedule

7:45 to 7:55	Enter building
8:00 to 8:40	1 st Period
8:45 to 9:30	2 nd Period
9:35 to 10:25	3A/3 rd Period
10:30 to 11:15	4 th Period
11:20 to 12:50	5 th Period/Lunch
11:20 to 11:50	6 th Grade Lunch
11:50 to 12:20	7 th Grade Lunch
12:20 to 12:50	8 th Grade Lunch
12:50 to 1:20	Flex A/C Block
1:20 to 1:50	Flex B/D Block
1:55 to 1:40	6 th Period
2:45 to 3:30	7 th Period

On **Early Release** days, school will **dismiss at 1:30 PM**.

Please see the school's website for additional schedules regarding Early Release & Late Start bell schedules.

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 will not be permitted.

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.]

Lunch: Visits by Parents - Policy and Procedures

For security and TEA-compliance reasons, the following policies should be observed by visitors to the campus:

- Parents and visitors, please sign-in at the office. Be prepared to show a picture I.D.
- Parents, please notify the office if someone other than you will be attending lunch with a student. Guests under 18 or still in high school **must** be accompanied by an approved adult.
- Parents, please join your student in having lunch at the designated **Visitor’s Table**.
- Only parents and their students will be allowed to sit at the visitor table.
- **Only provide food for yourself and your student.** Other students may have food allergies.
- Parents and visitors may not enter the playground/recess area or enter any other part of the campus.
- **Parents are not to take pictures of students with cell phones or any other recording device.** This is a FERPA violation. [See also pages 75 -82.]
- Parents may use the restroom facilities (designated as “STAFF”) located near the teacher lounge, but may not use student restrooms.

W.F. George Middle School Lunch Prices

Students = \$3.85

Guests = \$4.75

Annual lunch forms will be provided during enrollment for parents that wish to apply for free and reduced priced meals based on financial need or household situation.

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

Lunch/Recess

Students will be allowed a recess period, after finishing lunch, within the allotted lunch breaks. Visitors may not attend recess, and must exit the building/campus.

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.

Free and reduced-price meals are available based on financial need or household situation. 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. Applications may be submitted online. See the assistant principal for more information.

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

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 for up to \$30 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 as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (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. Person with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or

3. Email: Program.Intake@usda.gov

This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), 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 on page 13 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination. [COB (LEGAL)]

School Facility Use by Students Before and After School

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

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).

W.F. George Middle School Drop- Off and Pick-up Procedures

Drop Off:

Students need to be dropped off in the front circle drive and enter the door labeled: Library & Gymnasium entrance. Students may be dropped off as early as 7:15 am. The back drive is reserved for buses **only!** Please note – All visitors and parents must use the office entrance.

Upon arriving at school, all students will go to the cafeteria. Students are not allowed on the playground or in the hallways/classrooms unless for pre-arranged tutorials and/or athletic practice (if participating). Students may not go to lockers until the first bell rings at 7:55 a.m. Food and drinks are not allowed outside the building or in the areas where students wait for the morning bell. Students wishing to eat breakfast provided by the school, may go to the cafeteria. All food and drinks (brought with students or provided by the school) must be eaten and disposed of properly in the cafeteria by 7:50 a.m.

Students may not play with balls or other toys before or after school, however, it is permitted at lunch/recess. This is a safety hazard for many reasons and failure to follow this rule will result in loss of items, as well as disciplinary action.

The drive behind the building is for buses only. Parents will use the front circle drive for student drop off. Please have your student exit from the vehicle on the right. The right hand side of the lane is for drop off; the left hand side of the lane is for passing only. Parents are not to enter the

parking area for drop off (or pick up). For safety purposes, students dropped off at the street MUST use the designated crosswalks.

After School Pick Up Procedures:

- **Bus students** will wait in the cafeteria or specified classrooms until their bus arrives.
- **Walking or bike riding students** will be released immediately from school and are expected to leave campus immediately. (Skates and shoes with wheels are not allowed). Skateboards and scooters may be allowed by the campus principal on a case by case basis. Bikes should be locked and secured on the school's bike rack located by the gym. Helmets are advised for those riding bikes; all students must use the crosswalks!
- **Students who are picked up** by a parent after school will be released in the manner described below. All students need to be picked up no later than 4:00 p.m. unless they are participating in planned extra-curricular activities.
 - **6th, 7th and 8th graders** will be released from the gym/library entrance and will wait for parents along the front circle drive. Please pull all the way forward in your vehicle to wait for your student.

Please use caution at all times and reduces driving speed to 10 MPH. Stay off cell phones.

- Any changes to after school pick-up procedures need to be **phoned in before 3:00 pm.**
- Students may not ride with another student or on a bus without **prior approval.** In such case, notes should be turned in or phone calls made to the office prior to 10:00 a.m., so that the changes may be verified and approved by the Principal or Principal's secretary.
- During sudden severe weather (such as pouring rain or tornado activity) or an emergency, bells may be delayed and students held until it is safe to dismiss. Parents may enter the building to find shelter from storms; however, students will not be released. School officials will work quickly to restore the normal routine as soon as it is safe to proceed.

ALL STUDENTS MUST USE THE DESIGNATED CROSSWALK AREAS WHEN CROSSING THE STREET!

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning.

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

- For students in 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 the

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 visitors 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.

- If a student becomes ill during the school day, the school nurse or other district personnel will determine if the student should go home. The nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If 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 or administration 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 to an adult unauthorized by the parent.

The bell to end the day will ring at 3:30 p.m. Students may be required to stay for tutorials, detention or extra-curricular activities. All students eligible to ride a bus will report to the cafeteria or designated bus area.

These students will be assigned a waiting area until their assigned bus arrives. The first bus arrives at our campus at 3:35 p.m., and the last bus leaves at approximately 4:00 p.m. Students that are being picked up, will wait for their ride along the front circle drive (in front of the main building). The drive behind the building is for buses only! All students who are either walking or riding a bike home will be asked to leave campus immediately. **No loitering** after school.

Closed Campus

After arriving at school, students are not allowed to leave the campus without permission from the office. (See also Student Discipline on page 122)

TRANSPORTATION

School-Sponsored Trips

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

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.

Scheduling a trip

Organizations desiring to schedule school-sponsored trips must first have the sanction of the sponsor and the approval of the principal. All trips outside the school District must have prior approval of the superintendent. Requests shall be made at least two weeks in advance. School owned vehicles shall be used to transport the students to and from their destination on all trips except in those extreme cases where vehicles are to be used on official school business and shall be driven only by an employee or officials of the school District. Private vehicles will not be used without prior written approval by the superintendent of schools. In those cases where permission has been granted to use a privately owned vehicle for a trip, the driver must be a full time staff member of the school District or an adult who has received prior written permission from the superintendent of schools.

Buses

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school. 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 transportation office at 940-592-5083.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the superintendent's office. Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely.

Misconduct will be punished according to the Student Code of Conduct; bus riding privileges may be suspended. (See also Buses and Other School Vehicles on page 117)

8th Grade End of Year Activity (Substitution for 8th Grade Graduation)

In recognition of 8th grade graduation, a trip is organized as a substitution for a formal graduation ceremony. This trip is a privilege; not a rite of passage. The trip is co-sponsored with parents and school personnel. Ineligible students may attend on campus activities in lieu of the trip. Ineligible students may be required to stay on campus. To be eligible to participate in the end of the year activity, all 8th graders must meet the following guidelines:

1. The student must not have been placed in AEP, JJAEP or Juvenile Detention during the school year.
2. The student may not have been placed in ISS more than one time or may not have been assigned to one extended stay during the school year.
3. Only those students who have promoted to the next grade will be allowed to participate.
4. Students must be in attendance for 90% of the school days as prescribed by state law in order to be eligible to participate.
5. Students must have all books and equipment turned in, lost books and fines paid at least three days before activity date.
6. Due to activity reservations, scheduling, and costs, cancellations or loss of privileges may not receive a full refund.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Students using the library must respect others by remaining quiet. All materials are accessible to students and faculty members, and the following rules should be observed:

1. Books are loaned for a period of fourteen (14) days and may be renewed for fourteen (14) more days. The actual cost for replacement is the fee charged for lost books.
2. Encyclopedias and other reference books are to be used in the library. Current periodicals and back issues of magazines are to be used in the library as well.
3. Parents and students may access the library on the district site.

The library is open for student use during the following times with a teacher permit:

Monday-Friday, 7:45 a.m. to 3:30 p.m.

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

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, Chromebooks or online services. The district selects instructional materials in accordance with state law and policy EFA.

District approved instructional materials are provided to students free of charge for each subject or class. A student who is issued damaged instructional material or equipment should report the damage to the teacher. Any student failing to return instructional material issued by the school loses the right to free materials until the item(s) is returned or paid for by the parent. The student will be provided instructional materials for use at school during the school day. After review, other disciplinary consequences may apply.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels) on page 51.

Fines

All fines for damaged, lost books or other instructional materials must be paid for before each grading period ends or report cards will be placed on the hold list.

Supply and Damage Fees

The cost of damage to textbooks or other items such as Chromebooks, may range from \$.25 to the replacement cost of the item.

Student 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, textbooks or Chromebooks.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A 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 free 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.]

Check Acceptance Policy

The School District has established the following policy for accepting checks and for collecting bad checks: For a check to be an acceptable form of payment, it must include the current, full, and accurate name, address, telephone number, driver's license number, and state of license. In the event the check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event that a check is returned for non-payment, the school will no longer accept a check from the writer as an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead.

Distribution of Literature, Published Materials or Other Documents School Materials

Publications prepared by and for the school may be posted or distributed, with prior approval by the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. School yearbooks 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 seven copies of written or printed materials, handbills, photographs, pictures, petitions, 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 in two school days.

The principal will designate a location for approved non-school materials to be placed for voluntary viewing 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 this 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 superintendent's office 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 policy DGBA or GF.]

Prior review will not be required for:

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

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

Fundraising

Student clubs or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.] Any non-school related fundraising must be approved by the principal.

Section II

Curriculum

Grading Guidelines

In grades six through eight, achievement is reported to parents via progress reports, report cards, and parent/teacher conferences. (See **Online Grading, Email and School Website Information**, page 35.)

