

2013-2014

Iowa Park High School Student Handbook & Code of Conduct

Commitment

TABLE of CONTENTS

Preface.....	2
District and Campus Information	3
Academic Honors for Seniors.....	9
Admission.....	5
Assemblies.....	5
Assessment tests.....	26
Attendance Policy.....	5
Awards and Honors	7
Bell Schedule.....	4
Bullying	7
Buses or other School Vehicles	7
Bring Your Own Device Policy (BYOD).....	11
Cafeteria Services.....	7
Campus Wide Policy on Grading.....	22
Career and Technical Education.....	7
Class Ranking.....	8
Clubs/Student Activities	9
College Days.....	7
Communication between Home and School	9
Complaints by Students/Parents.....	10
Computer Resources/Telecommunications	10
Conduct of Students	16
Corporal Punishment.....	16
Correspondence Courses	17
Counseling.....	17
Credit by Examination.....	18
Dating Violence, Discrimination, Harassment, and Retaliation.....	18
Detention.....	19
Disciplinary Procedures	20
Dress and Grooming.....	22
Drills	23
Dual Credit Courses/College Coursework.....	23
Emergency Medical Treatment	24
Emergency School Closing Information	24
Extra-curricular Activities, Clubs, and Organizations	24
Extra-curricular activities drug and alcohol policies.....	59
Fees.....	25
Fund Raising.....	25
Governmental Authorities Questioning of Students.....	46
Grade Classification.....	26
Grade Reporting.....	27
Grading Systems and Policies	26
Graduation Exercise	27
Graduation Requirements/Plans	27
Graduation Requirements for Texas.....	29
Hall Passes	32
Library.....	32
Lockers	32
National Honor Society.....	33
Parental Involvement, Responsibilities and Rights	33
Permission to Leave School.....	34
Pest Control/Pesticides/Asbestos	34
Physical Examinations	34
Pledge of Allegiance, Minute of Silence, Prayer	34
Protection of Student Rights	34
Qualifications for Student Council Officers.....	44
Report Cards and Progress Reports	35
Responsible Use of IPCISD Information Technology Facilities and Services.....	35
Retention and Promotion	35
Safety/Accident Prevention.....	35
School Buses.....	36
School Materials.....	36
SCHOOL/PARENT/STUDENT COMPACT.....	49
Special Education Records.....	38

Special Programs.....	37
Steroids	44
Student Offices and Elections.....	44
Student Records.....	44
Student Schedules.....	46
Students Taken Into Custody.....	46
Technology Acceptable Use Policy.....	14
Testing.....	46
Textbooks	47
Transcripts.....	47
Vehicles on Campus.....	47
Video Cameras.....	47
Visitors.....	47
Wellness Policy/Health Info.....	50
Withdrawal from School.....	48

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

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

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

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

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

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

Title IX Coordinator -	Steve Moody
Section 504 Coordinator -	Steve Moody

PREFACE

This booklet has been prepared for students attending Iowa Park High School and contains a great deal of required and useful information. It cannot be as personal a communication as we would like; therefore we will not directly address students as "you" but rather as "the student," "students," or "young adults." Likewise, the term "student's parents" may refer to the parent, legal guardian, or any other person who agrees to assume responsibility for the student. Refer to Section F in the Iowa Park Consolidated Independent School District policy manual in reference to rules and guidelines within this handbook.

Students and parents also need to be familiar with the Iowa Park High School Student Code of Conduct, which sets out the consequences for inappropriate behavior, is required by state law, and is intended to promote school safety and an atmosphere for learning. This document may be found as an attachment to this handbook.

District and Campus Information

Board of Trustees

Steve Fairchild – Board President
Cary Waters Merle Rodgers
Greg Deatherage Mark Kyle
Ken Cooper Jeff Rhoades

IPHS Administrative Team

Steve Moody	Superintendent
Sharon Powell	Business Manager
Tim Bartram	Principal
Tim Jetton	Assistant Principal
Jodi Schlaud	Academic Coordinator

Mission of Iowa Park CISD

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

SHARED VISION OF IPCISD

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

TELEPHONE NUMBERS

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

THE HAWK CODE

- I** have an obligation to those whose sacrifices have given me the foundation upon which I am building my life.
O bserving the school rules, I will become a better citizen.
W hen in the halls, I will conduct myself in an orderly manner.
A lways be courteous in my conduct with my fellow students and the school faculty.
- P** roperty belonging to the school, I will respect.
A lways encourage the HONOR policy which has made our school great.
R epresent my school and town in a respectful manner at all times.
K eeping in mind that I will enter and leave the high school auditorium quietly and orderly at all times.
- H** appiness I will pursue and strive to establish conditions under which happiness may be pursued by everyone.
A t all times, I will be a good sportsman, and will observe all school athletic courtesies.
W ell behaved I will be, on all school trips and all games, before, during, and following them.
K eep the library books and reference books checked out for the allotted time only.
S peak only to the person close enough to hear me in a normal tone.

ALMA MATER

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

NORMAL BELL SCHEDULE

1 st Period	8:05am – 8:55am
2 nd Period	9:00am – 9:55am
3 rd Period	10:00am – 10:45am
4 th Period	10:50am – 11:35am
5 th Period	11:40am – 12:25pm (2 nd lunch 12:30pm – 1:00pm) 12:15pm - 1:00pm (1 st lunch 11:40am – 12:10pm)
6 th Period	1:05pm – 1:50pm
7 th Period	1:55pm – 2:40pm
8 th Period	2:45pm – 3:30pm

*First bell rings at 8:00am for students to go to first period class, class begins at 8:05am

ADMISSION

A student who wants to enroll in the district or his/her parents should contact the appropriate school principal. Generally a student who resides within the school district's boundaries will be allowed admission to the appropriate school. Students wishing to transfer from another school district or who live outside the attendance boundaries of IPCISD may apply for transfer. Transfer applications are available from Tim Bartram, Principal.

ASSEMBLIES

In an attempt to create a more positive environment for all students attending Iowa Park High School, various presentations have been selected and scattered throughout the school year. Students are required to attend most assemblies and conduct themselves as if in the classroom setting. Students who do not abide by district rules of conduct will be subject to disciplinary action.

ATTENDANCE POLICY

(See also Attendance Policy in the Student Code of Conduct/Discipline Management Plan)

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

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt. A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA] School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, such as accelerated (additional special) instruction by the grade placement committee and basic skills for ninth graders, or from required tutorials will be considered in violation of the law and subject to disciplinary action.

Nonattendance may result in assessment of penalties by a court of law against both the student and his/her parents. A complaint against the parent may be filed in the appropriate court if the student:

- Is absent from school ten or more days within a six-month period in the same school year, or
- Is absent three or more days or parts of days within a four-week period.
- Students who receive 3 or more unexcused absences during a 4-week period may be filed upon by the school in a court of law. Students filed upon will automatically receive 5 days of ISS. A second filing may result in an AEP placement.

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. The actual number of days a student must attend in order to receive credit will vary, depending on whether the class is for a full semester or for a full year. A student who attends fewer than 90 percent of the days the class is offered will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

Absence Policy:

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

- The State rule of 90% attendance will continue to be enforced. After missing more than 10% of class a student must attend make-up days.

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

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

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

PLEASE NOTE:

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

IPHS Tardy Policy

1st Student tardy - warning from teacher

2nd Student tardy - assign D-Hall with teacher before or after school (15 minutes).

3rd Student tardy - assign D-Hall with teacher before or after school (15 minutes) and call the parent. The teacher must document the parent contact so the student can be placed in ISS on the 4th tardy.

4th Student tardy - the student will be placed in ISS for 1 day. The student will be placed in ISS the next day.

*Up to 10 minutes after the tardy bell rings a student is considered tardy. After 10 minutes the student will need to procure an admit slip from the office. * 15 Minute Rule No students should be in the halls for the first and last 15 minutes of the period.

College Days

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

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

AWARDS AND HONORS

AA HONOR ROLL

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

A-B HONOR ROLL

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

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions, expression through electronic methods, or physical conduct against another student on school property, at a school sponsored or related activity, or in a district operated vehicle and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe that it creates an intimidating, threatening or abusive educational environment. The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI (LOCAL).]

BUSES OR OTHER SCHOOL VEHICLES

The District makes school bus transportation available to all students living two or more miles from the school. This service is provided at no cost to the students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling Jonathan Clubb at 592-4193. In order that our school vehicles may be in operation every day, it is imperative that the very best possible care be taken of them. Any activity that may distract the attention of the driver is forbidden. You are under the school supervision until you reach your home. On school sponsored trips, students who go on the bus must return on the bus unless they have written permission from their parents which have been approved by the administration prior to the beginning of the trip. Misconduct will be punished according to the Student Code of Conduct; bus riding privileges may be suspended.

CAFETERIA SERVICES

The district participates in the National School Lunch Program and offers nutritionally balanced meals daily to students. Free and reduced-price meals are based on a student's financial need. **Each school day, breakfast is provided for all students free of charge.** Information can be obtained from Mrs. Elaine Wineinger at the high school.

CHECK ACCEPTANCE POLICY

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, telephone number, driver's license number and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, on-line payment).

CLOSED CAMPUS

Iowa Park High School does not allow students to leave school during the assigned lunch. A parent or guardian who wishes to pick up a student for the lunch period shall first secure the principal's approval. Students who abuse off-campus lunch privileges or leave campus at other times without the principal's approval shall be subject to disciplinary action. Students may eat lunch prepared by cafeteria staff or bring a sack lunch. Ordering and/or bringing in food from off campus is not allowed.

Students must eat lunch in the cafeteria. Any exceptions must be approved by the HS principal.

*Closed Campus Exceptions

1. Students who live within a **quarter-mile radius** of the high school campus may go home to eat lunch under the following conditions.
 - a. Exception is approved by HS principal
 - b. Student must go directly home and return directly to campus. (Violation of this policy will result in an ISS placement and the loss of off-campus lunch privileges.)

LUNCHROOM

We are proud of the Iowa Park High School Cafeteria and want you to be proud also. Rules of cleanliness and pride go into each meal. We expect you to pick up and clean up after yourself. Leave the tables clean and always ready for the next student to have a clean place to eat. There will be no student charges permitted in the cafeteria.

CAREER AND TECHNICAL EDUCATION

Career/technical programs in business computer applications, cosmetology, auto mechanics, agricultural science, and home economics are offered. Admission to these programs is based on the availability of classes. The District will take steps to ensure that a lack of English language skills will not be a barrier to admission or participation in any educational and career and technology programs. For further information on these programs please contact Steve Moody, Coordinator of Title IX and Section 504, at 592-4193.

CLASS RANKING

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

1. English – English I, II, III, IV
2. Mathematics – Algebra I, Algebra II, Geometry, Mathematical Models with Applications, Advanced Mathematical Decision Making, Pre-Calculus, and Calculus.
3. Science – Integrated Physics and Chemistry, Biology, Chemistry, Physics; any second year Biology, Chemistry, Anatomy and Physiology, and Physics.
4. Social Studies – American History, World Geography, World History, Government and Economics; any second year American History, World Geography, or World History.
5. Foreign Language – Spanish I, Spanish II, Spanish III; or additional foreign language courses approved by the Texas Education Agency.

Any Advanced Placement, Pre-Advanced Placement, or Concurrent Enrollment class taught in substitution for one of the above listed classes will be considered Advanced and will receive the “Advanced” grade points. Only classes taught in IPCISD, by IPCISD personnel shall be used in the calculation of a senior’s final grade point average. All courses listed above shall be used in the computation of the GPA. No course may be retaken to “substitute” grade points. Both the original grade points and those earned while retaking a class will be utilized in the final GPA.

The following grade average/grade point’s conversion chart shall be used:

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

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

ACADEMIC HONORS FOR SENIORS

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

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

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

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

EARLY GRADUATES

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

TRANSFER GRADES

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

DATES OF CLASS RANKING

Official class ranks will be established only for the senior class. The counselor will determine class ranking three times during the school year: (1) to begin the senior year (issued by end of first six weeks), (2) at end of first semester (issued by end of fourth six weeks), and (3) final senior class ranking shall be determined at the end of the fifth six-week grading period in the graduation year. The fourth and fifth six-week grades shall be averaged and counted as the second semester grades for the courses in which students are enrolled in their senior year. The grades will be averaged to the fourth decimal point (i.e. 3.2213) and will be rounded up.