Grading Policy

Grades at W.F. George Middle School are divided into two important areas:

- 1) An academic grade and 2) An effort or work related habit grade.
 1. Academic grade: The academic grade will reflect the achievement of students in the classroom. It is designed to tell you if your child is learning the expected objectives in that subject and grade level. Academic grades are reported using the following scale:

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

2. Effort (work habit) grade: The effort grade is similar to a conduct grade. It reflects your child's conduct as well as other related habits at school. Most classroom incidents equate to approximately 3 points. Effort (work habit) grades are reported using the following scale:

A = 90-100 = Less than or equal to 3 disruptions

B = 80-89 = Greater than 3 disruptions and less than or equal to 6 disruptions

C = 70-79 = Greater than 6 disruptions and less than or equal to 10 disruptions

F = 69 and below = Greater than 10 disruptions

Final Examinations

A final examination is the culminating or last examination at the end of each semester. Students will not be exempt from taking a final examination in any class.

Computation of Grades

- **Six weeks average:** No single grade will count more than 20% of the six weeks grades. Six weeks averaging will vary depending on the subject.
- **Semester average:** Each six weeks equals 2/7 of the grade; the semester exam equals 1/7 of the grade.
- **Cumulative average:** To earn credit for the year, students must have an average of 70 for both semesters.

Report Cards/Progress Reports/Conferences/UII Eligibility

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 an emailed unsatisfactory progress report if their child's performance in any course (in English language arts, mathematics, science, or social studies) is 75 or below. Progress notes are mailed if no email is provided. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may wish request to schedule a conference with the teacher of that class or subject. [See **Working Together**, on page 15, for how to schedule a conference.]

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

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 may state whether tutorials **maybe required** for a student who receives a grade lower than 70 in a class or subject.

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six weeks. Skyward Online Grading Program is available to parents at all times to check grades, attendance, or food service. See Online Grading on page 35.

Grades/Tutorial Policy

A student who receives a grade lower than the equivalent of 70, on a scale of 100, in any academic class will be considered failing. Any student who scores lower than 70 in any academic subject may be required to attend tutorial classes. These will be arranged on an individual basis with the teacher. It will be the responsibility of the parent to provide transportation on the days the student remains after school for tutorial classes. Students must make prior arrangements with teachers for tutorial sessions.

Tutoring / Interventions

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

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

The school will always attempt to provide tutoring and strategies for test-taking, such as during Flex Time tutorials and other time scheduled within the school day. Flex times are scheduled activity periods where students choose from teacher created activities and/or attend remediation interventions. For information regarding the Flex Time schedule, please the school's website.

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

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend. [Education Code 25.083(b), 29.084]

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing on page 61 for information regarding required accelerated instruction, after a student fails to perform satisfactorily on certain state-mandated tests.]

Cheating

If a student is caught cheating, he/she may receive a zero on the work. This will be documented and filed accordingly. Students caught cheating may be removed from NJHS or Student Council. Other disciplinary consequences may be administered in addition to these actions, depending on the severity of the incident.

Homework Policy

Homework at W.F. George Middle School is relevant practice to increase retention and master concepts of the learned objectives taught in class. Homework must be aligned to the curriculum, be reasonable in length, and be meaningful.

Students are expected to complete all assignments and make up missing assignment during tutorials or at the teachers' discretion. Late work may not be allotted full credit.

Homework Perspectives and Expectations

TEACHERS

- Homework is assigned to support taught objectives. It does not replace instruction
- Homework should be completed within a prescribed time-frame
- Homework should be limited to reasonable number of minutes per night, per class. Teachers will define expectations in their course overview and on their website
- Model how to plan out and clearly define your expectations for the completion of homework for students
- Give prior notice for quizzes and one week's notice for tests
- Teacher feedback will be given for all assigned homework
- Be organized! Plan your grading cycle in advance.
- Keep website or other communication platforms updated each week with daily assignments
- Keep grade level testing calendar updated. There should be no more than two tests per grade level per day.
- Include major projects on the testing calendar and be mindful of testing policy when scheduling
- Provide clear, written rubrics for presentations and projects and written expectations for assignments
- Record in a timely manner a minimum of two daily grades per week and 2-3 major grades per six weeks

STUDENTS

- Homework completion is required
- Homework is the student's responsibility
- Record assignments in an assignment sheet or online calendar every day
- Plan around extra-curricular activities by developing a time management plan; make an assignment/test calendar

- Homework time in class is not required by teachers; however, if class time is given, students should use that time for homework.
- Check assignments, teacher websites or contact a friend
- Ask your teacher about tutoring if you need help in a class. Know their tutorial schedule. Ask questions!
- Always do your best, and take pride in yourself by doing your own work
- Divide up study topics into small sections for tests and projects, or set a timer
- Find a quiet place to complete homework. Avoid distractions (i.e. radio, computer, T.V., phone, electronic games, etc.)
- Follow teacher rubrics for assignments and projects-if unsure of an expectation then ask your teacher
- Attend tutorials as needed.
- Attend Green Catch-up when assigned.

PARENTS

- Help students learn how to navigate Skyward, Schoology and other platforms.
- Support your child with his/her homework. Homework is independent practice for the student to enhance his/her understanding of class material
- When scheduling appointments with staff, please call or email the staff member in advance
- Homework is a way for students to learn responsibility
- Allow for homework time—10 minutes per grade level: 6th -70 minutes, 7th -80 minutes, 8th -90 minutes
- Help find a quiet and suitable area for your child to work with limited distractions
- Encourage your child to advocate for himself/herself when concerns arise and to problem solve as needed
- Provide tips on planning ahead:
- Check assignment sheet or Skyward Online grades ○ Plan for weekly tests, quizzes, projects and activities
- Create a home calendar for tests, assignments, projects and activities
- Communicate with teachers if there is a concern.

Academic Programs

The school counselor provides students and parents will information regarding academic programs to prepare for higher education and career choices. For more information, see Academic Counseling on page 36.

Honors Courses

Honors courses are available in certain subject areas for students. If a student is interested in honor courses, it is recommended they have a 90 yearly average, from the previous year, in the subject area interested in and have met the minimum standard Level II on state assessments if applicable.

Honors Removal

If a student fails to maintain an 85 average for a six weeks grading period, the student may be removed from Honors classes and returned to a regular class or the student will be placed on probation for the next six weeks. If removal is deemed necessary, the parent will be notified.

Gifted and Talented Program

A gifted and talented student means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) Exhibits high performance capability in an intellectual, creative, and/or artistic area;
- (2) Possesses an unusual capacity for leadership; or
- (3) Excels in a specific academic field.

Nominations can originate from teachers, parents or community members during the nomination period. Nominated students are nominated with a formal nomination sheet to be given to the campus office. Written parent or guardian permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

Information on the Gifted and Talented Program (GT) is available in the counselor's office. See also policy SEC 29.121.

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

A student who has previously taken a course or subject area, 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 final grade by passing an examination 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.

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

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

In all instances, the district will determine whether any opportunity for credit by exam will be offered.

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

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

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has no prior instruction or to accelerate to the next grade level.

The examinations are offered by the district and are approved by the district's board of trustees.
Courses available for testing include:

- English/Language Arts 6A & 6B, 7A & 7B, 8A & 8B
- Reading 6A & 6B
- Mathematics 6A & 6B, 7A & 7B, 8A & 8B
- Science 6A & 6B, 7A & 7B
- Science II 8A & 8B
- Texas History/ Geography 7A & 7B
- U.S. History 8A & 8B
- Computer Literacy

For testing dates or additional information, please contact the Online Learning Specialist with Region 9 ESC at 940-322-6928.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination or a score designated by the state for an examination that has alternate scoring standards. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable examination 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.

Student Awards and Honors

Honor Roll

The W.F. George Middle School Honor Roll is made up of students who have excelled in scholastic ability for the preceding six weeks. All students who have made a grade of 80 or above in all subject areas are placed on the "AB" Honor Roll. All students, who have made a 90 or above in all subjects, are placed on the "AA" Honor Roll.

In addition to the above requirements, students must have at least a "A" on each work habit grade in order to be on the "AA" Honor Roll. To be on the "AB" Honor Roll, students must have at least a "B" on each work habit grade.

Academic Achievement Awards

In order for a student to receive an Academic Achievement Award, the student must qualify for the "AA" or "AB" Honor Roll through the fifth six weeks.

On Campus Student Supports:

Green Catch-Up

The purpose of Green Catch-Up is to help prevent learning gaps, falling behind in a class, and/or failures. Students stay until 5:30 on Friday to get caught up in the classes they are struggling in.

Teachers are available to help students with any needs they have. Parents are contacted by the teacher prior to placement. Green Catch-Up can also be used to make up credit attendance.

Standardized Testing

In grade 8, students may have the opportunity to take standardized tests such as, the PSAT (Preliminary SAT), and ACT. Please check with the counselor for details.

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) Grades 3 - 8

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

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

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

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

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law. A student in grades 3–8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students—some with disabilities and some classified as emergent bilingual students—may be eligible for exemptions, accommodations, or deferred testing. STAAR Alternate 2 is available for eligible student receiving special education services who meet certain state-

established criteria as determined by the student's ARD committee. For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR 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. [HB 1416; Education Code 25.085(d), 28.0211, 28.0217, 39.025(b-1); 19 TAC 104.100€; EHBC (LEGAL); EHBCA (LEGAL) FEA (LEGAL)]

Personal Graduation Plans - Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP) and provide accelerated instruction in accordance with HB 4545. School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items:

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student. [See the school counselor and policy EIF (LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3-8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student in accordance with House Bill 4545 or any other state directive. A student who does not attend accelerated instruction may violate school attendance requirements. For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction in order to enable the student to perform at the appropriate grade level by the conclusion of the next school year. This will be in accordance with House Bill 4545 or any other state directive. The district will document the educational plan in writing and provide a copy to the student's parent. The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily

on the math or reading assessment may: • Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available. • File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See Complaints and Concerns (All Grade Levels) on page 34 and FNG (LOCAL).

For more information regarding House Bill 4545, please see page 62 or contact the campus principal.

Requesting Administration of STAAR/EOC in Paper Format

STAAR and EOC assessments are administered electronically. A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received. Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 of each school year. Request for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 of each school year. [HB 1225, Education Code 39.02342]

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher and any other necessary academic information as determined by the district.