CLUBS/STUDENT ACTIVITIES

Student Clubs, organizations, and performing groups, such as band, cheerleaders, or athletic teams may establish rules of conduct, dress and grooming guidelines, academic standards, and consequences for misbehavior that are stricter than those for students in general. The State of Texas has determined that not all students are guaranteed a right to participate in extra-curricular events or activities. Therefore, IPCISD views participation in any extra-curricular event or activity a PRIVILEGE, not a right, provided by the school district. Parents and participating students may be required to sign an acknowledgment of any additional rules. If any violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization.

COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a child’s education is more than a “plus”; it’s essential for the students to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, student work for parents to review and sign, and continues into interaction: messages and phone calls from teachers, and school open house or back to school nights, for instance.

Communication might also include requests for conferences - initiated by the school or the parent - to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office at 592-2144 for an appointment. Generally a teacher will be able to meet with the parents or return calls during his or her conference period, although other mutually convenient times might be arranged as well. Each teacher has an e-mail address which can be located on our school web page. Grades are also accessible on-line.

COMPLAINTS BY STUDENTS/PARENTS

Usually student and parent complaints or concerns can be addressed simply - by a phone call or conference with the teacher. A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested. If the outcome of the conference with the principal is not satisfactory, a conference with the Superintendent or designee can be requested. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy.

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

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

COMPUTER RESOURCES/TELECOMMUNICATIONS

Iowa Park CISD telecommunications resources provide open access to local, national and international sources of information and collaboration vital to intellectual inquiry in a democracy. In defining the Internet's resources as an extension of the school Library, this network subscribes to the Library Bill of Rights which states that a person's right to use a library should not be denied or abridged because of origin, race, age, background or personal views.

In return, every Iowa Park CISD telecommunications user has responsibilities to respect and protect the rights of every user in our community and on the Internet. Iowa Park CISD account holders are expected to act in a responsible, ethical and legal manner, in accordance with the missions and purposes of the networks they use on the Internet and the laws of the individual states and the United States Government.

Access to the network and the use of other electronic information resources is a privilege, not a right, and the privilege may be revoked at any time for any reasonable motive. All users should be aware that the district's Internet access will be monitored; this is not a violation of individual's right to privacy. All other uses of electronic information resources that are accessed through Iowa Park CISD property or procedures may also be monitored.

The District wants all users to be aware of unacceptable conduct when using the electronic information resources. Unacceptable conduct includes, but is not limited to, the following:

- Using networks for any illegal activity, including violation of copyright or other contracts;
- Using networks for financial and/or commercial gain;
- Degrading or disrupting equipment or system performance.

While electronic resources offer tremendous opportunities of educational value, they also offer persons with illegal or unethical purposes avenues for reaching students, teachers, and others. The following represents some of the inappropriate uses that may occur:

- Commercial advertising
- Using copyrighted material in reports without permission
- Lobbying for votes
- Encouraging the use of illegal substances
- Accessing pornographic or inappropriate material
- Sending messages that contain; racism, sexism and/or contain obscenities
- Sending inflammatory messages
- Sending messages with someone else's name on it
- Sending a message that is inconsistent with the school's code of student conduct
- Sending a large number of personal messages.
- Requesting home phone numbers and using them to make obscene phone calls

- Using or creating a computer virus and placing it on the network providing addresses or other personal information that others may use inappropriately.

All users should be aware that inappropriate use of electronic information resources can be a violation of local, state, and federal laws and can lead to prosecution. All users should be aware that Iowa Park CISD retains the right to withdraw account privileges at any time, for any reason or no reason at all.

Bring Your Own Device (BYOD) Policy

Purpose

Starting with the 2013-2014 school year, Iowa Park CISD Schools will allow students to use privately owned electronic devices to access the IPCISD wireless network. Iowa PARK CISD will allow high school students to bring their own technology devices to use at specified times during the school day. Use of devices to enhance learning in the classroom will be pursued when deemed appropriate at individual teacher discretion. With teacher approval, students may use their devices in the classroom to access and save information from the Internet, collaborate with other learners, and utilize the productivity tools available to them.

What is the “D” in BYOD?

For the purposes of BYOD, “Device” means a privately owned wireless and / or portable electronic piece of equipment that includes laptops, notebooks, netbooks, tablet/slates, iPod Touches, e-Readers, cell and smart phones.

Guidelines

1. Students may use a privately owned electronic “Internet ready” device on the IPCISD wireless network with teacher or administrator permission.
2. The use of a privately owned electronic device is to support and enhance instructional activities.
3. Students are prohibited from accessing the Internet using any external Internet service.
4. **No privately owned electronic device may be connected to the IPCISD network by a network cable plugged into a data outlet. Network access is provided via Wi-Fi access only.**
5. No student shall establish a wireless ad-hoc or peer-to-peer network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to using a privately owned electronic device as a cabled or wireless hotspot.
6. Voice, video, and image capture applications may only be used with teacher or administrator permission.
7. Sound should be muted unless the teacher or administrator grants permission for use of sound associated with the instructional activities. A teacher or administrator may permit the use of ear buds or other types of headphones.
8. The privately owned electronic device owner is the only person allowed to use the device.
9. No school-owned academic or productivity software can be installed on personal devices.
10. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
11. Devices are brought to school at the students’ and parents’ own risk. In the event that a privately owned device is lost, stolen or damaged, IPCISD is not responsible for any financial or data loss.
12. Violation of school or district policies, local, state and/or federal laws while using a personal electronic device on the IPCISD wireless network will result in appropriate disciplinary and/or legal action as specified in the *Student Handbook* and *Code of Student Conduct*, School Board policy as well as by local, state and/or federal law.
13. The school district and school district personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunctioning personal hardware or software.
14. The school district reserves the right to examine the privately owned electronic device and search its contents if there is reason to believe that school district policies or local, state and/or federal laws have been violated. In the event that a student believes that his/her password has been compromised, he/she should immediately reset his/her password.

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 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.

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.

Frequently Asked Questions

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

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

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

- Before/ after school YES
- In class when my teacher designates use for learning YES
- During passing period YES
- During lunch YES

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

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

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

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

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

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

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

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

What if my laptop or phone is stolen or damaged? What recourse can I take? Students bring electronic communication devices to school at their own risk, just like any other personal item. The district will not be held responsible if an electronic device or other item is lost, stolen, or misplaced, including those that have been confiscated.

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

It is absolutely required that you use the district filtered wireless and is stated as such in the 2013-2014 handbook code of conduct as well as the secondary student responsible use policy. Using your own wireless provider during school is a breach of both agreements and the violation will result in confiscation of your device and or disciplinary consequences.

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 cyber-bullying 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:

RULES FOR APPROPRIATE USE

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

INAPPROPRIATE USES

- Using the district's electronic communications system for illegal purposes including, but not limited to, cyberbullying, gambling, pornography, and computer hacking.
- Disabling or attempting to disable or breach any system monitoring or filtering or security measures.
- Utilizing proxy gateways, or similar technologies, to bypass the Iowa Park CISD's monitoring or filtering.
- Sharing user names and passwords with others; and/or borrowing someone else's username, password, or account access.
- Utilizing the district's network and/or equipment to cheat on assignments or tests.
- Purposefully opening, viewing, using or deleting/destroying/modifying files belonging to another system user without permission.

- Changing hardware or software configurations.
- Electronically posting personal information about one's self or others (i.e., addresses, phone numbers, and pictures).
- Downloading, installing or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the district's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, illegal, or damaging to another's reputation.
- Wasting school resources through improper use of the computer system(s).
- Utilizing school resources for non-instructional purposes.
- Attempting to gain unauthorized access to restricted information or resources.
- Purposefully misrepresenting yourself or others.
- Utilizing social network tools for personal use.

Consequences for Inappropriate Use

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

Electronic Communication Devices: *Bring Your Own Technology*

Iowa Park CISD is excited about the new learning opportunities available through *Bring Your Own Technology*. It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology.

Students may bring their own technology and utilize personal electronic communication devices at school and at school activities. Students may use these devices in the classroom when the teacher deems them appropriate for educational purposes. All devices must remain silent or be put away unless being used within a lesson during class time. Students may also use devices during non-instructional times, such as passing periods, lunch and before/after school.

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

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

CONDUCT OF STUDENTS

(Also see the Student Code of Conduct and Discipline Management Plan)

Students are expected to:

- **Behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for the property of others, including District property and facilities is essential to the maintenance of facilities, safety, order, and discipline.**
- **Attend all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class is expected of all students.**
- **To be well groomed and dressed appropriately each day.**

As required by law, the District has developed a **Student Code of Conduct** that establishes behavior standards - both on and off campus - and consequences for failure to abide by those standards. Students need to be familiar with the standards set out in the **Student Code of Conduct**, as well as campus and classroom rules, in order to avoid violations and the subsequent consequences. A copy of the District's **Students Code of Conduct** is included as an attachment to this handbook.

CHEATING/PLAGIARISM/ACADEMIC DISHONESTY

Plagiarism consists of using another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. A student found to have engaged in academic dishonesty will be subject to disciplinary penalties as well as academic penalties.

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. Corporal punishment will be governed by the following conditions:

- The student will be told the reason for the corporal punishment.
- The punishment may be administered only by the principal, assistant principal, or a teacher.
- The instrument to be used will be approved by the principal.
- The punishment will be administered in the presence of one other District professional employee and out of view of other students.
- A record will be maintained of each instance of corporal punishment.

LASER POINTERS

Students are not permitted to possess or use laser pointers while on school property, while using District transportation, or while attending school-sponsored or school related activities, whether on or off school property. Laser pointers will be confiscated and students will be disciplined according to the Student Code of Conduct.

PARTIES AND SOCIAL EVENTS

The rules of conduct and grooming will be observed at school social events held outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest. A student attending a party or social event will be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

RADIOS, CD PLAYERS, AND OTHER ELECTRONIC DEVICES AND GAMES

Students are not permitted to possess such items as radios, CD players, tape recorders, camcorders, cameras, or electronic devices or games at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the item and turn it in to the principal's office. The use of picture/video taking devices in locker rooms or restroom areas at any time while at school or at a school related or school sponsored event is strictly prohibited and is subject to disciplinary consequences for the student. Use of electronic devices in an unauthorized time or manner will result in disciplinary action.

GUIDELINES:

- 1ST offense – Student receives (5) demerit points, parent must pick up phone/device.
- 2nd offense – Student receives (10) demerit points and (3) days ISS, parent must pick up phone/device.
- 3rd offense – Student receives (10) demerit points and (5) days ISS, parent must pick up phone/device.
- 4th offense – Student receives (10) demerit points and (10) days ISS, parent must pick up phone/device.

5th offense – Student receives (10) demerit points and is assigned to the AEP for a minimum of (30) days, parent must pick up phone/device.

VIOLATIONS OF LAW

- ❑ **Disruptive Activities** – State law prohibits a student from participating in disruptive activities. Such activities include acting alone or with others to:
 - Interfere with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
 - Interfere with an authorized activity by seizing control of all or part of the building.
 - Use force, violence, or threats in an attempt to prevent participation in an unauthorized assembly.
 - Use force, violence, or threats to cause disruption during an assembly.
 - Use force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
 - Disrupt classes while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
 - Interfere with the transportation of students in a District vehicle.
- ❑ **Gangs and other prohibited organizations** – Under State law, a student is prohibited from membership or involvement in a public school fraternity, sorority, secret society, or gang.
- ❑ **Hazing Activities** – State law also prohibits a student from participating in any hazing activities. A student is guilty of hazing when he or she takes direct hazing action; encourages or assists someone else to take action; recklessly permits action; has knowledge of planned action or action that has occurred without reporting that knowledge in writing to a school official.
- ❑ **Alcohol, Drugs, Tobacco, and Weapons** – Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at school related or school sanctioned activities, on or off school property. Having one of these items in a privately owned vehicle that the student has driven to school and parked on District property is also prohibited.

[See the Student Code of Conduct for disciplinary consequences for misconduct noted above]

CORRESPONDENCE COURSES

Permission to take a correspondence course must be obtained from the principal. Upon receiving his permission, the necessary information and requirements will be given to the student. Unless principals permission is obtained for special circumstances (health related issues, for example), a student may earn a maximum of two credits through correspondence.

COUNSELING/ACADEMIC COUNSELING

Students are encouraged to talk with the school counselor, teachers, and principals in order to learn more about the curriculum, course offerings, graduation requirements, and differences between graduation requirements. All students in grades 9-12 and their parents will be notified annually about the recommended courses for students preparing to go to college. Students who are interested in attending college, university, vocational school, or pursuing some other advanced education should work closely with the counselor so that they may take the high school courses that will best prepare them for future work. The counselor may also provide information about entrance examinations required by many colleges and universities, as well as resources about financial aid, housing, and the college application process.

See also GRADUATION REQUIREMENTS.

PERSONAL COUNSELING

The school counselor is also able to help students with a wide range of personal concerns. The counselor is familiar with community resources and may direct students to other sources of information and assistance. Students who wish to discuss personal concerns with the counselor should contact the counselor for an appointment, or just walk in without an appointment if the counselor is not busy.

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

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

A student who has previously taken a course or subject-but did not receive credit for it-may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to failed course or excessive absences, homeschooling, correspondence courses, or independent study supervised by the teacher. The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least a 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam to regain eligibility to participate in extracurricular activities.

WITHOUT PRIOR INSTRUCTION

A student will be permitted to take an examination to advance to earn credit for an academic course for which the student has no prior instruction. A student planning to take an examination for acceleration must register with the counselor. A student must score 90 or above to receive credit for the course or subject for which he/she is taking the test.

DATES FOR CREDIT BY EXAM

TESING DATES

APPLICATION DEADLINE TO IPHS COUNSELOR

October 19, 2013	September 6, 2013
March 1, 2014	January 17, 2014
June 7, 2014	April 25, 2014
June 21, 2014	May 9, 2014
July 11, 2014	May 30, 2014
July 12, 2014	May 30, 2014
October 18, 2014	September 5, 2014

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Dating Violence

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

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

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district. In the event prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary or corrective action will be taken to address the conduct. The district may take disciplinary action even if the conduct that is the subject of the complaint. A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

DISCRIMINATION

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

DETENTION

Students may be detained outside of school hours (for not more than one hour on one or more days) if the student violates the IPCISD rules of conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for student's transportation on the day(s) of the detention. IPHS will use a "lunch" detention this year. Since the lunch detention takes place during the regular school day assignments to lunch detention can be made without notifying the parents.

DISCIPLINARY PROCEDURES

The District's Student Code of Conduct lists several offenses and specifies possible consequences by level of offense. With this in mind we will use the following procedure to determine disciplinary consequences for students who disobey school rules. A numerical value (demerits) will be placed on each level of offense. BOTH the numerical value of a particular offense and the combined total of demerits that a student has accumulated throughout the school year will determine a student's disciplinary consequence.

Level of Offense	Number of Demerits	*Minimum Consequence for Level
I	1	Conference with student/Lunch Detention/Corporal Punishment
II	2	Detention/Corporal Punishment/
III	5	ISS – One Day
IV	10	ISS – 3 Days
V	-	Mandatory AEP Placement

NOTE: Descriptions of the various levels of offenses are located on pages 18 – 21 of the Student Code of Conduct and Discipline Management Guide.

Accumulated Demerits

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

Total Number of Accumulated Demerits	Minimum Consequence
15	3 days ISS
30	5 days ISS
40	Six Weeks AEP
60	Twelve Weeks AEP

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete a course needed to fulfill the student's high school graduation requirements before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of the removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. Students and their parents are encouraged to discuss the options with the teacher or counselor to ensure the student completes all courses.

LEVEL I OFFENSES

Level I acts of misconduct include repeated infractions of classroom management procedures or rules, or other misconduct that disrupts the educational process to the extent that the classroom teacher needs administrative support to correct the problem. Examples include but are not limited to the following:

1. Refusing to follow classroom rules.
2. Refusing to participate in classroom activities or fulfill assignments.
3. Failure to bring appropriate materials to class.
4. Possessing and/or using nuisance items.
5. Eating, drinking prohibited.
6. Disruption of the orderly classroom process.
7. Running, making excessive noise, or other disruptions in the halls, buildings, classrooms, or other supervised settings.
8. Violating dress and grooming standards as communicated in the student handbook.
9. Cheating or copying the work of another.

LEVEL II OFFENSES

When student's behavior does not change as a result of action taken on Level I, and the student is being seen for a second time in the principal's office for repeated Level I infractions, the student is moved to Level II for discipline purposes.

LEVEL III OFFENSES

Level III acts of misconduct include those student infractions that are somewhat more serious than those in level I and II in their effect on the orderly process of the school program. Examples of misconduct include but are not limited to the following:

1. Using profanity or vulgar language or making obscene gestures.
2. Possessing a cellular telephone or other telecommunications device at school during the school day.
3. Possessing or using a laser pointer for other than an approved use.
4. Falsifying records, passes, or other school-related documents.
5. Vandalism to or defacing school property including textbooks, lockers, furniture, and other equipment.
6. Excessive absences or tardies.
7. Throwing objects that can cause bodily injury or property damage.
8. Refusing to accept discipline management techniques assigned by a teacher or principal.
9. Disobeying rules for conduct on school buses.
10. Damaging or vandalizing property including textbooks, lockers, furniture, and other equipment with graffiti or by other means.
11. Defacing or damaging school property including textbooks, lockers, furniture, and other equipment with graffiti or by other means.
12. Gambling.
13. Possessing or using matches or a lighter.
14. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent.

LEVEL IV OFFENSES

Level IV offenses include those acts of misconduct that seriously disrupt the educational process, endanger or seriously affect other students, and perhaps violate the law. Examples include but are not limited to the following:

1. Any repeated offense of Level III, or a new violation while being disciplined for a Level III offense.
2. Repeated acts of disobedience or disorderly behavior that may prove to be detrimental to the school, harmful to health and safety, or inhibiting to the rights of others.
3. Leaving school grounds or school-sponsored events without permission.
4. Failing to comply with directives given by school personnel (insubordination).
5. Threats, oral or written, to do bodily harm to another, or to the property of another.
6. Forcing an individual to act through the use of force or threat of force.
7. Threatening another student or district employee on or off school property.
8. Engaging in bullying, harassment, and making hit lists. (See glossary for all three terms).
9. Engaging in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, including requests for sexual favors directed toward another student or a district employee.
10. Engaging in inappropriate or indecent exposure or private body parts.
11. Hazing.
12. Causing an individual to act through the use of or threat of force (coercion).
13. Committing extortion or blackmail (obtaining money or an object of value from an unwilling person).
14. Engaging in inappropriate verbal, physical, or sexual conduct directed toward another student or a district employee.
15. Stealing from students, staff, or the school.
16. Committing or assisting in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion.)
17. Possessing or using:
 - *Fireworks of any kind "smoke or stink bombs", or any other pyrotechnic device;
 - *A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
 - *A "look-alike" weapon;
 - *An air gun or BB gun;
 - *Ammunition;
 - *A stun gun;
 - *A pocket knife;
 - *Mace or pepper spray;
 - *Pornographic material;

*Tobacco products;

*Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion.)

18. Possessing or selling seeds or pieces of marijuana, any other illegal drug, or any designer drug in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion).
19. Possessing, using, giving, or selling paraphernalia related to any prohibited substance. (See glossary for “paraphernalia”).
20. Possessing or selling look-alike drugs or items attempted to be passed off as drugs or contraband.
21. Abusing the student’s own prescription drug, giving a prescription drug to another student, possessing or being under the influence of another person’s prescription drug on school property or at a school event.
22. Having or taking prescription drugs or over-the-counter drugs at school other than as provided by district policy.
23. Using the Internet or other electronic communications to threaten students or employees or cause disruption to the educational process.
24. Sending, or posting electronic messages that are abusive, obscene, and sexually-oriented, threatening, harassing, damaging to another’s reputation, or illegal.
25. Using e-mail or Web sites to encourage illegal behavior or threaten school safety.
26. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
27. Engaging in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
28. Making false accusations or perpetrating hoaxes regarding school safety.
29. Engaging in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
30. Discharging a fire extinguisher without valid cause.
31. Engaging in actions or demonstrations that substantially disrupt or materially interfere with school activities.
32. Repeatedly violating other communicated campus or classroom standards or conduct.
33. Truancy.
34. General Misconduct.

DRESS AND GROOMING

Also listed in the **Student Code of Conduct**

Purpose

The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.

General Appearance/Personal Grooming

1. Hair shall be clean and well groomed. Hair shall not cover the eyes and must be cut above the eyebrows. Any hair coloring or hairstyle 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 his or her judgment.
2. Sunglasses are not to be worn inside the building.
3. No nose rings, eyebrow rings, belly button rings, lip rings or tongue rings will be allowed. Spacers are not allowed.
4. Footwear shall be part of regular attire.
5. No belt chains or wallet chains will be allowed.
6. Hats, caps, headbands, or any distracting or unusual ornaments will not be allowed on campus except on approved occasions.
7. Tattoos must be covered at all times.

Clothing

1. Clothing with obscene slogans or pictures, or that advertises alcoholic beverages or tobacco products shall not be permitted.
2. Shirts, blouses and dresses should cover the top of the shoulders. Shirts designed to be worn in will be tucked in at all times. Armholes on shirts should be appropriately sized to the individual, showing no undergarments or skin. The neck opening on any type of shirt may not exceed the equivalent of the first button below the collar button of a dress shirt.
3. Pants must be no larger than two waist sizes above the normal size for the student and shall not “sag” below the waistline of the student. Decisions on sagging will be left to the discretion of a campus administrator. The length of any pants shall not drag the floor in a way that might endanger the student or others. The opening of the pant at the feet cannot be so wide that it covers the student’s shoes. Pants must not have tears, frays, or holes. Pants shall not have chains made to the pant or attached to the pant.
4. Length of shorts shall be no more than 4” (four inches) above the top of the knee and skirts shall be no more than 4” (two inches) above the top of the knee. Leggings are considered to be undergarments and are unacceptable as an outer garment.
5. No long jacket that covers the knee will be allowed.

Specific Rules for Male Students

1. Mustaches shall be well groomed and shall not extend beyond the corner of the mouth or touch the red part of the lip. Sideburns shall be kept above the jaw-line and trimmed so as not to form a beard. Other facial hair is not allowed.
2. Earrings are not allowed.
3. Socks must be worn at all times.

Specific Rules for Female Students

1. See through blouses, bare midriffs, halters, cut-off shorts, bike pants, or mini-skirts are not permitted.
2. Dresses or blouses with spaghetti straps are not permitted.
3. No stretch or yoga pants will be worn.

DRESS AND GROOMING VIOLATION GUIDLINES

- 1st offense - Student receives (5) demerit points, receives a warning, and resolves issue.
- 2nd offense - Student receives (10) demerit points, receives (3) days ISS, and resolves issue.
- 3rd offense - Student receives (10) demerit points, receives (5) days ISS, and resolves issue.
- 4th offense - Student receives (10) demerit points, receives (10) days ISS, and resolves issue.
- 5th offense - Student receives (10) demerit points, is assigned to AEP for a minimum of (30) days, and resolves issue.

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.

EXTRA-CURRICULAR DRESS AND GROOMING

Members of teams, or groups, representing the school in extra-curricular activities may be required to meet more stringent standards as recommended by the sponsor with approval of the Principal. Any student attending an extra-curricular event will follow the school dress code. Students who violate those standards may be removed or excluded from the activity for a period determined by the Principal or sponsor/coach of that activity. The Principal may remove the student from an activity if:

- The dress or grooming creates a hazard to the student's safety or the safety of others.
- The student's dress or grooming will prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

DRILLS

(FIRE, TORNADO, LOCKDOWN WITH INTRUDER, AND OTHER EMERGENCIES)

Disaster drills are conducted for two purposes: (1) to train occupants to leave the building orderly and quickly in case of an emergency alarm, and (2) to teach self-control in times of emergencies in later life. These aims can be accomplished only when military discipline is required of all occupants. Executives, teachers, and janitors, as well as pupils must be subject to orders and take part in the drills.

<i>DRILL</i>	<i>SIGNALS</i>	<i>PROCEDURES</i>
Tornado	Continuous Siren Sound	All students will go to the basement
Fire	Continuous Chime Sound	March out of the building in an orderly manner.
Lockdown	Announcement of lockdown w/intruder	Lockdown building and individual classrooms
Return	When all Clear is Sounded,	March back into the building.

DUAL CREDIT COURSES/COLLEGE COURSEWORK

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

GENERAL GUIDELINES

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

1. Summer college and concurrent enrollment: The parents/ student must make written request to the principal that high school credit be given for a college course. In order for a high school credit to be awarded for a college level course, the college course must meet all the requirements for credit set forth through the Texas Education Agency in Chapter 74 of the Texas Education Code.