In grades 6-8, promotion is based on attendance and academic performance standards established by the District and the State. The student may not promote if he or she has failed more than one of the core subject courses and/ or has missed an excessive number of days unless the student goes through the established remediation programs. See **Attendance** on page 38. [Education Code 28.021, EIE (LEGAL)]

SUMMER SCHOOL

W. F. George Middle 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 III

Extra-Curricular and Co-Curricular Activities

Extracurricular Activities, Clubs, and Organizations

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

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 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. [See **Student Transportation** on page 49]

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 of the rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at (<https://www.uil texas.org/athletics/manuals>); 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 (<https://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 the helmet has been reconditioned.

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including: a district athletics program; district marching band; and any district extracurricular program identified by the superintendent. **This examination is required in the first year of middle school competition** and the first and third years of high school competition. During 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.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by 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 (<https://www.uiltexas.org/health/info/sudden-cardiac-death>).

[See polices FFAA (Local) and FM (Legal)]

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

- A student who receives at the end of a grading period, a grade below 70 in any academic class—other than an advanced placement or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English, may not participate in extracurricular activities for at least 3 school weeks.
- 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 ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

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

Extracurricular and Co-Curricular Activities

ACTIVITY

National Junior Honor Society

Student Council

Band

Choir

Boys Athletics

SPONSOR

Dana Bishop

Kayla Lalumia

Jonathan Fortson

Ashley Lamb

Jason Young

Girls Athletics	Jennifer Gordon
Tennis	Ryan Gillen, Sean Jackson, Dale Murdock
Yearbook	Stephanie Roberts
Cheerleading	Stephanie Roberts
Student Travel	Darla Biddy
UIL Academic Contest	Braden Perry
One Act Play	Braden Perry
Gifted and Talented	Danielle Welch
Robotics	Crystal Wininger

Drug Testing

Students in 7th and 8th grades who wish to participate in extracurricular activities will be required to participate in the locally adopted drug-testing program. Information regarding the drug testing program will be sent home with students at the beginning of each school year.

Students in the 6th grade (or any student not involved with extra-curricular/UIL activities in grades 6 -12) are eligible to voluntarily participate in the district’s drug testing program. 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. For more information or to sign your child up for the program, you may call the campus principal.

[For further information, see policies FNF (LOCAL), FM and FO.]

Athletics:

Athletic Code of Conduct

As an athlete of Iowa Park CISD you are expected to adhere to a high set of standards beyond that of non-athletes. We will promote and conduct ourselves in a manner that is considered a positive example for all of our students and Iowa Park CISD.

The following guidelines apply to all athletes representing IPCISD in any field of competition grades 7-12.

Iowa Park CISD Athletic Code of Conduct Policy

As an athlete of Iowa Park CISD you are expected to adhere to a high set of standards beyond that of non-athletes. We will promote and conduct ourselves in a manner that is considered a positive example for all of our students and Iowa Park CISD.

The following guidelines apply to all athletes representing IPCISD in any field of competition or sport, grades 7-12.

Conduct: A high level of personal conduct is expected from all athletes representing our programs. This will include school trips, competitions, the classroom, and in the community. Students whose conduct is lacking may be removed from athletics by the Athletic Director.

Appearance: Athletes will follow the dress code as it appears in the student handbook. The Athletic Director and coaches may have other rules concerning dress during their seasons or school year.

Profanity: Profanity will not be tolerated or allowed and will be dealt with appropriately. If profanity becomes a problem, the student will be disciplined or **could be removed from athletics.**

Quitting: **Students will have a two-week period, once they report for each sport, to decide whether to participate.** If the student quits during the two-week period there will be no penalty. If a student quits after the two-week period is over, the student will not be allowed to play any other sport until the next school year, pending approval from the Athletic Director.

Hazing: Hazing and initiations will not be tolerated under any circumstances.

Theft: Stealing from teammates will not be tolerated. Athletes caught stealing may be removed from athletics.

Grades and Discipline: An athlete who fails one or more classes three consecutive six weeks and is not showing considerable improvement can be removed from athletics at the discretion of the Athletic Director. Students with habitual infractions in the areas of attendance, attitude, as well as compliance with rules and expectations, may be removed from athletics at the discretion of the Athletic Director.

Practices: Athletes are expected to attend all scheduled practices. When possible, athletes are expected to notify their coach by 9:00 a.m. if they are going to miss. If an athlete is sick and will miss a workout, they need to call and tell their coach or leave a message letting them know ahead of time. Unexcused or unexplained absences will require extra work. Coaches may limit playing time for athletes who miss workouts without notification. Coaches may also require make-up work for excused absences during their seasons. Students in off-season must also call

in for missing an athletic period. **Students who miss often or fail to provide credible and approved documentation for absences could be subject to removal.**

Equipment: Athletes will keep up with and take care of their equipment. Students will pay for any lost or stolen equipment that was checked out to them. Students that trade, take, or are in possession of school equipment issued by other schools will be punished. It is expected that certain items be purchased at the parent's expense such as proper footwear, all or parts of the practice uniform, and travel garments, such as t-shirts.

Students on school trips: Students drinking alcohol, taking drugs, or using tobacco on a school sponsored trip or behaving in any manner in violation of the Student Code of Conduct will face punishment according to the student handbook. The student will also be punished according to the IPCISD Extra-Curricular policy.

Arrests: Students involved in incidents involving arrest and possible charges being filed will be dealt with. As suggested by UIL, IPCISD will suspend the athlete until the facts of the case are known. The suspension will be based on details of the offense, information available at the time, and the seriousness of the charge. No athlete charged with a felony may be allowed in competitions until the charges have been dropped, the athlete has completed his/her probation, or there has been an acquittal. Athletes charged with a Class A or B misdemeanor will serve an appropriate suspension as determined by the coach and Athletic Director.

Drugs/Alcohol: The use of drugs or alcohol any time will be a violation of the IPCISD Extracurricular Policy and of athletic rules. If a student is caught the following punishments will occur and start as soon as possible.

1st Offense-

1. The student shall be suspended from participation in extracurricular activities for 45 school days;;
2. The student shall be required to attend practice during the last 15 school days of the suspension before being allowed to compete
3. The student shall be required to attend a District-approved drug counseling program; and
4. The student shall be subjected to mandatory drug testing for the remainder of the year or for three consecutive negative tests.

2nd Offense-

1. The student shall be suspended from participation in extracurricular activities for 90 school days;
2. The student and student's parents, or adult student, shall complete a District approved drug education/counseling program; and
3. The student shall be required to participate in each random drug test for ten consecutive tests.

3rd Offense-

Student is out of athletics for the rest of their high school career, or the remainder of their time at W.F. George Middle School.

All offenses are cumulative for the student's enrollment in a particular campus. For example, a student who first tested positive as an eighth grade student would have a clean record once he/she entered high school as a ninth grader. Incomplete consequences, however, must be completed during student transition to the high school.

Tobacco Products: Use of tobacco products will be a violation of athletic rules. Punishments will be up to the discretion of the Athletic Director and Head Coach. Punishments and/or suspensions will start as soon as possible. **See also Tobacco and E-Cigarettes Prohibited on page 117 and Discipline Procedures / Level 5 on page 124.**

Suspensions: Students under any suspension will not be allowed to participate in pep-rallies, homecoming activities, other school related recognitions, etc., or any team meetings or gatherings.

Positive School Drug Test: See IPCISD drug testing policy

AEP Placement: Students assigned to AEP will not be eligible to participate in contests for 15 calendar days following their completion of the AEP placement. **The Athletic Director has the final decision whether the student can remain in athletics. A student who has been in AEP can be removed from athletics.**

Grades & Discipline: As an athlete you are expected to be a good student. An athlete who fails one or more classes **three** consecutive six weeks and is not showing considerable improvement could be removed from athletics. The student may return to athletics if improvement is shown and the desire to be a student-athlete has improved. This decision will be made by the Athletic Director. **Students with habitual infractions in the areas of attendance, academics, attitude, as well as compliance with rules and expectations may be removed at the discretion of the coach of his/her sport or the Athletic Director.** Our expectations as coaches for our athletes could be higher than of what parents expect.

Incidents outside of School: Students involved in incidents involving arrest and possible charges being filed will be dealt with. As suggested by the UIL, IPCISD will suspend the athlete until the facts of the case are known. The suspension will be based on details of the offense, information available at the time, and seriousness of the charge. No athlete charged with a felony may be allowed in competitions until the charges have been dropped, the athlete has completed his/her probation, or there has been an acquittal. Athletes charged with a Class A or B misdemeanors will serve an appropriate suspension as determined by the coach and Athletic Director.

Students are under the IPCISD Athletic Code of Conduct during weekends, holidays, and summer vacations as long as they are part of the IPCISD athletic program. **Students willfully**

attending and remaining at an activity where the student knows alcohol or illegal drugs are being consumed is considered to be in violation of our policy.

Concussion Information

Concussions should be treated seriously. W.F. George Middle School has a concussion care policy in place. Please refer to Concussion Care on page 88 in the Health Section.

National Junior Honor Society

To fulfill the scholastic requirement, students must have a cumulative average of 90 or above in the major subject areas and work habit throughout the first semester of the current school year.

Cumulative average for seventh grade includes:

6th grade yearly average

7th grade, yearly average

Cumulative average for eighth grade includes:

6th and 7th grade yearly averages

8th grade, 1st semester average

Students may not apply for membership. This is an honor bestowed upon a select group of students by the school faculty. Only those students who have attended W.F. George Middle School the equivalent of one semester may be considered for membership. Students must also meet the following criteria as observed by faculty counsel:

1. **Scholarship**—a commitment to learning and is evaluated through his /her grades. Each member is responsible for returning grade checks, signed by his or her teachers, at each six-week period to maintain membership.
2. **Service**—the willingness to work without monetary compensation or without recognition for the benefit of others in need. The service area is evaluated by teacher survey and recommendations.
3. **Leadership**—demonstrating the initiative in school activities. The real leader strives to train and aid others to attain the same positive objectives. The price of leadership is sacrifice—the willingness to yield one’s own personal interest for the interests of others. The area of leadership is evaluated by teacher recommendations and student portfolio.
4. **Character**—the force within each individual, which distinguishes that person from others. We must be in reality what we wish to appear to others, by demonstrating such qualities as reliability, honesty, and sincerity. The area of character is evaluated by discipline history and teacher recommendations.

5. Citizenship—the willingness of each person to participate responsibly in the affairs that govern our school, city, and country. The area of citizenship may be evaluated by teacher evaluation form and student portfolio.

A committee consisting of the sponsor, principal, assistant principal, and counselor will review and approve all induction candidates.

Members should understand fully that they are subject to dismissal if they do not maintain the standards outlined above. In the case of a flagrant violation of school rules or civil laws, a warning is not required for dismissal. A faculty council hearing will be held and due process followed. A modest induction ceremony will be held in the spring of the induction year or early fall. Inductions are by invitation only.

Cheerleading

Cheerleading is classified as a club according to IPCISD determination and as such is subject to district administrative discretion.

Cheerleader and Mascot Tryouts and Selections

Tryouts to elect cheerleaders and mascot for the following year will be held in the spring.

1. Students must meet academic requirements. A student must have a 70 average for every class. Each class average will be determined by averaging each completed six weeks.
2. Students must meet work effort requirements. A student must maintain at least a “B” average in work habit for every class. Each work habit grade will be determined by averaging the work habit grade.
3. Any student that has had more than one ISS placement or one extended ISS placement in the current school year will not be eligible to try out.
4. A cheerleader/mascot must attend a summer cheerleading camp with the rest of the squad scheduled by the sponsor.
5. Students will have practice time with the previous year’s cheerleaders/sponsor. These practice sessions are closed to the public.
6. Tryouts will be in the spring and will be closed to the public.
7. The cheerleading squad shall consist of 13 students. Twelve cheerleaders and one mascot will be elected. Cheerleading representatives will consist of six eighth grade students and six seventh grade students. The elected mascot may be either a seventh or an eighth grader.
8. The students will try out before qualified judges and will be judged on the following items: spirit and enthusiasm, motion technique, voice and projection, and jumps. The students are required to do a specific cheer, chant, dance, and a series of jumps.
(cheerleader)
9. The students will try out before qualified judges and will be judged on: spirit and enthusiasm and a skit using props and music. (mascot)

Cheerleading and Mascot:

Academic Requirements

Students must maintain a 75 average for every class for each six weeks. Any grade below 75 in any class may result in the student being placed on probation. In compliance with Senate Bill 1, cheerleaders who fail a class for a six weeks period are ineligible to participate for three weeks. Students will regain eligibility if passing all grades at the three week period.

Physical Requirements

In accordance with the IPCISD policy, cheerleading is classified as a club rather than a UIL sanctioned sport; however, UIL safety guidelines will be required to be submitted certified by a healthcare provider that the student has been examined and is physically able to participate in an athletic program. The UIL physical form will be utilized and is available at www.uiltexas.org.

Conduct Requirements

Cheerleaders/Mascot are expected to set a good example for their fellow classmates. They should put forth effort in the classroom and display good citizenship. They should demonstrate respect toward their teachers and peers. Grades and conduct will be checked at the end of each six weeks.

If a cheerleader's conduct does not meet acceptable standards (A, B) the cheerleader will be placed on three weeks probation. Probation is the designated time period set aside for the cheerleader to improve his/her conduct. The student will stay on probation until the end of the grading period, at which time grades and behavior will be reviewed by the sponsor, teacher, and principal. A probationary conference will be held with the student, sponsor, administrator, and parent. If satisfactory improvement is not forthcoming, the cheerleader will be suspended (ineligible to participate). If the student fails to improve, probation may continue or permanent removal may be enforced.

Probation

Elected members will be listed on probation for one six weeks grading period if academic expectations fall below the standards listed above or if a conduct problem persists. In addition, any ISS placement will result in the student being placed on probation. Students may be removed from the organization at the request of the sponsor after one probationary period has been enforced.

Grade Checks

Each member is responsible for returning grade checks for each six weeks grading period. Grades will be monitored on a 3-6 weeks basis.

Cheer Membership

A cheerleader shall attend a summer cheerleading camp with the rest of the squad. A cheerleader shall participate in all practices, pep rallies, fundraisers, and games. Parents and students must agree to all the rules and regulations in the student handbook, cheerleader constitution, and

athletic code of conduct. Uniform fees may be associated and are the responsibility of the student.

** Cheerleading is extracurricular. It is a privilege, not a right.

Student Council

The student council is a service organization for the school and the community. Students will be elected by popular vote (six students from 6th grade, seven students from 7th grade and eight students from 8th grade).

Requirements

- Students must be a full-time student at WFGMS
- Students must maintain a 70 average for each six weeks in each class, including elective classes.
- Applications for Student Council must be filled out and turned in during the designated time frame.
- Members, who find themselves in Lunch Detention or In-School Suspension, must meet with the Advisor. Repeated offenses will result in temporary probation.

Duties

- Members must attend at least 85 percent of all scheduled meetings.
- Members must attend the two major fundraiser events (unless approved by Advisor).
- Members must display excellent conduct at all times.

Conduct

Students must maintain exceptional behavior throughout the year. In order for this to be achieved, all students must receive no grade lower than a “B” in work habit for any class during any grading period. Students must also not have been placed in ISS more than one time during the previous school year.

Probation/Removal

- A member who fails to meet qualifications stated in qualifications, duties, and conduct will be placed on temporary probation.
- A member who signs up for a duty and fails to perform that duty will be placed on probation. Continued failure to complete projects or duties may be cause for removal.
- A member may be removed from Student Council if the member’s behavior or performance reflects poorly on the individual student as a representative of Student Council.

Grade Checks

Each member is responsible for returning grade checks at the third week and six weeks grading period. The classroom teacher must sign these.

Other Organizations/Co-Curricular:

Co-Curricular activities are those outside of the core curriculum, but complementary. These activities are pursued in addition to the core courses of study.

Performance-based grading is a part of the band and choir programs.

Band

The W.F. George Middle School Band is made up of grades 6-8, with grade 6 being beginner band. Students interested in band must go through a tryout process and must have had beginner band as a prerequisite. Because band is a co-curricular activity, exit strategies may be implemented if students are not completing requirements or are a discipline problem.

Choir

The W.F. George Middle School Choir is made up of students in 6th, 7th and 8th grades. Students are selected in the spring of the year, although transferring or new students may be added in the fall. Previous choir experience is not necessary, but is helpful. Because choir is a co-curricular activity, exit strategies may be implemented if students are not completing requirements or are a discipline problem.

Organizations such as athletics, band, and choir serve to educate through participation in their respective fields. Students are urged to participate for enjoyment as well as enrichment for an educational career.

Students are given choice annually in selecting electives. Schedules will not be changed midyear due to changing interests. The principal has final authority in determining schedule options.

Section IV

Technology

COMPUTER RESOURCES

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

[For additional information, see policy CQ.]

Technology 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 on-line 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 on page 119 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 discomforting 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.

[See Student Discipline on page 122.]

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.

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 turned off and 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 (with approval).

Devices include, but are not limited to, the following: notebooks, smart watches, 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. The use of a privately owned electronic device is to support and enhance instructional activities.
2. Students are prohibited from accessing the Internet using any external Internet service.
3. 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.
4. 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.

5. Voice, video, and image capture applications may only be used with teacher or administrator permission.
6. 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.
7. The privately owned electronic device owner is the only person allowed to use the device.
8. No school-owned academic or productivity software can be installed on personal devices.
9. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
10. 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.
11. 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.
12. The school district and school district personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunctioning personal hardware or software.
13. 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.

Wireless Information

When a student brings 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 School student will choose the "IP-Guest" 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.

Policy

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.**

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

Students are to abide by the following policy regarding all electronic devices. Failure to comply with policy may result in items being collected and turned over to administration, as well as additional consequences noted in the Discipline Section of the handbook, beginning on page 122. As technology is ever evolving and trends and media change, policy may be updated to address concerns affecting student learning, safety, and school operations. The principal or his/her designee, has the discretion to adjust policies and procedures to maintain and protect the learning environment and student wellbeing. Parents and guardians are asked to partner with the school and administration in safeguarding these ideals as well as students' best interest.

The district will provide all technology devices, programs, and infrastructure (at school) needed to achieve educational goals. Devices such as smart phones and watches are permitted at school for safety purposes only, however, the following rules and procedures are to be respected and obeyed at all times. Gaming, music, or other electronic devices should not be brought to school unless pre-arranged with staff for a specific purpose. For clarification purposes, smart watches, or watches with text, telecommunications, or media capabilities and or being used for this function, will be synonymous with phones, cell phones, or smart phones, even if not specifically stated in writing. Watches used strictly for telling time are excluded from the following distinctions:

SAFETY WARNING #1: The use of any device capable of capturing images and/or recording video/audio is **STRICTLY PROHIBITED** in locker rooms, restrooms, or any location—at school or school activities—where clothing is being changed (removed) and/or where there is a reasonable expectation of privacy. Furthermore, the recording of others in revealing or sensitive locations (with permission or not) is **ILLEGAL** and could have legal consequences in addition to school disciplinary and social-emotional consequences. Posting to social media or making such recordings or images public in any way is also **ILLEGAL** and may have serious negative consequences. As an additional reminder, signs are posted at the entrances to all restrooms and locker rooms, however, parents and guardians, as well as school personnel, must ensure students have a clear understanding of this legality.

SAFETY WARNING #2: Students are to refrain from using cell phones and smart watches during a school emergency or crisis situation until authorities and staff have deemed it safe to do so. In a crisis or emergency situation, cell phone use, even well intended, can compromise safety for students and others. In such situations, IPCISD will allow communications among students and parents or care-givers, when is it is safe to do so. Furthermore, in an emergency situation, the district or campus administration will use district tools such as “School Messenger (SKYLERT), Skyward (email), social media, and local TV media to communicate frequently with parents and the public, as is appropriate for the situation. See page 99 for more details on Safety and page 14 for Communications.

SAFETY WARNING #3: Students with extenuating circumstances and/or medical needs that require the use of a cellular device (such as blood sugar or heart monitoring) during the school day, must have an education plan in place with campus administration and the school nurse/ and

or counselor. Misuse or failure to comply with the plan could result in health compromising situations for the student, as well as disciplinary consequences.