2. Students enrolled in the concurrent enrollment courses offered through Iowa Park High School during the regular school day will receive high school credit.
3. A college semester course successfully completed will count as one-half (1/2) high school credit.
4. The parent(s) or guardian(s) must complete the request form for their son/daughter to take college courses for high school credit.
5. The student and/or parent(s) must agree to pay all costs associated with taking college course(s), must provide transportation to and from the college, must agree to release the school of all liability from the time the student leaves the high school campus, and must provide the district with an official college transcript showing the grade received.

EMERGENCY MEDICAL TREATMENT

Parents shall complete an emergency care form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law. Parents shall also be asked to supply other information that could be required in case of an emergency; parents should update this information as often as necessary. Please contact the school nurse to update any information.

EMERGENCY SCHOOL CLOSING INFORMATION

Parents and students are asked not to call school personnel, schools, or district offices concerning closings of school. The school will issue school-closing information through local television and radio stations, including KAUZ-TV (Channel 6) KFDX-TV (Channel 3) KNIN (92.9FM) Q102 (102FM)

EXTRA-CURRICULAR ACTIVITIES, CLUBS, ORGANIZATIONS & STUDENT CONDUCT

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participating is a privilege. While many of the activities are governed by the University Interscholastic League - a statewide association of participating districts - eligibility for participation in many of these activities is governed by state law as well as UIL rules. **In addition, the school district may impose stricter standards for eligibility than those imposed by state law or UIL rules.**

ACADEMIC ELIGIBILITY:

Academic eligibility for UIL activities is governed on a six weeks basis. During the initial grading period of the school year, students shall have been promoted into the next grade level or shall have accumulated the required number of credits toward graduation. (See "Grade Classification") During subsequent six week periods and at the regular six-week grading period, students who receive a grade less than passing (70) in any class not identified as an honors class, or a student with disabilities who fails to meet the requirements of his/her Individual Education Plan, may not participate in interscholastic extra-curricular competition. Suspended students' grades are reviewed every three weeks and the suspension is removed if all applicable grades are above passing. A suspended student may continue to participate in any planned workouts and/or practices during the time of his/her suspension.

ABSENCES:

- Classroom absences to attend extra-curricular events are governed by Iowa Park CISD policy. It is the policy of the district to allow all eligible students ten absences per class to participate in extracurricular activities. If needed, additional absences may be granted to students based upon the student's academic standing in the class or classes to be missed.
- Students participating in extra-curricular activities generally have ample prior knowledge they will be missing certain classes due to scheduled events. In any event, it is the responsibility of the student to make prior arrangements with the teacher of that class concerning any and all assignments. It is expected that the student turn in any homework, project, or take tests BEFORE departing on a scheduled trip. In the event of an unscheduled trip which makes planning ahead unreasonable, it is the responsibility of the student to find out what was missed and make it up in an appropriate time (see "Make-Up Work.")
- Students are required to be in attendance the entire day on the day of their participation in extra-curricular events unless prior permission has been granted by the principal, due to extenuating circumstances; otherwise, the student cannot participate.

CHEERLEADERS

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

EXTRA-CURRICULAR CODES OF STUDENT CONDUCT

Student clubs and performing groups such as band, choir, cheerleading, and drill and athletic teams may establish codes of conduct - and consequences for misbehavior - and academic standards 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 will apply in addition to any consequences specified by the organization.

EXTRA-CURRICULAR TRAVEL

1. Students are expected to travel on a vehicle furnished by the school and return in the same fashion unless permission is granted for the student to come home with the parent. Under no circumstances will a student be allowed to drive his/her vehicle to a contest and be allowed to compete.
2. For permission to be granted for a student to ride home with his/her parents, a written request, delivered by the parent, must be presented to the sponsor prior to the group leaving Iowa Park.
3. Bus drivers of all school-sponsored trips are in complete and sole authority of all students on his/her bus. Students who defy this authority will forfeit their rights to ride the bus.
4. Students attending conference and University Interscholastic League contests under the supervision of school authorities are held responsible for their conduct from the time of departure until they return, just as they would be while attending school. This applies to students as fans riding buses sponsored and conducted by the school to football games in other cities.

FEES

A student is expected to provide his/her own supplies of pencils, paper, erasers, computer diskettes, and notebooks, and may be required to pay certain other fees or deposits, including the following:

- Materials for a class project that the student will keep.
- Membership dues in clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, class rings, yearbooks, graduation announcements, etc...
- Voluntary purchase of student accident insurance.
- Musical instrument rental and uniform maintenance, when provided by the District.
- Personal apparel used in extracurricular activity that becomes the property of the student.
- Fees for lost, damaged, or overdue library books or school owned equipment.
- Summer school courses offered tuition-free during the school year.
- Fees for driver education courses.
- Parking fees and student identification cards.
- A reasonable fee for providing transportation to a student who lives within two miles of the school.

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

FUND RAISING

Student clubs, classes, and organizations and parent groups will occasionally be permitted to conduct fund-raising activities. An application for permission must be made to the Superintendent at least two weeks before the event. No door-to-door solicitation is allowed. The following guidelines must be considered:

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

NO OUTSIDE ORGANIZATIONS OF ANY SORT MAY SOLICIT CONTRIBUTIONS OF ANY TYPE FROM STUDENTS WITHIN THE SCHOOLS.
ALL FUND RAISING WILL BE PRE-APPROVED BY THE SUPERINTENDENT.

GRADING SYSTEMS AND POLICIES

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

CAMPUS WIDE POLICY ON GRADING

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

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

GRADE CLASSIFICATION

After the 9th grade, students are classified according to the number of units earned toward graduation.

<u>Units of Credit Earned</u>	<u>Grade Placement</u>
6	Sophomore
12	Junior
18	Senior

ACADEMIC PROJECTS

Major academic projects will be required of students in various courses of academic study. These long-term projects are designed to teach students to achieve several academic and personal objectives related to specific subject areas, which include time management, punctuality, and research skills. Teachers will provide students with a written project synopsis that will include the project due date, specific grading procedures, and grade penalties for late work.

In every case, major projects are due on the date required by the teacher(s). Students who are absent on the date it is due may submit their project by:

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

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

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

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

ASSESSMENT (TESTS)

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

GRADE REPORTING

Written reports of students' grades and absences shall be issued to parents at least once every six weeks. Progress reports will be issued every three weeks to students with failing averages at the three-week period. Three-week grades will be calculated using all of the grades earned by the student to that point. The teacher may place special weight on assessments in the calculation of a student's three-week average. **Teachers follow grading guidelines approved by the Superintendent/Principal that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or the teacher did not follow the District's grading policy. The Board's decision is not subject to appeal.**

HOMEWORK

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

INCOMPLETES

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

MAKE UP WORK

Students who have excused absences are allowed to make up work they missed, including tests. Students are required to submit make-up work and/or take make-up tests after an absence. A student will be allowed the same number of days as he/she was absent to make up work. (Exception, Academic Projects see P.21) Students must understand that teachers have as many as 150 other students to keep up with. Therefore, it is the sole responsibility of the student to request make-up work. Those students participating in extra-curricular activities and missing classes for scheduled competitive events have more stringent requirements placed upon them. (See "Extracurricular Activities" #4) NOTE: Students shall receive a zero for assignments and tests missed because of an unexcused absence.

GRADUATION EXERCISES

Only students who have completed all requirements as set forth by Iowa Park CISD and the Texas Education Agency may participate in graduation exercises. Graduation exercises are not a right of the student, but a privilege. Iowa Park High School may suspend any student from participation in graduation exercises for violations of the student code of conduct.

ACTIVITIES

Graduation -	May 31, 2014	7:30 pm
Project Graduation -	May 31, 2014	10:00 pm

GRADUATION REQUIREMENTS/PLANS

Iowa Park High School offers several different graduation plans based upon requirements set forth by the Texas Education Agency and the local Board of Trustees. Selection of a graduation plan and the monitoring of course choices are the responsibility of the student and parent. Beginning in the 2004-2005 school year, all students entering 9th grade are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Plan will be granted only as described under the following conditions, 1) student, 2) the student's parents or person standing in parental relation, 3) approval by the school counselor or a school administrator. A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a

state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals and include consideration of the parent's educational expectations for the students. Please see the counselors if you have any further questions. Beginning with freshmen for 2007-2008 these students will be required to have (4) years of mathematics and (4) years of science, a list of graduation requirements has been placed in the handbook.

To receive a high school diploma from Iowa Park High School, a student must successfully complete the required number of credits and pass a statewide exit-level examination (currently the TAKS or STAAR-EOC). A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level or end-of-course examinations. Upon recommendation of the Admission, Review, and Dismissal (ARD) committee, a student with disabilities may be permitted to graduate under provisions of his/her Individual Education Plan.

Other Scholarships and Grants

Under the Early High School Graduation Scholarship Program, the state provides eligible students financial credits in varying amounts, depending on the number of consecutive months in which the student completed graduation and the number of early college credits earned, to public or private Texas higher education institutions. The counselor can provide additional information about meeting the program's eligibility requirements. Students who have a financial need according to federal criteria and who complete the Recommended HS Program or Distinguished Achievement Program (Advanced) may be eligible under the T.E.X.A.S. Grant program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. See school counselor for further details.

State and Local Graduation Requirements
for students entering high school 2008 -2011

<i>Minimum</i> (25 Credits)	<i>Recommended</i> (27 Credits)	<i>Distinguished</i> (27 Credits)
English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3	English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3	English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3
Math (3 Credits) <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> _____	Math (4 Credits) <input type="checkbox"/> Algebra I or Algebra I Pre-AP <input type="checkbox"/> Geometry or Geometry Pre-AP <input type="checkbox"/> Algebra II or Algebra II Pre-AP <input type="checkbox"/> Math Models <input type="checkbox"/> Pre-Cal or College Algebra/Trig <input type="checkbox"/> Calculus <input type="checkbox"/> Advanced Math. Decision Making	Math (4 Credits) <input type="checkbox"/> Algebra I or Algebra I Pre-AP <input type="checkbox"/> Geometry or Geometry Pre-AP <input type="checkbox"/> Algebra II or Algebra II Pre-AP <input type="checkbox"/> Math Models <input type="checkbox"/> Pre-Cal or College Algebra/Trig <input type="checkbox"/> Calculus <input type="checkbox"/> Advanced Math. Decision Making
Science (2 Credits) <input type="checkbox"/> IPC <input type="checkbox"/> Biology	Science (4 Credits) <input type="checkbox"/> Biology or Biology Pre-AP <input type="checkbox"/> Chemistry or Chemistry Pre-AP <input type="checkbox"/> Physics or Physics Pre-AP <input type="checkbox"/> Environmental Systems <input type="checkbox"/> A&P	Science (4 Credits) <input type="checkbox"/> Biology or Biology Pre-AP <input type="checkbox"/> Chemistry or Chemistry Pre-AP <input type="checkbox"/> Physics or Physics Pre-AP <input type="checkbox"/> Environmental Systems <input type="checkbox"/> A&P
Social Studies (3 Credits) <input type="checkbox"/> World Geography or History <input type="checkbox"/> US History <input type="checkbox"/> Government (1/2 Credit) <input type="checkbox"/> Economics (1/2 Credit)	Social Studies (4 Credits) <input type="checkbox"/> World Geography or Pre-AP <input type="checkbox"/> World History or Pre-AP <input type="checkbox"/> US History or 1301/2 <input type="checkbox"/> Government or 2301 (1/2 Credit) <input type="checkbox"/> Economics or 2301 (1/2 Credit)	Social Studies (4 Credits) <input type="checkbox"/> World Geography or Pre-AP <input type="checkbox"/> World History or Pre-AP <input type="checkbox"/> US History or 1301/2 <input type="checkbox"/> Government or 2301 (1/2 Credit) <input type="checkbox"/> Economics or 2301 (1/2 Credit)
Academic Elective (1 Credit) <input type="checkbox"/> World History Or <input type="checkbox"/> World Geography Or <input type="checkbox"/> Science Class	Academic Elective N/A	Academic Elective N/A
Foreign Language N/A	Foreign Language (2 Credits) <input type="checkbox"/> Spanish I or Spanish I Pre-AP <input type="checkbox"/> Spanish II or Spanish II Pre-AP	Foreign Language (3 Credits) <input type="checkbox"/> Spanish I or Spanish I Pre-AP <input type="checkbox"/> Spanish II or Spanish II Pre-AP <input type="checkbox"/> Spanish III or Spanish III Pre-AP
Physical Education (1 credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)	Physical Education (1 Credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)	Physical Education (1 Credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)
Health (1/2 Credit) <input type="checkbox"/> Health (1/2 Credit)	Health (1/2 Credit) <input type="checkbox"/> Health (1/2 Credit)	Health (1/2 Credit) <input type="checkbox"/> Health (1/2 Credit)
Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)	Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)	Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)
Fine Arts (1 credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design	Fine Arts (1 Credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design	Fine Arts (1 Credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design
Technology (1 credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop	Technology (1 Credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop	Technology (1 Credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop
Electives (8 Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>	Electives (5 Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>	Electives (4 Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>