GENERAL RULES:

- During the instructional school day, 7:55 am to 3:30 pm, cell phones and texting features of smart watches, are to be turned off. Watches must be silenced and used only for telling time.
- Phones/watches may be used **before or after school only**, in the following **SUPERVISED school locations, ONLY**: Public area of the gyms, cafeteria, office, outside.
- Phones and watches are not allowed to be used in classrooms. The use of cell phones for entertainment, cheating, recording, texting, social networking, listening to music, playing games, taking pictures, recording video or audio is prohibited. These types of use or any other type of misuse or disruption created by the use of the phones/watches, will result in phones being taken up and turned into the office or administration. Disciplinary consequences will apply in accordance with policy.
- Unless kept in a locker, the student is expected to place his or her smart phone in the designated location upon entering the classroom, each period. It is the student's responsibility to collect his or her phone from this location, each period. Smart watches may remain on the wrist, however, watches that are being used to text, communicate, access social media, or for some other disruptive or distracting purpose, will be taken up and consequences will be applied the same as for phone misuse. Attempts to circumvent this rule (such as withholding the phone, hiding it on one's person or belongings, switching out "dummy phones" or friends' phones), will be treated as purposeful violations of the policy. **Students have three options: leave phones in lockers; turn in to designated area in each classroom; leave phones at home.** These options are allowed for the sole purpose of having the device for safety or emergency situations only. Students do not have the option or right to disrupt the learning environment or to create a "catch me if you can" scenario that would result in unnecessary disruptions, extra monitoring, and disrespect to the well-meaning policy and personnel.
- If a student needs to communicate with parents or has another legitimate need, the student may ask school personnel to use the school phone or be allowed to use a personal device. Staff will allow for legitimate uses, at the appropriate time and manner. Any attempt to circumvent this expectation (by student or anyone directly connected to the student), will be considered a direct violation. Procedures are in place for legitimate and needed communications with parents or other care giving adults.
- If a parent has a need to communicate with his or her child, the parent may call the office and a message will be taken and given to the student or the office will locate the student and allow them to contact the parent.
- Students may be allowed (by the proper school authorities) on special occasions such as field trips or projects, to use phone cameras for educational and appropriate motives. Students are never allowed to use phones to record or capture images or audio of another student or adult without that individual's permission, at any time and never in locker rooms or restrooms, as described above. Group photos/ selfies in locker rooms and restrooms (including in mirrors) are not allowed. Posting any such type of picture to social media or sharing in any other public forum is not allowed, with or without a student's permission. Designated school photographers or

personnel may use cameras for school approved media, yearbook, websites or forums for educational purposes.

- Any use of phones or watches to ridicule, defame, or injure another, or to engage in any form of cyberbullying, is strictly prohibited. See Student Discipline on page 122.
- Cell phones may be used for personal and appropriate use, in silent mode, on the school bus. All other rules stated here apply to the bus.
- Phones and/or content on phones may not to be shared with other students.
- Students are not allowed to temporarily possess another student’s phone. Students are not allowed to “borrow each other’s phones.” Students should never attempt to horseplay with or damage another student’s phone. Stealing or purposeful destruction of another’s phone/watch (or other devices such as ear buds) will result in disciplinary consequences and may result in additional legal consequences.

Failure to follow the rules and guidelines stated above, may result in disciplinary consequences, in accordance with the Student Code of Conduct, including having the student being required to turn in his or her cell phone or smart watch daily, by 7:55 am. Students will be allowed to collect phones from the office at 3:30 pm. These types of arrangements will be discussed with parents or care-givers. Students committing minor cell phone violations may have phones returned to them, along with a parent notification. More serious violations may result in a parent or guardian being required to collect the phone. The school or school personnel are not financially responsible for the safe-keeping of students’ phones or from purposeful or malicious intent. School personnel will take necessary precautions to prevent accidental or intentional damage or loss to phones, especially when being stored during a school activity or class. The school and school personnel recognize the costs and convenience of phones, as well as uses for safety and communications. In addition, the District, administrators, and all educators desire to allow and capitalize on vast educational and practical uses of cell phone technology such as notifications, calendar features, and positive communications. Our goal is to protect and preserve the learning environment and the dignity of individuals. Please use the information on these pages to increase our educational endeavors.

Summary of Allowable Uses of Smart Phone Technology

At School or School Functions

ALLOWED

Personal use before/after school – ONLY
(Or as directed by staff)

In gym, cafeteria, outside (before & after school)
Busses; for personal & appropriate use only
Approved uses for safety purposes
Approved use for educational purposes
Approved communications

NOT ALLOWED

Unauthorized use from 7:55 am to 3:30 pm

Classrooms
Locker or changing rooms or restrooms
Misuse to distract, cheat or disrupt
Group use; social media use or posts
Cyber bullying or to hurt others

Approved use of camera (special occasions)

Camera use, photos, video/audio recording

Lunch time and passing periods

Texting, snapping, IM's; group chats

Malicious or explicit content

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 and 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 (<https://txssc.txstate.edu/tools/courses/before-ou-text/>), 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. [SB 1893; Government Code 620.003]

Any disciplinary action will be in accordance with the Student Code of Conduct and, in some cases, the consequence may rise to the level of expulsion.

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.] See Student Conduct on page 111 and at the end of this handbook.

Chromebook Use Violations:

Levels I and II Violations:

Examples of Minor:

Minor violations with the use of technology include, but are not limited to,

- using district resources to play unauthorized games, music, or videos
- accidental or careless destruction of school property
- failure to report accidental access to inappropriate content
- the use of district resources to post inappropriate speech
- and the inadvertent destruction of academic property

Teachers may warn prior to referring to the office. Repeated issues should result in referral to the office and consequences accordingly. Consequence includes punishment and suspension/removal from IPCISD technology and accounts.

1st Offense	3-5 points	Warning, Lunch D-hall or ISS (Up to week tech removal)
2nd Offense	5-10 points	3-5 Days LD or 1-3 Days ISS (1-3 Weeks tech removal)
3rd Offense	10 points	5 Days ISS (3-6 Weeks tech removal)
4th Offense	10-20 Points	5-10 Days ISS or AEP (6 weeks tech removal)

Levels III, IV, and V Violations

Examples of Major:

Major violations with the use of technology include but are not limited to

- incidents such as using district resources to searching pornography
- cyberbullying
- breaching or actively bypassing district protections or accessing district servers (hacking)
- sending, posting, or requesting inappropriate content
- the purposeful destruction of school property
- the purposeful destruction of someone's academic property (files).

1st Offense:	10-20	3-5 Days ISS (3 weeks tech removal)
2nd Offense:	20 points	30 Days AEP (6 weeks tech removal)
3rd Offense:	20 points	45-60 days AEP (6-18 weeks tech removal)
4th Offense:	20 Points	45-60 days AEP (Permanent tech Removal)

Section V

Health

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 this policy. You are encouraged to contact the principal with questions about the content or implementation of the district's wellness policy and plan.

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council (SHAC) held four 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. Notifications of upcoming SHAC meetings, meetings minutes, and a recording of each meeting will be posted on the district's website at www.ipcisd.net.

[See **Consent to Human Sexuality Instruction** on page 21, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 102 and policies BDF and EHAA for additional information.]

School Health Advisory Committee (SHAC) Members:

Steve Moody, Superintendent

Jamie Shipp, School Nurse

Michelle Turner, Kidwell PE teacher

Brenda Hodges, Bradford PE teacher

Parents: Heather Carney, Nikki Ermis, Kaci Kennedy, Jill Montz, Hayli Robertson

[See policies at BDF and EHAA.]

Nutrition Education Goals

#1 IPCISD will promote nutrition education to all students.

1a. IPCISD cafeterias will display posters to promote healthy eating and display other nutrition education materials.

1b. IPCISD will provide information to families that encourage them to teach their children about health and nutrition and to provide nutritious meals for their families.

#2. IPCISD will educate, encourage, and support healthy eating by all students.

2a. Nutrition education promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.

2b. A health curriculum approved by the State Board of Education will be used to support nutrition education. Teachers will follow curriculum outlines.

2c. Nutrition education will involve sharing information with families and the broader community to positively impact students and the health of the community.

Nutrition Standards

#1 IPCISD will comply with the current USDA Dietary Guidelines for Americans and the Texas Public Schools Nutrition Policy.

- 1a. IPCISD Food Service Department will fully comply with the Texas Department of Agriculture Nutrition Policy.
- 1b. Families, teachers, students and school officials are encouraged to choose the competitive food selections for their local schools.
- 1c. Food providers will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools and high schools.
- 1d. Food providers will be sensitive to the school environment in displaying their logos and trademarks on school grounds.
- 1e. IPCISD assures that guidelines for reimbursable meals shall not be less restrictive than the regulations and guidance of the Child Nutrition Act and the National School Lunch Act.

Physical Education Goals and Guidelines

#1 IPCISD will provide opportunities for students to regularly participate in physical activity.

- 1a. Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- 1b. IPCISD will encourage classroom teachers to provide short activity breaks between lessons or classes.

#2 IPCISD will help students fully embrace regular physical activity as a personal behavior.

- 2a. IPCISD will work with the community to create ways for students to walk and ride their bicycles safely to and from school.
- 2b. IPCISD will encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- 2c. IPCISD students are given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.

#3 IPCISD will adopt and implement state standards for physical activity.

- 3a. Time allotted for physical activity will be consistent with research and state standards. 30 minutes of structured daily physical activity or 135 minutes a week in grades K-6.
- 3b. IPCISD will implement physical activities from a health curriculum approved by the State Board of Education.

Other School Related Activities

#1 IPCISD will provide a school environment that is conducive to being physically active and eating healthy.

- 1a. IPCISD will encourage all students to participate in school meal programs and protect the identity of students who eat free or reduced price meals.

- 1b. IPCISD will schedule lunchtime as near the middle of the school day as possible.
- 1c. IPCISD will provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- 1d. IPCISD will encourage students to wear appropriate attire during any physical related activity.

#2 IPCISD will provide a healthy learning environment for all students.

- 2a. IPCISD will provide a hand washing time prior to meal service to help control illness and promote healthy habits.
- 2b. IPCISD will ensure an adequate time for students to enjoy eating healthy foods with friends in school.
- 2c. IPCISD makes drinking fountains available in all schools, so that students can get water at meals and throughout the day.
- 2d. IPCISD outside after-school sport activities and practices will take into consideration heat index and rising temperatures.

#3 School Health Advisory Committee (SHAC) meetings will focus on creating healthy habits.

- 3a. IPCISD SHAC will be comprised of families, teachers and administrators.
- 3b. IPCISD SHAC will plan, implement and improve nutrition and physical activity in the school environment.

Physical Activity 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. Three 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.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the student’s physical education teacher to obtain the results of his or her child’s physical fitness assessment conducted during the school year. Please contact the campus principal or for more information on the fitness gram please see www.fitnessgram.net

Concussion Care

1. Know the signs and symptoms of concussions:

- Concussion can produce a wide variety of symptoms that should be familiar to those having responsibility for the wellbeing of student-athletes engaged in competitive sports in Texas.
- Symptoms reported by athletes may include: headache; nausea; balance problems or dizziness; double or fuzzy vision; sensitivity to light or noise; feeling sluggish; feeling foggy or groggy; concentration or memory problems; confusion.
- Signs observed by parents, friends, teachers or coaches may include: appears dazed or stunned; is confused about what to do; forgets plays; is unsure of game, score or opponent; moves clumsily; answers questions slowly; loses consciousness; shows behavior or personality changes; can’t recall events prior to hit; can’t recall events after hit.
- Any one or group of symptoms may appear immediately and be temporary, or delayed and long lasting. The appearance of any one of these symptoms should alert the responsible personnel to the possibility of concussion.

2. Read and be familiar with protocols established by CDC and UIL. See website links listed below.

3. Treat all head injuries seriously. Seek immediate medical attention if symptoms of a concussion exist.

4. Notify the Principal and School Nurse/and or Athletic Trainer, or other responsible designee, if a child has a head injury and especially if you suspect concussion. Inform the parent as soon as possible or determine if administrative personnel have contacted the parent.

5. Remove student immediately from all physical activity until cleared by a medical professional and the parent.

6. Accommodate as needed in the classroom. Suggested accommodations include
a. Extended time

- b. Shortened or reduced assignments
 - c. Frequent breaks
 - d. Note-taking assistance
 - e. Allowing students to correct assignments
7. Reduced memory, irritability or mood change, headaches, nausea, inattentiveness, forgetfulness, and fatigue may be frequently seen with concussion at school.
8. Document accommodations, communications, and keep any information sheets or medical treatment plans received in a folder. Remember confidentiality.

<http://www.uiltexas.org/health/info/concussions>

https://www.cdc.gov/headsup/basics/return_to_school.html

www.cdc.gov/headsup/index.html

<https://www.momsteam.com/sports>

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 at 940-592-2196.

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.]

MEDICINE AT SCHOOL

IOWA PARK CONSOLIDATED INDEPENDENT SCHOOL DISTRICT ADMINISTRATION OF MEDICATIONS PER TEXAS EDUCATION CODE:

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.

The district will not purchase medication to give to a student. District employees will not give a student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements.

In accordance with policy FFAC, authorized employees may administer:

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

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. Note: Insect repellent is considered nonprescription medication.
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. (A 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 non-prescription) 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.
4. 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.
5. An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

This form is required for each medication and a new form is required each school year. **You will be responsible for picking up your child's medications at the end of the school year. Any medications not picked up, will be disposed of.**

I fully understand that trained NON-MEDICAL District personnel may administer medication. I understand that the School District, the Board, and its employees shall be immune from civil liability due to allergic reaction or other injuries resulting from the

administration of a medicine to a student, provided such administration conforms to the requirements of this policy.

See the school nurse or principal for information. [See policy FFAF]

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 at each campus to administer an opioid antagonists, 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 his policy during regular school hours. [Education Code 38.221-228; FFAC (LEGAL)]

Student Illness

When your child is ill, please contact the school by 9:00 am to let us know he or she will not 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 (TDSHS) or local/regional health authority. Please see the TX Department of State Health Services website for more information. Please contact the school nurse if you have any questions or if you are concerned about whether or not your child should stay home.

Physical Examinations/Health Screenings

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.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

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. Vision and Hearing screening is conducted in the fall. Spinal screening is done during the spring.

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at (<https://dshs.texas.gov/immunize/school/exemptions.aspx>).

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

The immunizations required are: diphtheria, tetanus, and pertussis; rubella (measles), mumps, and rubella, hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion,

the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis on page 94.

[See the DSHS's Texas School & Child Care Facility Immunization Requirements (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) and policy FFAB (LEGAL) for more information.]

Instructions for Filing Immunization Exemptions

A student must be fully immunized against certain diseases. Proof of immunization may be personal records from a licensed Physician or Public Health Clinic with a signature and date or rubber-stamp validation.

1. To claim an exclusion for medical reasons, the child or student must present a statement signed by the child's Physician, duly registered and licensed to practice medicine in the United States who has examined the child, in which it is stated that, in the Physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the child or any member of the child's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only **one year** from the date signed by the Physician.
2. To claim an exclusion for reasons of conscience, including religious beliefs, a signed affidavit must be presented by the child's parent or legal guardian, stating that the child's parent or legal guardian declines vaccinations for reasons of conscience, including religious beliefs. The affidavit will be valid for a **two year** period. Children, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the Commissioner of Public Health.

A person claiming exclusion for reasons of conscience, including religious beliefs, from a required immunization may obtain the affidavit from by submitting a request to the DSHS Immunization Branch. The request must include the full name of the child and the child's date of birth.

Requests for affidavit forms must be submitted to the Department through one of the following methods:

1. Written request through the United States Postal Service (or other commercial carrier) to the Department of State Health Services at: DSHS Immunization Branch, Mail Code 1946, P.O. Box 149347, Austin, TX 78714-9347.
2. By facsimile at (512) 458-7544
3. By hand delivery at the Department of State Health Services physical address at 1100 West 49th Street, Austin, TX 78756
4. Via the Department of State Health Services Immunization Program Internet website (www.ImmunizeTexas.org)

Upon request, one affidavit form for each child will be mailed unless otherwise specified (shall not exceed a maximum of five forms per child).

The Department shall not maintain a record of the names of individuals who request an affidavit and shall return the original request (where applicable) with the forms requested.

To claim exclusion for Armed Forces, persons who can prove that they are serving on active duty with the Armed Forces of the United States are exempted from the requirements in these actions.

Bacterial Meningitis

Please see the district's website www.ipcisd.net for information regarding meningitis.

** Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that 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 **Immunizations** on page 92 for more information.]

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.

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: Allergies and Anaphylaxis (<https://dshs.texas.gov/texas=school-health/allergies-anaphylaxis>).

[See policy FFAF.]

Head Lice

Head lice, although not an illness or a disease, head lice spread is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent and to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug store 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 recommendation, including subsequent treatments and how best to get rid of lice and prevent their return. The district may recommend the student be removed from school for a designated length of time.

More information on head lice can be obtained from the DSHS website at [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<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) (<https://www.cdc.gov/parasites/lice/head/parents.html>). [See policy FFAA for more information.]

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.

Bodybuilding, 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.

Other Health-Related Matters

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, including electronic 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 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. While the main concern is for the health and safety of our students, please note that legislature requirements regarding the use of possession of e-cigarettes and other vaporizing devices has changed. [See the Student Code of Conduct on page 111 or Tobacco and E-Cigarettes Prohibited on page 118. Policy GKA.]

Iowa Park CISD Extracurricular Activities 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 1. The student shall be suspended from participation in extracurricular activities for 45 school days; and 2. 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.

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, the district's designated asbestos coordinator, at 592-4193.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, 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 United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area, may contact Tim Kingcade, the district's IPM coordinator, at 592-4193.

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources

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

- The campus full-time nurse, Kelly Fields, at kfields@ipcisd.net
- The campus full-time school counselor, Nona Laminack, at nlaminack@ipcisd.net
- The local public health authority, Jamie Shipp, which may be contacted at jshipp@ipcisd.net.
- The local mental health authority, Nona Laminack, which may be contacted at nlaminack@ipcisd.net.

Other Area Resources:

STARRY Counseling Services: 940-386-9546

First Step: 1-800-252-5400

Patsy's House: 940-322-8890

Helen Farabee Regional MHMR Center: 1-800-621-8504

North Central TX Community Health Care Center: 940-766-6306

Texas Health and Human Services Commission: 940-767-1720

Texas Child Health Access Through Telemedicine (TCHAT) – contact the school's counselor

For other referral services, please see the school counselor for assistance.

Policies and Procedures that Promote Student Physical and Mental Health

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at www.ipcisd.net.

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

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

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

Please contact the district Superintendent's office at 940-592-4193 for further information regarding these procedures and access to the District's Improvement Plan.

If you have any questions, you may contact the school nurses via e-mail at:

Jamie Shipp @ jshipp@ipcisd.net

Kelly Fields @ kfields@ipcisd.net

Jenna Wineinger @ jwineinger@ipcisd.net

Shawna Coggins @ scoggins@ipcisd.net

Or you may reach them at one of the following campuses:

Kidwell- 592-4322	Fax: 592-2487
Bradford- 592-5841	Fax: 592-2059
W.F. George Middle School- 592-2196	Fax: 592-2801
High School- 592-2145	Fax: 592-2583

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 should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- 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 and promptly report any incidents to a district employee. A student may make anonymous reports regarding safety concerns by using the Drop Box located in the school's library.
- Know emergency evacuation routes and signals.
- Follow the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

The Texas Suspicious Activity Reporting Network or iWatchTexas website (iwatchtx.org), is designed to report suspicious activities or behaviors that may indicate criminal, terroristic, or school safety-related threats.

This site is not designed to report emergencies. In the event of an emergency, call 911. Every report will be reviewed by analysts. Although not required, providing your contact information will allow follow up questions, and if you prefer to report by telephone, please contact [844-643-2251](tel:844-643-2251).

VISITORS TO THE SCHOOL

General Visitors

For the safety of our students, **ALL** visitors **MUST** report to the office (the primary entrance unless otherwise directed by a district employee) and **MUST** receive permission from the principal or designee 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)

Parents and others are welcome to visit district schools. **All** visitors must show a picture I.D., such as a driver's license or passport.

Visits to individual classrooms during instructional time may be permitted only with approval of the principal and teacher. Limited access may be granted so long as the duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct (comply with all applicable district policies and procedures); disruptive behavior will not be permitted. All visitors will exit the school at the primary entrance or office and leave the exterior door closed, latched, and locked unless actively monitored by a district employee.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonable appears to have no legitimate reason to be on district property may be ejected from district property. [HB 3; Code of Criminal Procedure 62.065; Education Code 37.222, 38.022]

Lunch Visitors

Parents are welcome to visit for lunch. Please refer to page 45 in **Lunch: Visits by Parents Policy and Procedure** to review policies regarding lunch guests.