Explanation of Graduation Plans
State and Local Graduation Requirements
for students entering high school 2012 and beyond

<i>Minimum</i> (25 Credits)	<i>Recommended</i> (27 Credits)	<i>Distinguished</i> (27 Credits)
English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3	English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3	English (4 Credits) <input type="checkbox"/> English I or English I Pre-AP <input type="checkbox"/> English II or English II Pre-AP <input type="checkbox"/> English III or 1301/2 <input type="checkbox"/> English IV or 1301/2 or 2322/3
Math (3 Credits) <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> _____	Math (4 Credits) <input type="checkbox"/> Algebra I or Algebra I Pre-AP <input type="checkbox"/> Geometry or Geometry Pre-AP <input type="checkbox"/> Algebra II or Algebra II Pre-AP <input type="checkbox"/> Math Models <input type="checkbox"/> Pre-Cal or College Algebra/Trig <input type="checkbox"/> Calculus <input type="checkbox"/> Advanced Math. Decision Making	Math (4 Credits) <input type="checkbox"/> Algebra I or Algebra I Pre-AP <input type="checkbox"/> Geometry or Geometry Pre-AP <input type="checkbox"/> Algebra II or Algebra II Pre-AP <input type="checkbox"/> Math Models <input type="checkbox"/> Pre-Cal or College Algebra/Trig <input type="checkbox"/> Calculus <input type="checkbox"/> Advanced Math. Decision Making
Science (2 Credits) <input type="checkbox"/> IPC <input type="checkbox"/> Biology	Science (4 Credits) <input type="checkbox"/> Biology or Biology Pre-AP <input type="checkbox"/> Chemistry or Chemistry Pre-AP <input type="checkbox"/> Physics or Physics Pre-AP <input type="checkbox"/> Environmental Systems <input type="checkbox"/> A&P	Science (4 Credits) <input type="checkbox"/> Biology or Biology Pre-AP <input type="checkbox"/> Chemistry or Chemistry Pre-AP <input type="checkbox"/> Physics or Physics Pre-AP <input type="checkbox"/> Environmental Systems <input type="checkbox"/> A&P
Social Studies (3 Credits) <input type="checkbox"/> World Geography or History <input type="checkbox"/> US History <input type="checkbox"/> Government (1/2 Credit) <input type="checkbox"/> Economics (1/2 Credit)	Social Studies (4 Credits) <input type="checkbox"/> World Geography or Pre-AP <input type="checkbox"/> World History or Pre-AP <input type="checkbox"/> US History or 1301/2 <input type="checkbox"/> Government or 2301 (1/2 Credit) <input type="checkbox"/> Economics or 2301 (1/2 Credit)	Social Studies (4 Credits) <input type="checkbox"/> World Geography or Pre-AP <input type="checkbox"/> World History or Pre-AP <input type="checkbox"/> US History or 1301/2 <input type="checkbox"/> Government or 2301 (1/2 Credit) <input type="checkbox"/> Economics or 2301 (1/2 Credit)
Academic Elective (1 Credit) <input type="checkbox"/> World History Or <input type="checkbox"/> World Geography Or <input type="checkbox"/> Science Class	Academic Elective N/A	Academic Elective N/A
Foreign Language N/A	Foreign Language (2 Credits) <input type="checkbox"/> Spanish I or Spanish I Pre-AP <input type="checkbox"/> Spanish II or Spanish II Pre-AP	Foreign Language (3 Credits) <input type="checkbox"/> Spanish I or Spanish I Pre-AP <input type="checkbox"/> Spanish II or Spanish II Pre-AP <input type="checkbox"/> Spanish III or Spanish III Pre-AP
Physical Education (1 credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)	Physical Education (1 Credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)	Physical Education (1 Credit) <input type="checkbox"/> PE <input type="checkbox"/> Boys'/Girls' Athletics <input type="checkbox"/> Cheerleading <input type="checkbox"/> ROTC <input type="checkbox"/> Band (2 semesters of marching)
Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)	Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)	Speech (1/2 Credit) <input type="checkbox"/> Communication Applications (1/2 Credit)
Fine Arts (1 credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design	Fine Arts (1 Credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design	Fine Arts (1 Credit) <input type="checkbox"/> Band <input type="checkbox"/> Art <input type="checkbox"/> Theatre Arts <input type="checkbox"/> Choir <input type="checkbox"/> Floral Design
Technology (1 credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop	Technology (1 Credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop	Technology (1 Credit) <input type="checkbox"/> BCIS <input type="checkbox"/> Multi-Media <input type="checkbox"/> Desktop
Electives (8^{1/2} Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>	Electives (5^{1/2} Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>	Electives (4^{1/2} Credits) <i>Any course that is not deemed a requirement would fulfill the status of an elective. See the IPHS Course Selection Guide for a list of potential electives.</i>

Explanation of Graduation Plans

Minimum Graduation Plan

To be on the Minimum Graduation Plan, students must have the following:

- The student must be at least 16 years old.
- The student must have completed at least two credits required for graduation in each subject of the foundation curriculum under the Texas Education Code (TEC), 28.002(a)(1).
- The student must have failed to be promoted to grade 10 on or more times as determined by the school district.

It is also important to note that students on the Minimum Graduation Plan are not eligible to attend a four-year university. Also, the campus Principal must approve a student's change to the Minimum Graduation Plan. The Principal does not have to approve this move.

Recommended High School Plan

All Iowa Park High School students begin on the Recommended Graduation Plan.

Benefits of graduating under the Recommended High School Plan include:

- **College Readiness**
 - Colleges and universities minimally require the Recommended High School Plan (RHSP) for admission. In addition, students ranked in the top 10% of their graduating class are eligible for automatic admission to most Texas public universities if they are at least on the RHSP.
- **Recognition**
 - The RHSP seal will be affixed to the Academic Achievement Record (AAR), or transcript, of students graduating on the RHSP.
- **Test Results**
 - Research suggests that students who take additional English, math, social studies, and science course make higher scores on the SAT or ACT college entrance exams. The RHSP requires four credits in each of these core courses.

Distinguished Graduation Plan

Students on the Distinguished Graduation Plan must follow the plan on the next page along with a combination of any four of the following Advanced Measures:

1. original research/project that is:
 - a. judged by a panel of professionals in the field that is the focus of the project; or
 - b. conducted under the direction of mentor(s) and reported to an appropriate audience; or
 - c. related to the required curriculum set forth in accordance to the TEKS
2. test data where a student receives:
 - a. a score of three or above on the College Board advanced placement examination; or
 - b. a score of four or above on an International Baccalaureate examination; or
 - c. a score on the PSAT that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Committee; or
3. college academic courses:
 - a. students receive a grade of 3.0 or higher in dual credit and advanced technical credit courses

Note: Students entering high school in the 2011-2012 school year will also have to meet College Readiness standards on the STAAR End-of-Course Algebra II exam and English III exam that is taken the junior year as an additional requirement to fulfill the required measures on the Distinguished Graduation Plan.

State Testing Requirements for Graduation

TAKS/STAAR

Students who entered high school before the 2011-2012 school year will be held to the TAKS requirements for graduation. Students must pass all areas (English/Language Arts, Math, Science, and Social Studies) of the Exit Level TAKS test to be eligible to graduate. Students who do not meet these requirements will not be allowed to participate in graduation exercises.

STAAR End-of-Course Exams

Students who enter high school during the 2011-2012 school year and beyond must meet the passing standard set by the State of Texas on all of the following exams:

English/Language Arts	Math	Science	Social Studies
English I English II	Algebra I	Biology	U.S. History

Students who do not meet the required passing standard will not graduate and will not be allowed to participate in graduation exercises.

HALL PASSES

Passes to leave classrooms are to be issued by the teacher for emergency only. After classes begin, students are not to be in the hallways without a pass from a teacher or Principal. Students should present their passes to any teacher or administrator they may meet in the hallway. * 15 Minute Rule No students should be in the halls for the first and last 15 minutes of the period.

HARASSMENT

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

LIBRARY

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

Materials that leave the library must be checked out. To adhere to this rule, students must leave all items in their locker or classroom except for a notebook and writing instrument upon entering the library. Books may be checked out for two weeks. Periodicals, subject files, and reserved items are used in the LMC only. The student's identification card must be presented in order to check out materials. All students will be checked upon leaving the library to ensure compliance with this rule. Items that are overdue will be fined ten cents a day until returned. Report cards are held until all items are returned and fines paid. LMC hours are 8:00 a.m.-4:00 p.m. M-F. Additional rules are available in the LMC.

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

LOCKERS

Lockers remain under the jurisdiction of the school, notwithstanding the fact that they are assigned to individual students. The school reserves the right to inspect all lockers. Students have full responsibility for the security of lockers and will make certain they are locked and the combination is not given to others. Searches of lockers may be conducted at any time there is "reasonable cause" to do so whether or not students are present. Students are encouraged to provide their own locks if security is a concern.

Lockers are assigned to an individual student when the student enrolls. Students are to use the locker assigned to them. Students are not permitted to double up. Each student is expected to keep his/her locker clean and orderly. Students are not to write inside or outside of lockers. Items of non-school nature should not be placed or kept in lockers. Locker inspections can be called at any time.

NATIONAL HONOR SOCIETY

The National Honor Society is a nationwide organization sponsored by the National Association of Secondary School Principals. Membership in the national organization is based upon a student's scholarship, leadership, character and service. Membership in Iowa Park High School's NHS chapter is based upon these four criteria and is highly competitive. In order to maintain membership in the organization, students must continue to meet the high standards in each of the four categories. Specific guidelines for admission to the NHS are available from the principal or the NHS sponsor.

PARENTAL INVOLVEMENT, RESPONSIBILITIES AND RIGHTS

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

- Review the student handbook with your child prior to signing and returning to the school the written statement that you understand the responsibilities outlined in the Student Code of Conduct.
- Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.
- Become familiar with the academic program offered in the District and feel free to ask the principal any questions, including concerns about placement, assignment, or early graduation.
- Attend Board meetings to learn about the on-going operations of the District.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester, however. Further, such removal does not exempt the student from satisfying grade level or graduation requirements as determined by the school and by the Texas Education Agency.
- Review your child's school records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments that have been administered to his or her child.
- To 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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- 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: 1) when it is to be used for school safety, 2) when it relates to classroom instruction or a co-curricular or extracurricular activity, 3) 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 cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and the Texas Education Agency.
- Become a school volunteer. For further information, contact the high school office.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to campus and District committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the District.
- **Parents also have a right to 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 state flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.**
- **To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has conscientious objection to the recitation, (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.**

PERMISSION TO LEAVE SCHOOL

A student shall not be released from school at times other than regular dismissal hours except with an administrator's permission. No student is allowed to leave the school campus without prior contact by the parent to school officials. Any student leaving the campus must have a parent call the school **BEFORE** signing out at the office or be considered truant. **Students will NOT be allowed to go home to get homework, textbooks, schoolwork, etc...** Even in the event of an emergency, students must alert the office that they are leaving the campus. In the case of doctor's/dentist's appointments, or anything where prior knowledge exists by the parent or student, that he/she will be leaving the campus, a signed note by the parent or doctor/dentist is required. Any student choosing to leave the campus and not follow the above guidelines will be considered truant and subject to disciplinary action, regardless of any post correspondence by parent or guardian. **Students may only leave with a parent or designated adult, students that ride with other students to school may not leave with that student to go home or to an appointment unless it is a brother or sister and is designated by the parent.**

PEST CONTROL/PESTICIDES/ASBESTOS

Iowa Park CISD applies only pesticides that comply with state and federal guidelines. The district's asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the administration office. Anyone wanting additional information on this should contact Steve Moody, Asst. Superintendent at 592-4193.

PHYSICAL EXAMINATIONS

Students participating in U.I.L athletic programs shall pass a physical examination prior to participation in any sport or activity. The District also periodically conducts other examinations of students (eye exams, scoliosis screening). Parents of students identified through the screening process as needing treatment or further examination shall be advised of the need and referred to the appropriate agency.

PLEDGES OF ALLEGIANCE AND MINUTE OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the Principal to excuse their child from reciting the pledge. A minute of silence will follow recitation of the pledges. The 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.

PRAYER

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

PROTECTION OF STUDENT RIGHTS

The school will notify parents of the right to inspect all instructional materials to be used in connection with a survey, analysis, or evaluation as part of a federally funded program. Notice will be sent home before such a survey, analysis, or evaluation is administered, and parent consent (or student consent if 18 or older) will be requested if information regarding any of the following is part of the survey, analysis, or evaluation:

- Political affiliations.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sex behavior and attitudes.
- Illegal, anti-social, self-incriminating, and demeaning behavior.
- Critical appraisals of other individuals with whom the student or the student's family has close family relationship.
- Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers.
- Income, other than required by law to determine eligibility for participation in a program or for receiving financial assistance in such program.
- Religious practices, affiliations, or beliefs of the student or parents.

Parents shall be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation. Each parent also has a right to review all instructional materials used in his or her child's classroom and to review each test that has been administered to his or her child.

REPORT CARDS AND PROGRESS REPORTS

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six weeks. At the end of each three weeks of each grading period, students will be given progress reports for each class.

Reporting Period	Date of End	Date of Report	Date of UIL Eligibility	Date of UIL Ineligibility
1 st Three Weeks	Sept 13	Sept 19		
1st Six Weeks	Oct 4	Oct 10		Oct 11
2 nd Three Weeks	Oct 25	Oct 31	Nov 1	
2nd Six Weeks	Nov 8	Nov 14	Nov 15	Nov 15
3 rd Three Weeks	Dec. 1	Dec. 7	Dec. 8	
3rd Six Weeks/1st Sem	Dec 20	Dec 26	Dec 27	Dec 27
4 th Three Weeks	Jan 24	Jan 30	Jan 31	
4th Six Weeks	Feb 14	Feb 20	Feb 21	Feb 21
5 th Three Weeks	Mar 14	Mar 27	Mar 28	
5th Six Weeks	April 11	April 17	April 18	April 18
6 th Three Weeks	May 2	May 8	May 9	
6th Six Weeks/2nd Sem	May 29			

This schedule is subject to change

RESPONSIBLE USE OF IPCISD INFORMATION TECHNOLOGY FACILITIES' AND SERVICES

Responsible use of computing and communications facilities and services requires that you:

1. Respect the legal protection provided by copyright and licenses to programs and data.
2. Respect the rights of others by complying with all Iowa Park CISD policies regarding intellectual property.
3. Respect the rights of others by complying with all Iowa Park CISD policies regarding sexual, racial and other forms of harassment and by preserving the privacy of personal data to which you have access.
4. Respect the privacy of others by not tampering with their files, tapes, passwords or accounts, or representing others when sending messages or conferencing.
5. Use only computer ID's or accounts and communication facilities that you are duly authorized to use and use them for the purposes for which they are intended.
6. Respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that could harass other users, or infiltrate a computing system, damage or alter software components of a computing system, or gain unauthorized access to other facilities via the network.
7. Use computing and communications facilities in a manner which is consistent with the ethical principles set forth by the District and with accepted community standards.
8. Respect and adhere to any local, state or federal law which may govern use of the computing and communication facilities in Texas, the United States of America or elsewhere in the world.

RETALIATION

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

RETENTION AND PROMOTION

A student may be promoted on the basis of academic achievement or demonstrated proficiency of a subject matter of the course or grade-level. To earn credit in a course, a student must receive a grade of 70 based on course level standards. If a student's grade average in any subject or course is "borderline" or below 70 at the end of the first three weeks of any grading period, the student's parents will be notified.

SAFETY/ACCIDENT PREVENTION

Student safety on campus or at school related events is a high priority of the District. With safety in mind, the District has implemented policies and committed resources. However, the District can address only part of the challenge; the essential remaining part is the cooperation of students, including:

- * Avoiding contact that is likely to put the student or other students at risk.
- * Following the code of conduct and any additional rules for behavior and safety set by the principal or teachers.
- * Remaining alert to and promptly reporting safety hazards, such as intruders on campus.
- * Knowing emergency evacuation routes and signals.

* Following immediately the instructions of teachers, bus drivers, and other District employees who are seeing to the welfare of students.

SCHOOL BUSES

A student being transported in school-owned vehicles is required to comply with the Student Code of Conduct. Any student who fails to comply with that code or established rules of conduct while on school transportation may be denied transportation services and shall be subject to disciplinary action. PLEASE SEE IOWA PARK CISD DISCIPLINE MANAGEMENT AND STUDENT CODE OF CONDUCT, "Student Conduct on School Buses." Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's individual Education Plan (IEP) for students considered disabled under IDEA or the individually designed program for students considered disabled under Section 504. Further information on the schools bus service may be obtained by calling Jonathan Clubb 592-4193.

SCHOOL MATERIALS

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the sponsoring teacher and campus principal.

NONSCHOOL MATERIALS

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and or superintendent and in accordance with campus regulations. Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

All material intended for distribution to students that is not under the District's editorial control must be submitted to the principal for review and approval. If the material is not approved within 48 hours of the time it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student will have a reasonable period of time to present his or her viewpoint.

SEARCHES BY TRAINED DOGS

Provisions for temporary storage and safety of student's personal possessions ordinarily used in their day-to-day school activities will be made by lockers. IPCISD will use trained dogs to implement searches of these and other areas.

1. School officials do, however, reserve the right of access and reasonable search of all lockers or other storage areas located on school property. Such right is deemed to be essential to the proper discharge by school officials of their duty to protect the health, safety, and welfare of all students.

2. School officials also have the right to make reasonable searches of a student's person or personal possessions, including, but not limited to automobile, if such possessions are located on or adjacent to school property.

SPECIAL EDUCATION RECORDS

Parents of a child with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

SPECIAL PROGRAMS

Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention has the potential to have a positive impact on the ability of school districts to meet the needs of all struggling students. At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is [Leslie Crumb at (940 592-2144)].

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

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

WEST WICHITA COUNTY COOPERATIVE
P.O. BOX 151
KAMAY, TEXAS 76369
(940) 438-2335

ANNUAL NOTIFICATION

CONFIDENTIALITY OF RECORDS

TO: PARENTS AND ADULT STUDENTS WITH A DISABILITY

Each campus within the Iowa Park Consolidated Independent School District maintains attendance, academic, and health records on all students enrolled in the school. Special education records on all students enrolled in special education and on all students referred for consideration of special education are kept in Valley View, Texas, at the West Wichita County Cooperative's office and are kept under lock. The Director of the Cooperative has responsibility for special eligibility records. In addition, the special education teachers keep in their classrooms, copies of the individual education plans (IEP) and academic evaluation reports for their assigned students.

There is posted on the file cabinet names of those persons who have a legitimate educational interest and therefore, are entitled to access of the records without consent of the parent or adult student with a disability. Persons with legitimate educational interests are those persons who are assigned responsibility for a portion of the student's educational experience, or who have a need to inspect the records for audit purposes. These individuals include designated teachers and support personnel within the district and West Wichita County Cooperative as well as, personnel for the Region 9 Education Service Center, Regional School for the Deaf, and Texas Education Agency. Personnel within the public school system whose names are not posted will sign the record of access form on the eligibility folder, stating the date, his/her name, title, agency, and the reason for access to the student's eligibility folder. All other persons must present written consent before access will be permitted, and they must also sign the record of access form.

The West Wichita County Cooperative recognizes the rights of parents, adult students with a disability, and/or their designee as outlined under the Family Educational Rights and Privacy Act. The policy regarding these rights and administrative procedures are included in Confidentiality of Records, CFR 300.610-300.624. Copies of these policies and administrative procedures are located in the principal's office of your campus and in the office of the director of special education. The filing of complaints of alleged failures of the School District or Cooperative to comply with these policies and administrative procedures will follow complaint procedures as established in the policies.

Requests to inspect and review the special education records will be directed to the Director of the West Wichita County Cooperative and an appointment with the appropriate school personnel will be scheduled without unnecessary delay and before any meeting regarding an individual educational plan or hearing. In no case will the appointment be scheduled more than 30 days after the request. Any information in the records will be interpreted by appropriate personnel upon request.

If the parent or adult student with a disability requests the deletion or change of any portion of the records, this request will be considered, unless that portion is necessary to document eligibility for services. The request should be made in writing. If the request is denied, the parent or adult student with a disability has the right to write a dissent or addition to be included in the records, and/or appeal the decision by following the complaint procedures as established in the [Explanation of Procedural Safeguards](#).

Copies of their student records will be supplied to parent or adult student with a disability at their request as expeditiously as possible with a fee of \$.10 per page required.

Student's eligibility folders will be maintained within the Cooperative office at least seven years after the cessation of services to students with a disability. After that time, in the event it is planned to destroy these records, parents or adult students will be informed before the records are scheduled to be destroyed. Written request not to destroy the special education records from parents or adult students with a disability will be honored.

NOTIFICACION ANNUAL

CONFIDENCIALIDAD DE DOCUMENTOS

PARA: LOS PADRES Y ESTUDIANT ADULTOS CON INCAPACIDADES

Cada escuela dentro del Distrito Independiente de Escuelas de Iowa Park, mantiene la asistencia, los documentos academicas, y los registros de salud de todos los estudiantes matriculados en las escuelas. Los documentos de los estudiantes matriculados en educacion especial y esos estudiantes referidos a la educacion especial son mantenidos en Valley View, Texas en las oficinas de West Wichita County Cooperative bajo medios de seguridad. El director de la cooperativa tiene la responsabilidad de guardar estos documentos de elegibilidades para servicios especiales. Ademas, los profesores de la educacion especial guardan en sus salones de clase, copias de los planes individuales educativos (IEP) e informes academicos de evaluacion de sus propios estudiantes.

En cada gabinete de archivo se ha pegado una lista de nombres de las personas quien tienen interes educativo legitimo y por lo tanto, tienen derecho de ver y leer estos documentos sin permiso del padre o estudiante adulto con incapacidad. Las personas con interes educativos legitimos son esas personas quien se asignan la responsabilidad de una porcion de la experiencia educative, o quien tiene una necesidad de examinar los documentos. Estos individuos incluyen personas que apoyan los profesores, y profesores dentro del distrito y personas empleadas por West Wichita County Cooperative, asi como tambien, personas empleadas por Region 9 Education Service Center, la Escuela Regional Para los Sordos, y la Agencia Educativa de Tejas. Personas dentro del sistema de escuelas publicas cuyos nombres no son documentadas, necesitan firmar una forma con la fecha, su nombre, su titulo, la agencia que representa, y la razon por que necesita acceso a los documentos. Otras personas que quieran acceso a estos documentos tendran que presentar permiso acceso. Tambien tendran que firmar la forma de acceso.

El Cooperativo de West Wichita County reconoce los derechos de padres, estudiantes adultos con incapacidades, y/o una persona designada como esta escrito bajo el Acto Privado Para la Familia de Derechos Educativos. El plan de accion con respeto a estos derechos y procedimientos administrativas estan incluidas en el Record de Confidencialidad, CFR 300.610-300.624. Copias de este plan de accion y procedimientos administrativas estan en la oficina del director de su escuela y en la oficina del director de educacion especial. Reclamaciones alegadas por falta de cumplir de parte de la oficina del distrito o oficina cooperativa del distrito con el plan de accion y procedimientos administrativos, sequiran los procedimientos en el plan de accion.

Peticiones para revisar y examinar los registros de educacion especial se dirigiran al Director de la Cooperativa West Wichita y una cita con la persona apropiada de la escuela sera incluida en un horario sin dilacion innecesario y antes de cualquier junta con respeto a una audiencia o plan educativo individual. La cita, en ningun caso, sera mas de 30 dias despues del pedido. Cualquier informacion en estos planes seran interpretadas por las personas apropiadas.

Si el padre o estudiante adulto con incapacidad pide la eliminacion o cambio de cualquier porcion de estos planes, su peticion sera considerada, a menos que la porcion sea necesaria para documentar elegibilidad para servicios. El pedido debe hacerse por escrito. Si el pedido se niega, el padre o estudiante adulto con incapacidad tiene derecho a escribir una inconformidad o adiccion para incluirse en el documento, y/o suplicar la decision para seguir los procedimientos de queja como son establecidas en

La Explicacion del Procedimiento Salvaguardia.