Lunch/Recess

Students will be allowed a recess period, after finishing lunch, within the allotted lunch break. Visitors may not attend recess, and must exit the building/campus after dining.

Drills: Fire, Tornado, and Other Emergencies

Students, teachers, and other district employees will participate in drills of emergency procedures. When the alert is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Drills are scheduled and practiced following the Texas School Safety Center guidelines. SRP or The Standard Response Protocol for K-12 Schools focuses on: Plan, Prepare and Practice. Students and staff will practice responses to weather events, fires, accidents, intruders and other threats to student safety.

Students will follow the planned and practiced safety procedures. Students should not use cell phones during any drills or emergency situations until allowed to do so by an adult.

The WFGMS relocation site for evacuation will be:
First United Methodist Church
201 East Bank
Iowa Park, Texas
OR
Iowa Park High School
1 Bob Dawson Drive
Iowa Park, Texas

For other resources or more information regarding school safety and the SRP model, please visit The Texas School Safety Center page at txssc.txstate.edu. For non-emergency concerns regarding school safety, please contact the campus administrator.

Injury Response Training

Students in grades 7 – 12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security's Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc.

The district may consent to medical treatment, including dental treatment, if necessary, for any 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.

Therefore, parents are asked each year to complete an **emergency care consent form**. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

The emergency care consent form will be used by the district when a student's parent or authorized designee cannot be contacted. 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.

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. [HB 4375; Education Code 28.0023, 38.030]

For more information, see:

Homeland Security's Stop the Bleed (<https://www.dhs.gov/stopthebleed>)

Stop the Bleed Texas (<https://stopthebleedtx.org/>).

Emergency and 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. Refer to local television, radio stations, and school web site for updates on school closings.

Parents may also sign up for Skyalert automated messaging to receive texts and e-mail alerts and/or phone calls by contacting the school office.

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 required parents to update contact information within two weeks after the date the information changes. (See **Parent Contact Information** on page 14 and Automate **Emergency Communications** also on page 14)

Child Sexual Abuse, Sex Trafficking and Other Maltreatment of Children

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

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

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

As a parent, if your child is a victim of sexual abuse, 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 \(http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp\).](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp)

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation on page 104, and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 107.]

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

[Child Welfare Information Gateway Factsheet \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)

[Kids Health, for Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)

[Office of the Texas Governors' Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)

[Human Trafficking of School-aged Children \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)

[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: Child Labor Trafficking \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking)

Reports of abuse or neglect may be made to:

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

WARNING SIGNS OF SEX TRAFFICKING

Child trafficking of any sort is prohibited by Penal Code 20A.02. 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 victims online.

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

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking on page 102.]

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: 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, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups. The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns. Each campus as a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus 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, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Any district employee aware of a report of bullying incident will relay the report to an appropriate administrator. The administration will investigate any allegations of bullying to obtain assistance and intervention. 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 adding placing a card in the Drop Box (located in the campus library).

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.

Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors. Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon 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 board may transfer the student 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** on page 24.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

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

[See **Safety Transfers / Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 107, **Hazing** on page 106, policy FFL, the district's Student Code of Conduct and the district improvement plan, a copy of which can be viewed in the campus office.]

Hazing

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act occurring 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;
- Any 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** on page 104 and policies FFI and FNCC.]

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 1000 feet of any district-owned or leased property or campus playground.

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, sex, gender, national origin, disability, age, 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. The policy can also be accessed at www.ipcisd.net [See policy FFH.]

Dating Violence

Dating violence will not be tolerate at school. To report dating violence, see Reporting Procedures, on page 109.

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student,

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

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

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

Texas Attorney General's office recognizing and responding to dating violence flier: (<https://www.texasattorneygeneral.gov/sites/default/files/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 on page 18.]

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 or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. (See Student Conduct on page 111)

Two types of prohibited harassment are described below:

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 employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even in 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 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 Conduct page 111.)

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, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

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

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, the district may 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 an outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

In its efforts to promote nondiscrimination, the District makes the following statements:

Freedom from Discrimination

Iowa Park CISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

Section VII

Student Conduct and Discipline

STUDENT CONDUCT

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy—even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or campus standards of grooming and dress
- Obey all campus and classroom rules
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

W.F. George Middle School IP Pledge

I Pledge

- To be **POSITIVE** (Attitude is everything. Demonstrate cooperation and willingness.)
- To be **POLITE** (Pleasant and respectful of all people and their possessions).
- To be **PREPARED** (Record and do all homework, have materials for class, study for tests, stay organized, keep lockers clean, and be punctual.)
- To **PAY ATTENTION** (Stay focused and on task, note when things are due, know and follow rules and expectations.)
- To **PERSERVERE** (Practice like you will perform...leave it all on the field, in the classroom, etc.)
- To **PROTECT** (Protect this house. Demonstrate pride in yourself, your family, and your school; follow all rules and laws).

PBIS Purpose and Philosophy: PBIS stands for Positive Behavioral Interventions and Supports. PBIS is used to implement positive behaviors and consistent student discipline, while providing instructional support where all students can be successful. For more information, visit the Positive Behavioral Interventions & Supports website at: www.pbis.org.

To participate in campus motivational activities, field trips, or field days, students must be in good academic standing, in compliance with attendance laws, and discipline standing with teachers and administrators.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards. The principal in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate those standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to another disciplinary action. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with following:

General Appearance and Grooming

1. Hair must be neatly trimmed, clean and well groomed. Hair shall not cover the eyes. Any hair coloring, hairstyle, ornamentation, or haircut 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 judgement.
2. Sunglasses are not to be worn on campus – Accessories that are a distraction are to be left at home.
3. Nose rings, belly button rings, gages, tongue rings and facial piercings will not be allowed. Earrings should modest and non-distracting for educational and safety needs. For safety reason, some extra-curricular events may prohibit jewelry of any kind. Earrings for boys are not allowed.
4. Footwear shall be part of the regular attire. Shoes should not be distracting or cause undue noise. No house slippers or house shoes are permitted.
5. Tattoos are not allowed. Any permanent or temporary markings must be covered at all times. This includes interscholastic competition or during any school sponsored performance.
6. Facial hair shall NOT be allowed.

General Clothing

1. Students shall not wear clothing items or accessories that contain messages that are vulgar, offensive, obscene, or libelous that denigrate others on the basis of race, color, religion, national origin, gender, sexual orientation, or disability; Slogans and graphics on clothing must be appropriate for school. (Ex: No profanity, alcohol, drug, tobacco, sexual language, inappropriate language, inappropriate pictures, gestures, and depictions of violent images)
2. Shirts, blouses, and dresses should cover the outer tip of the shoulder. (Sleeves must extend to the edge of the shoulder bone). Sundresses and spaghetti strap dresses are not allowed. Revealing, and/or distracting clothing is prohibited. See through blouses, low-cut (front or back) blouses, bare midriffs and halter tops are not allowed. Shirts/tops must overlap the waist band. Armholes in shirts should be appropriately sized to the individual, showing no underwear or skin.

3. Underwear type and tank type shirts are not acceptable as outer clothing. Undergarments meant to be decorative and visible may not meet dress code and should be avoided.
4. Pants should fit at the waist and be no larger than two waist sizes above the normal for the student and the length of any pants must not compromise the safety of the student. Sagging pants and/or gang related clothing will not be permitted.
5. Length of shorts shall not be more than 4” (four inches) above the top of the knee when the student is standing. Skirts shall not be more than 2” (two inches) above the knee when the student is standing in the front and back.
6. Leggings are considered to be an undergarment and are unacceptable as an outer garment. Leggings are permitted as long as the outer garment, such as a top meets the dress code policy. This includes yoga pants, workout pants and tights. Any clothing deemed too tight by the campus principal will not be allowed.
7. Athletic shorts or jogging shorts will not be allowed except during approved athletic events.
8. Cutoffs or bike pants will not be allowed.
9. No jackets are to be worn below the knee inside the school building.
10. No skate type shoes (Ex: Heelys).
11. No backpacks with wheels or lights for safety reasons.
12. No backpacks or garments with stash areas or hidden compartments.
13. No fingerless gloves or sweatbands (Unless approved by a teacher an administrator)
14. Hats, caps, bandannas, belt chains and wallet chains are not allowed. Hats will only be allowed on special days designated by the campus principal.
15. Pants and/or shorts with large holes and tears will be permitted with exceptions. Shreds, distressed marks, holes or patched areas above the mid-thigh are NOT acceptable. Shreds, distressed marks, small holes and properly patched areas (patches sewn into the clothing) below the mid-thigh will be allowed.

When a student does not meet the dress code, the student may be placed in ISS until they receive appropriate clothing or for the rest of the school day (see dress code policy, page 109).

Items that are distracting or deemed unsafe to the school environment could be confiscated and returned at the administrator’s discretion.

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.

Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. The school administrator(s) may alter the dress code at any time based on any inappropriate, disruptive, or student attire that distracts from the education environment or

deemed unsafe. Any student dress that indicates an affiliation with a gang, group, or organization that is not school approved is forbidden.

At the administrator's discretion a student may be allowed to call home and have alternate clothing delivered to them OR wear a shirt/pants provided by the office. Repeated and/or severe dress and grooming violations may result in ISS placement.

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 as well as on district vehicles – and consequences for violation of the standards. Students need to 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.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct. The District has disciplinary authority over a student:

- During the regular school day and while a student is going to and from school or a school-sponsored or school-related activity on district transportation;
- During lunch periods in which a student is allowed to leave campus
- While the student is in attendance at any school-related activity, regardless of time or location
- For any school-related misconduct, regardless of time or location.
This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest is responsible for the conduct of the guests
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
- When retaliation against a school employee, board member or volunteer occurs or is threatened, regardless of the time or location
- When a student engages in cyberbullying, as provided by Education Code 37.0832;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school sponsored or school-related activity of another district in Texas;
- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
- When the student is required to register as a sex offender.

For information regarding Searches of student lockers and vehicles brought onto school property, see page 119.

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 middle school campus behavior coordinator is the assistant principal:

Francie Stanford – 940-592-2196 – fstanford@ipcisd.net

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on 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 profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

TARDIES

When a student is tardy to any class, this information will be documented by the classroom teacher and consequences will be assigned in the following manner (based on individual six weeks periods):

1st tardy.....warning

2nd tardy..... 1 day of lunch detention

3rd tardy..... 3 days lunch detention OR the possibility of additional
makeup time after school

- 4th tardy..... 1 day ISS/ parent contact
- 5th tardy..... 3 days ISS/ parent contact
- 6th tardy 5 days ISS/ parent contact

Leaving Class

Any student who must leave class during any period must have a permit signed by the teacher in charge. Permits should state time, destination, and reason. **Any student without a written permit will be considered to have an unexcused tardy.** Students may not leave class without permission except in an emergency situation. Ample time is allowed for personal medication.

Closed Campus

After arriving at school, students are not allowed to leave the campus without permission from the office. See also Student Release on page 48.

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 or permission to be outside the classroom for any purpose. Failure to obtain a pass may result in disciplinary action in accordance with the Student Code of Conduct. Even though it is expected that students will visit in the halls between classes, there should never be any running, scuffling, or shouting in the halls. Students should take their time in leaving the room and leaving in an orderly manner.

Conduct Before and After School

Teachers and administrators have full authority over student conduct before- or after-school activities. This includes school-sponsored events (on and off district premises), such as play rehearsals, field trips, 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 for extracurricular participants established by the sponsor.

School bags

Backpacks will not be allowed in the hallways and classrooms during the day. Once at school, backpacks must be stored in lockers. Chromebook bags will be required during the school day for the protection of the Chromebooks. Please see **Searches** on page 119 regarding searching a student's belongings.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students. These events are a privilege; not a right.

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.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. This is to prevent the interruption of education. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch. Flower, balloon, candy and gift deliveries for special occasions for students is not allowed.

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school as required by law. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling the superintendent's office.

See the **Student Code of Conduct** on page 111 for provisions regarding transportation to the Disciplinary Alternative Education Program.

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

If seatbelts are provided, students are required by state law to wear them.

1st removal = 5 days **2nd removal** = 10 days

3rd removal = 30 days **4th removal** = permanent removal

In case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to put the student off the bus and/or call for law enforcement assistance. The principal of the student's campus and the student's parents will be notified of the situation as soon as possible.

Fighting

Fighting is defined as two or more students or persons that choose to mutually engage in physical combat using blows or force to strive to overcome the other student(s) or person(s). A fight has occurred if a student who is attacked strikes back. To avoid penalty, a student who is under attack should seek to detach him or herself from the situation and get school personnel or adult help. If a student retaliates, both students are deemed to have been fighting and will have consequences according to policy and upon investigation.

Tobacco and E-Cigarettes Prohibited

The District and its staff strictly enforce prohibitions against the use of tobacco and tobacco substitute products (including E-cigarettes, puff bars and other vaporizing devices) by students and others on school property or at school-sponsored or school-related activities. (See the **Student Code of Conduct** on page 111 and policy GKA).

Per House Bill 114 and TEC 37, students possessing, using or under the influence of, sells, gives, or delivers marijuana, THC or an e-cigarette (including all vaporizing devices) to another person within 300 feet of school property or at a school-related event will result in a mandatory placement in a Disciplinary Alternative Education Program (DAEP).

1st Offense – 10 days mandatory DAEP

2nd Offense – 20 days mandatory DAEP

3rd Offense – 30 days mandatory DAEP

(See Also Discipline Procedures starting on page 122).

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.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability

Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, or principal.

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the principal. The allegations will be investigated and addressed. A substantiated complaint against a student will result in an appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct. The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG (LOCAL). See also policy FNCL.

To request a transfer of your child to another classroom or campus if your child has been verified by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341, see the superintendent or designee for information. Transportation is not provided for a transfer to another campus. To request a transfer of your child to attend a safe public school in the District if your child attends a school at a campus identified by TEA as persistently dangerous or if your child was a victim of a violent criminal offense while in school or on school grounds. See policy FDD (LOCAL).

Sexual Harassment/ Sexual Abuse

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify the parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete the investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or a parent in a conference with the principal or designee.

The student or parent may appeal the decision regarding the outcomes of the investigation in accordance with policy FNCJ (LOCAL).

Unacceptable and Inappropriate Use of Technology Resources

See Technology on pages 74 - 82.

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 state and federal law and district policy. Searches of students will be conducted in a reasonable and nondiscriminatory manner, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors. Refer to the district's policies at FNF (LEGAL) and FNF (LOCAL) for more information regarding investigations and searches.

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 of believe that searching a student's person, belongings, or vehicles will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item – found in district property provided to the student – that is prohibited by law, district policy, or the Student Code of Conduct.

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

Athletic lockers and locker rooms are not accessible during the academic school day unless allowed by coach or administrator.

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

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school sponsored activities.

Telecommunications and Other Electronic Devices

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 on page 74 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 locker, a classroom, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

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. Such right is deemed essential to the proper discharge by school officials of their duty to protect the health, safety, and welfare of all students.

Video Cameras

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

The principal will review tapes and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

A parent may inquire about the content on a video tape, however, the rights and privacy of other students will be maintained in accordance with policy FL in the District's policy manual.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by the law), a principal or assistance principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which 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).]

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, including without parental consent, if necessary, 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 law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, 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).]

Discipline Procedures

Office Referrals

The District's Student Code of Conduct lists several offenses and specifies possible consequences by level of offense. A numerical value (demerits) will be placed on each level of offense. Violations of the Student Code of Conduct and or classroom/school rules will result in an investigation being conducted and due process for the student. (See the student Code of Contact for more information) The student has the right and expectation to state his/her side of the story. In most instances, 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.

Upon completing the investigation the administrator will determine the appropriate disciplinary consequence according to the following guidelines:

LEVEL OF OFFENSE	NUMBER OF DEMERITS	*MINIMUM CONSEQUENCE FOR LEVEL
I	1-3	1 day lunch detention
II	2-6	3 days lunch detention
III	5	1 day ISS
IV	10	3 days ISS
V	20	AEP (minimum of 30 days)

Accumulated Demerits

As mentioned above, a student's cumulative demerit total will be considered when making disciplinary assignments. See the following table and example.

Accumulated Demerits	Minimum Consequence
15	3 days ISS
30	5 days ISS
40	Six Weeks AEP (minimum)
50	Eighteen Weeks AEP
60	Recommendation of Extended AEP (beyond 30 days)

Example:

Student "A" Offense	Level of Offense	Demerit Value	Accumulated Demerits	Consequence
Truancy	IV	10	10	3 days ISS
Profanity	III	5	15	3 days ISS
Profanity (2 nd time)	III	10	25	3 days ISS
Fighting	IV	10	35	5 days ISS
Dress Code Violation	I	1	36	Lunch detention
Truancy	IV	10	46	Six Weeks AEP (30 days)

Examples of offenses:

Level 1 & Level 2 offenses include but are not limited to:

1. Minor classroom disruptions
2. Failure to complete an assignment

3. Minor Horseplay
4. Minor bus violations
5. Failure to attend tutorials
6. Failure to follow dress and grooming standards
7. Excessive absences and tardies
8. Cell phone warning (minor violation)
9. Minor computer use violations

Level 2 offenses are a repeat of Level 1 OR seriousness of the incident – Demerits will be doubled.

Level 3 offenses include but are not limited to:

1. Bus violations
2. Profanity or profane gestures
3. Minor mistreatment of others
4. Malicious behavior
5. Disrespect to staff member, adult, bus driver, or any other person
6. Minor vandalism or defacing school property
7. Cell phone violation
8. Computer use violation (refer to pages 74 - 82)

Level 4 offenses include but are not limited to:

1. Fighting
2. Repeat of Level 3 violations
3. Truancy issues (Including leaving school grounds without permission.)
4. Bringing or possessing a prohibited items (not illegal). This may include matches and legal pocket knives.
5. Stealing under \$50.
6. Serious vandalism
7. Serious Computer use violations
8. Tobacco products (not including: e-cigarettes, puff bars, vape pens or other smoking devices)
9. Bullying / Harassment (including cyber bullying)
10. Engaging in inappropriate or indecent exposure of private body parts.

Level 5 offenses include those that may be considered a crime.

Electronic cigarettes, puff bars, vape pens or any other smoking (electronic or vapering) devices will result in mandatory DAEP (House Bill 114 and Chapter 37):

1st Offense – 10 days mandatory DAEP

2nd Offense – 20 days mandatory DAEP

3rd Offense – 30 days mandatory DAEP

If additional offenses occur, the campus principal or administrator will determine the appropriate disciplinary consequences based on state and district policy.

Depending on the severity of the offense and in accordance with the law, some Level 4 offenses may be considered Level 5. (See Tobacco and E-cigarette Products on page 117)

AEP – When a student is assigned to AEP (due to a serious offense or accumulation of choice misbehaviors) the minimum number of days for IPCISD is 30 instructional days. (See Level 5 for offenses regarding electronic smoking devices). Failure to attend or follow AEP guidelines may result in an extended assignment.

Lunch Detention/ISS

- a. Students in lunch detention or ISS may bring a lunch or purchase a sack lunch (sandwich, white milk, side or vegetables, and fruit) from the cafeteria. **No hot lunches will be provided.** NO SOFT DRINKS are permitted. Milk, juice, and/or water are permitted. Candy, cookies, cake and soft drinks are not permitted in detention. Chips and crackers are acceptable.
- b. Students are required to bring homework to work on to detention. If they do not bring work or complete their work, an extra day of detention may be assigned to the student.
- c. Talking is not allowed in lunch detention.
- d. Cafeteria lunches must be paid for by 10:00 a.m. on the day of detention.
- e. Lunch detention may be assigned for failure to complete assignments as well as other discipline matters.
- f. If a student fails to follow the rules, additional days by be added.

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. **If you do not wish for your child to receive Corporal Punishment, a written statement of that fact must be on file in the office of the Assistant Principal.**

See also Prohibited Use of Corporal Punishment on page 23.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO (LOCAL).]

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

Section VIII

Glossary

GLOSSARY

Accelerated instruction, including supplemental instruction, is an intensive educational 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, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

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

Attendance review committee is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent, 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 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 is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

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

for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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. It also serves as the basis for the awarding of National Merit Scholarships.

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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 the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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