Copias de documentos del estudiante seran suplidas a el padre o estudiante adulto con incapacidad en su pedido tan rapidamente como sea possible con un costo de diez (10) centavos por pagina requerida.

Documentos de elegibilidad de estudiantes se mantendran dentro de la oficina cooperadora por lo menos siete (7) anos despues de la cesacion de servicios a estudiantes con incapacidades. Despues de ese tiempo, en el caso de que se haya planeado destruir estos documentos, los padres o los estudiantes adultos seran informados antes que se destruyen estos documentos. Los pedidos escritos en parte de padres o estudiantes adultos con incapacidades para no destruir los documentos de educacion especial, seran respetados.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

To file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Notificación de las derechas debajo de FERPA

Las derechas de la familia y el acto educativos de la aislamiento (FERPA) (20 U.S.C. § 1232g; La parte 99 de 34 CFR) es una ley federal que protege la aislamiento de los expedientes de la educación del estudiante. La ley se aplica a todas las escuelas que reciban fondos bajo programa aplicable de los E.E.U.U. Departamento de la educación.

FERPA da a padres ciertas derechas con respecto a los expedientes de la educación de sus niños. Transferencia de las estas derechas al estudiante cuando él o ella alcanza la edad de 18 o atiende a una escuela más allá del nivel de la High School secundaria. Los estudiantes a quienes las derechas han transferido son "estudiantes elegibles."

Los padres o los estudiantes elegibles tienen la derecha de examinar y de repasar los expedientes de la educación del estudiante mantenidos por la escuela. Las escuelas no se requieren para proporcionar copias de expedientes a menos que, por razones tales como gran distancia, sea imposible para que los padres o los estudiantes elegibles repasen los expedientes. Las escuelas pueden cargar un honorario para las copias.

Los padres o los estudiantes elegibles tienen la derecha de solicitar que los expedientes correctos de una escuela que creen ser inexactos o engañosos. Si la escuela decide a no enmendar el expediente, el padre o el estudiante elegible después tiene la derecha a una audiencia formal. Después de la audiencia, si la escuela todavía decide a no enmendar el expediente, el padre o el estudiante elegible tiene la derecha de poner una declaración con el expediente que dispone su opinión sobre la información disputada.

Generalmente, las escuelas deben haber escrito el permiso del padre o del estudiante elegible para lanzar cualquier información del expediente de la educación de un estudiante. Sin embargo, FERPA permite que las escuelas divulguen esos expedientes, sin consentimiento, a los partidos siguientes o bajo condiciones siguientes (§ 99.31 de 34 CFR):

Funcionarios de la escuela con interés educativo legítimo; Otras escuelas a las cuales un estudiante está transfiriendo; Funcionarios especificados para los propósitos de la intervención o de la evaluación; Partidos apropiados con respecto a ayuda financiera a un estudiante; Organizaciones que conducen ciertos estudios para o a nombre de la escuela; Organizaciones de acreditación; Para conformarse con una orden judicial o una citación legal publicada; Funcionarios apropiados en casos de las emergencias de salud y de seguridad; y estado y autoridades locales, dentro de un sistema juvenil de la justicia, conforme a ley específica del estado.

Las escuelas pueden divulgar, sin consentimiento, la información del "directorio" tal como nombre de un estudiante, dirección, número de teléfono, fecha y lugar del nacimiento, los honores y las concesiones, y las fechas de la atención. Sin embargo, las escuelas deben decir padres y a estudiantes elegibles sobre la información del directorio y permitir padres y a estudiantes elegibles a la cantidad de hora razonable de solicitar que la escuela no divulgar la información del directorio sobre ellos. Las escuelas deben notificar padres y a estudiantes elegibles anualmente de las sus derechas debajo de FERPA. Los medios reales de la notificación (letra especial, inclusión en un boletín de PTA, manual del estudiante, o artículo periodístico) se dejan a la discreción de cada escuela.

Para archivar una queja con los E.E.U.U. Departamento de la educación referente a faltas alegadas por el distrito de conformarse con los requisitos de FERPA usted puede llamar (202) 260-3887 (voz). Los individuos que utilizan TDD pueden llamar el servicio federal del relays de la información en 1-800-877-8339.

acto con en la dirección siguiente: Oficina de la conformidad de la política de la familia
LOS E.E.U.U. Departamento de la educación
Avenida de 400 Maryland, Interruptor
Washington, C.C. 20202-5920

Options and Requirements
For Providing Assistance to Students Who Have Learning Difficulties
or Who Need or May Need Special Education Services

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights, if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

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

Contact Person Sarah Ostermann

Phone Number 940-592-2144

August 2009

Opciones Y Requisitos para Ofrecer Asistencia a Estudiantes que Tienen Dificultades de Aprendizaje o que Necesitan o Pueden Necesitar Servicios de Educación Especial

Si un niño experimenta dificultades de aprendizaje el padre o la madre puede ponerse en contacto con la persona que se menciona abajo para aprender sobre el sistema global de investigación o remisión para educación general del distrito para los servicios de apoyo. Este sistema vincula a los estudiantes con una variedad de opciones de apoyo, inclusive los remite a una evaluación para educación especial. Los estudiantes que tienen dificultades en la clase normal deberían ser considerados para servicios de tutorías, compensatorios u otro servicio de apoyo académico o de comportamiento, que están disponibles para todos los estudiantes y que incluyen un proceso basado en la Respuesta a la Intervención (RtI, por sus siglas en inglés). La implementación de la RtI tiene el potencial para producir un impacto positivo en la habilidad de las agencias locales de educación, para cubrir las necesidades de todos los estudiantes con dificultades.

El padre o la madre tiene derecho a pedir una evaluación para los servicios de educación especial en cualquier momento. El distrito debe decidir si la evaluación es necesaria dentro de un período razonable de tiempo. Si la evaluación es necesaria, el padre o la madre será notificado/a y se le pedirá que presente un consentimiento informado por escrito para la evaluación. El distrito debe completar la evaluación y el informe dentro de los 60 días calendario a partir de la fecha en que el distrito recibió el consentimiento por escrito. El distrito debe entregar una copia del informe al padre o la madre.

Si el distrito determina que la evaluación no es necesaria, el distrito le entregará al padre o la madre una notificación por escrito donde explique por qué el niño no será evaluado. Esta notificación incluirá una declaración en la que se le informa sobre sus derechos, si éste/a no está de acuerdo con el distrito. Además, la notificación deberá informarle al padre o la madre cómo obtener una copia de la *Notificación de las Salvaguardas del Procedimiento - Derechos de los Padres de los Estudiantes con Discapacidades* (Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities).

La persona designada para ser contactada acerca de las opciones que tiene un niño que experimenta dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es:

Persona de contacto: Sarah Ostermann

Número de teléfono: 940-592-2144

Agosto de 2009

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use. Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at http://www.uil.utexas.edu/athletics/health/steroid_information.html.

Student Offices and Elections

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

QUALIFICATIONS FOR STUDENT COUNCIL OFFICERS

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

QUALIFICATIONS FOR CLASS REPRESENTATIVES

1. A representative must be enrolled in the class he represents.
2. All representatives must have and must be passing all subjects at all times.
3. Representatives must not have truancy this year.
4. Representatives must not have been guilty of a major disciplinary infraction during the current or last semester.

ELECTION OF STUDENT COUNCIL

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

Student Records

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

The parents—whether married, separated, or divorced—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 whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The Principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The phone numbers and addresses of the Superintendent and Principal are listed in the front of this handbook.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interest are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District, of cooperatives of which the District is a member, or facilities with which the District contracts for the placement of handicapped students, as well as their attorneys and consultants. Such persons would include school officials (such as board members, the superintendent, administrators, and principals); school staff members (such as teachers, counselors, diagnosticians, and support staff); a person or company with whom the district has contracted to provide a particular service (such as an attorney, auditor, medical

consultant, or therapist); a parent or student serving on a school committee; or a parent or student assisting a school official or staff in the performance of his or her duties.

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, and IEP for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data;
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. IPCISD forwards a student's records upon request and without prior parental consent to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teacher's personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in IPCISD, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the [principal or superintendent]. 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 If the District refuses the request to amend the records, the requester has the right to a hearing. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records.

Copies of student records are available at a cost of \$2.00 per page, payable in advance. Parents may be denied copies of student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-priced meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

The district's policy regarding student records found at FL (LOCAL) is available from the principal's or superintendent's office. The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:
Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Certain information about IPCISD students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the Principal within 10 days after the issuance of this handbook. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

STUDENT SCHEDULES

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

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 officers if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe that the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of the Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

Before a student is delivered into 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 the child into custody. The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer rises what the principal considers to be a valid objection. The principal does not have the authority to block a custody action; notification will most likely be after the fact.

The District is also required by State law to notify

All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanor offenses.

All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

GOVERNMENTAL AUTHORITIES QUESTIONING OF STUDENTS

When law enforcement officers or other lawful authorities wish to question or interview a student at school:

- The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.
- The principal ordinarily shall make reasonable efforts to notify the student's parents or other persons having lawful control the student. If the interviewer rises what the principal considers to be a valid objection to the notification, parents will not be notified.
- The principal or designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without the principal's presence.

TESTING

To receive a high school diploma, students must successfully pass exit-level tests in English Language Arts, science, history, and mathematics. [See the section on Graduation] Test results will be reported to the students and parents; parents may review an assessment test that has been given to their child. [See section on Protection of Student Rights]

TEXTBOOKS

State-approved textbooks are provided **to students** free of charge for each subject or class; a student is required to use these books carefully. Books must be covered by the student, as directed by the teacher; a student who is issued a damaged book should report that fact to the teacher. Any student failing to return a book issued by the school shall lose the right to have free textbooks assigned until the book issued is returned or paid for by the parent or guardian; however, the student shall be given textbooks for use at school during the school day. Students enrolled in concurrent college courses will be required to purchase their own textbooks.

TRANSCRIPTS

Official school transcripts are available for any enrolled student or graduate. The transcript lists complete personal information and gives earned scholastic grades, reports of attendance, and scores on standardized tests. Transcripts are sent to either institution requesting them or the individual student and/or parents. This document is one of the most important records affecting later life.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search **any** vehicle if reasonable cause exists to do so. A student has full responsibility for the security of his or her vehicle and must make certain it is locked and that the keys are not given to others. Searches of vehicles may be conducted any time there is reasonable cause to do so, with or without the presence of the student.

The following guidelines will pertain to student vehicles:

- ❑ Cars driven to school must be parked immediately upon arrival and remain parked until the end of the regular school day.
- ❑ Students are not allowed to sit in their car during the normal school day.
- ❑ Under no circumstances are student vehicles to be driven or parked on the faculty/visitor parking lot in front of school and in front of the Cosmetology/Business Building.
- ❑ Students are not allowed to park along the streets surrounding the school campus. Parking on these streets is subject to ticketing and fines by the city police department. Students will not park in marked no parking zones.
- ❑ Any students who are found to be driving to school and on the school campus without a valid Texas Driver's License will be reported to the proper authorities and their cars may be removed from campus at the owner's expense.

SUSPENSION OF PARKING PRIVILEGES: Driving a vehicle to school is a privilege. Students who violate school rules may lose that privilege.

1. Violations of any part of parking regulations can result in loss of one's right to park on school premises.
2. Report by any faculty member of students committing traffic violations in the school area. Example: Running a stop sign, racing engine, reckless driving parking in wrong area, intentionally parking in "reserved" spaces.
3. Leaving campus in a vehicle without permission from the office to leave.
4. Violations of the **Student Code of Conduct**.

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

VISITORS

Parents and other visitors are welcome to visit IPCISD schools. All visitors must first report to the office and check out upon departure. Visits to individual classrooms during instructional time shall be permitted only with the Principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Students are not allowed to bring "friends," whether enrolled in another school district or not, to Iowa Park High School, without prior approval from the Principal.

WITHDRAWAL FROM SCHOOL

A student may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. A withdrawal form may be obtained by the parent from the registrar's office. On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to assure a clean library record; to the counselor for the last report card and course clearance; and finally to the principal. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

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

SCHOOL/PARENT/STUDENT COMPACT

Education is a shared responsibility of the student, the home, the school, and the community.

Trusting that the community will provide tax based financial support, policy centered governance through their elected board, general support of all student activities, and moral, ethical, civic responsibility training through churches, clubs and other organizations, this compact addresses the responsibilities of the school, the parent and the student.

In order to help students learn, the school will:

- ◆ hire and retain qualified, certified, dedicated teachers, administrators, and support personnel
- ◆ provide frequent and appropriate training for all staff
- ◆ provide modern, safe and clean facilities
- ◆ provide materials and equipment necessary for the learning process
- ◆ deliver a comprehensive curriculum in proper sequence and broad scope that will allow students to learn all they need to know to successfully assume the various roles of a productive American adult
- ◆ employ proven instructional techniques and strategies that meet the needs of all students
- ◆ provide additional services to students including nutrition, transportation, health, counseling, and extra-curricular activities
- ◆ demonstrate genuine care for all aspects of students' lives

In order to help students learn, the parent will:

- ◆ provide for the physical needs of their students, including proper nutrition and rest, in order to maximize learning
- ◆ entrust that students are in school and on time, unless legitimately hindered
- ◆ regularly communicate with students about school activities, homework, curriculum, grades, etc.
- ◆ acknowledge the students' strengths and weaknesses and hold high, but realistic expectations accordingly
- ◆ provide appropriate time and place at home for study
- ◆ communicate freely with your students' teachers and administrators
- ◆ be knowledgeable about the school's policies and procedures
- ◆ stress and model reading as recreation and as an activity that adds value to life
- ◆ provide a wholesome home environment characterized by love, acts of kindness, forgiveness, mutual support and respect, wise and ethical choices, and appropriate consequences for poor choices

The student will:

- ◆ recognize that the roles of the school, your parents, and the community are to help you learn; your responsibility is to learn
- ◆ keep mind and body free from alcohol and other drugs, in order to maximize learning and mature to productive adulthood
- ◆ be in school, and on time to every class and activity unless circumstances prohibit such
- ◆ give 100% effort at all times
- ◆ communicate with your family about school
- ◆ demonstrate respect for all others
- ◆ realize that everything the school and your parents do and ask you to do are intended for your good and the good of other students, even though the value to you may not be evident or immediate

Welcome to the Health Section of the Student Handbook.

This section will cover:

1. Immunization Requirements
2. Information on filing for an exemption for immunizations
3. Prescription and Non-Prescription Medication Guidelines
4. Communicable Diseases/Health Guidelines
5. Screening Information

If you have any questions, you may contact us via e-mail at:

Jamie Shipp @ jshipp@ipcisd.net

Jenna Wineinger @ jwineinger@ipcisd.net

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

Kidwell- 592-4322

Bradford- 592-5841

W.F. George Middle School- 592-2196

High School- 592-2145

Wellness Policy: Iowa Park CISD

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

Mission Statement: Iowa Park CISD is committed to providing a school environment that enhances learning and development of lifelong wellness practices as well as promoting physical activity and nutrition education for all students, staff, parents and community members.

School Health Advisory Committee (SHAC) Members:

Steve Moody, Superintendent

Jamie Shipp, School Nurse

Jenna Wineinger, School Nurse

Tim Clark, IPHS Health Teacher

Michelle Turner, Kidwell PE Teacher

Jennifer Roberts, Bradford PE Teacher

Lisa Dyer, WFGMS PE Teacher

DeeLynn Phillips- Parent

Hayli Robertson- Parent

Shona Buster- Parent

Darlene Fairchild- Parent

Sylvia Payton- Parent

Amy Lee- Parent

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.

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.

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.

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.

Communicable Diseases/Health Guidelines

Students with a fever (100 degrees or greater) or with obvious signs of illness (vomiting, diarrhea) must stay at home until they are free of fever for at least 24 hours without Tylenol or Ibuprofen and/or all other symptoms subside. Other reasons for exclusion from school may include but are not limited to head lice or nits, conjunctivitis (pink eye), strep throat, chicken pox, ring worm of the scalp, influenza, or impetigo. To see a complete listing, you may go to the Texas Department of State Health Services website.

Screening Information

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.

Bacterial Meningitis

What is Meningitis? Meningitis is an inflammation of the covering of the brain and spinal cord-also called the meninges. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common; most people recover fully. Medical management of viral meningitis consists of supportive treatment and there is usually no indication for the use of antibiotics. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management. There are two common types of bacteria that cause meningitis: Strep pneumonia and Neisseria meningitidis.

What are the symptoms? The illness may develop over one to two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Symptoms may include severe headache, fever, vomiting, sensitivity to bright lights, neck stiffness, joint pain, drowsiness, and confusion. There also may be a rash of tiny, red-purple spots or bruises caused by bleeding under the skin.

What is the risk of getting Bacterial Meningitis? About 2.4 cases per 100,000 each year. However, the highest risk group for the most serious form of the disease (Meningococcal Meningitis) is highest among children ages 2 to 18 years old.

How serious is Bacterial Meningitis? If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, the person may be left with a permanent disability such as deafness, blindness, amputations, or brain damage. It can also be fatal.

How is Bacterial Meningitis spread? Fortunately, none of the bacteria that cause Meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with Meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as kissing, sharing drinks, etc.). The germ does not cause Meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. Being a carrier helps to stimulate the body's natural defense system. The bacteria rarely overcomes the body's immune system and causes Meningitis or another serious illness.

How can Bacterial Meningitis be prevented? Do not share food, drinks, utensils, toothbrushes, etc. Limit the number of persons you kiss. Vaccines against pneumococcal disease are recommended both for young children and adults over age 64. A vaccine against four Meningococcal serogroups is available. These four groups cause the majority of Meningococcal cases in the U.S. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7-10 days after the vaccine is given and lasts for up to five years.

What should you do if you think you or someone else you know might have Bacterial Meningitis? Seek prompt medical attention.

How is Bacterial Meningitis diagnosed? The diagnosis is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood. Spinal fluid is obtained by a lumbar puncture (spinal tap)

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

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.

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.

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.

2. OTC medication must be in the original, **unopened**, container and will be administered according to the printed package directions for use. The student's full name must be clearly labeled on the medication package. Requests to alter the dosage and/or frequency of OTC medications must be accompanied by a **physician's written note** stating the dosage and frequency the medication is to be given. (fax may be accepted). For example, an adult medication cannot be given to a child without a note from a physician.

3. A parent/guardian or designee, over the age of 18, **not including the student**, is to bring all medications (prescription and 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. Pre-K – 5th: No OTC medication will be given before 11 am or after 1 pm to student's in these grades, unless school clinic personnel is notified by the parent/guardian (by phone or written note). This is to prevent accidental over-medication of these young children.

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 it's 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.

Fax Numbers: Kidwell-592-2487
Bradford-592-2059
Middle School-592-2801
High School-592-2583

2013-2014 Texas Minimum State Vaccine Requirements for Students Grades K-12



This chart summarizes the vaccine requirements incorporated in the Texas Administrative Code (TAC), Title 25 Health Services, Sections 97.61 to 97.72. This chart is not intended as a substitute for consulting the TAC, which has other provisions and details. [Click here for complete TAC language.](#)

The Department of State Health Services (DSHS) is granted authority to set immunization requirements by the Texas Education Code, Chapter 38, Health & Safety, Subchapter A, General Provisions.

IMMUNIZATION REQUIREMENTS

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

Vaccine Required (Attention to notes and footnotes)	Minimum Number of Doses Required by Grade Level					NOTES
	K – 4 th	5 th - 6 th	7 th	8 th - 11 th	12 th	
Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap) ¹	5 doses or 4 doses	5 doses or 4 doses	3 dose primary series and 1 Tdap/Td booster <i>within last 5 years</i>	3 dose primary series and 1 Tdap/Td booster <i>within last 10 years</i>		Five (5) doses of diphtheria-tetanus-pertussis vaccine; one dose must have been received on or after the 4 th birthday. However, four doses meet the requirement if the 4 th dose was received on or after the 4 th birthday. For students aged 7 years and older, three doses meet the requirement if one dose was received on or after the 4 th birthday. For 7th grade: one dose of Tdap is required if at least 5 years have passed since the last dose of tetanus- containing vaccine. For 8th - 12th grade: one dose of Tdap is required when 10 years have passed since the last dose of tetanus-containing vaccine. Td is acceptable in place of Tdap if a medical contraindication to pertussis exists.
Polio ¹	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	4 doses or 3 doses	Four (4) doses of polio; one dose must be received on or after the 4 th birthday. However, three doses meet the requirement if the 3 rd dose was received on or after the 4 th birthday.
Measles, Mumps, and Rubella ^{1,2} (MMR)	2 doses	2 doses	2 doses		2 doses	The 1 st dose of MMR must be received on or after the 1 st birthday. For K – 4th grade, two doses of MMR are required. For 5th - 12th grade, two doses of a measles-containing vaccine, and one dose each of rubella and mumps vaccine is required.
Hepatitis B ²	3 doses	3 doses	3 doses	3 doses	3 doses	For students aged 11 - 15 years, two doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage and type of vaccine must be clearly documented. Two (2) 10 mcg/1.0 ml of Recombivax).
Varicella ^{1,2,3}	2 doses	1 dose	2 doses		1 dose	The 1 st dose of varicella must be received on or after the 1 st birthday. For grades K – 4th and 7th - 11th, two doses are required. One (1) dose is required for all other grade levels. For any student who receives the 1 st dose on or after 13 years of age, two
Meningococcal			1 dose			
Hepatitis A ^{1,2}	2 doses					The 1 st dose of hepatitis A must be received on or after the 1 st birthday.

¹ Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

Exemptions

The law allows (a) physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child or household member, and (b) parents/guardians to choose an exemption from immunization requirements for reasons of conscience, including a religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, a record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools and child-care facilities should maintain an up-to-date list of students with exemptions, so they may be excluded in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at www.ImmunizeTexas.com. Original Exemption Affidavit must be completed and submitted to the school or child-care facility.

For children claiming medical exemptions, a written statement by the physician must be submitted to the school or child-care facility.

Provisional Enrollment

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by this rule. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. A school nurse or school administrator shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If, at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

Documentation

Since many types of personal immunization records are in use, any document will be acceptable provided a physician or public health personnel has validated it. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.





Requisitos de vacunación mínimos estatales de Texas de 2013-2014 para estudiantes de kínder-12.º grado

Este gráfico resume los requisitos de vacunación incorporados en el Código Administrativo de Texas (o TAC), título 25, Servicios de salud, Secciones 97.61 a 97.72. El gráfico no tiene como propósito sustituir las consultas al TAC, el cual contempla otras disposiciones y detalles. Haga clic aquí para obtener el texto completo del TAC.

El Código Educativo de Texas, capítulo 38, Salud y Seguridad, subcapítulo A, Disposiciones Generales, concede la autoridad de establecer requisitos de inmunización al Departamento Estatal de Servicios de Salud de Texas (o DSHS).

IMMUNIZATION REQUIREMENTS

A student shall show acceptable evidence of vaccination prior to entry, attendance, or transfer to a child-care facility or public or private elementary or secondary school in Texas.

Vacuna requerida (Vea las notas y las notas de pie de página)	Número mínimo de dosis requeridas por nivel de grado					NOTAS
	Kínder - 4.º	5.º - 6.º	7.º	8.º - 11.º	12.º	
Difteria, tétanos y pertusis (DTaP, DTP, DT, Td, Tdap) ¹	5 dosis o 4 dosis	5 dosis o 4 dosis	Serie primaria de 3 dosis y 1 dosis de refuerzo de la vacuna Tdap o Td en los últimos 5 años	Serie primaria de 3 dosis y 1 dosis de refuerzo de la vacuna Tdap o Td en los últimos 10 años		Cinco (5) dosis de la vacuna contra la difteria, el tétanos y la pertusis; debe haberse recibido una dosis en o después del 4.º cumpleaños. Sin embargo, con cuatro dosis se cumple con el requisito si la 4.ª dosis se recibió en o después del 4.º cumpleaños. Los estudiantes de 7 años de edad o más, con tres dosis cumplen con el requisito si recibieron una dosis en o después del 4.º cumpleaños. Para el 7.º grado: se requiere 1 dosis de la vacuna Tdap si han pasado al menos 5 años desde la última dosis de una vacuna que contenga tétanos. Para los grados de 8.º-12.º: se requiere una dosis de la vacuna Tdap si han pasado 10 años desde la última dosis de una vacuna que contenga tétanos. La vacuna Td es aceptable en lugar de la vacuna Tdap si existe una contraindicación médica con respecto a la vacuna contra la pertusis.
Polio ¹	4 dosis o 3 dosis	4 dosis o 3 dosis	4 dosis o 3 dosis	4 dosis o 3 dosis	4 dosis o 3 dosis	Cuatro (4) dosis de la vacuna contra la polio; debe recibirse una dosis en o después del 4.º cumpleaños. Sin embargo, con tres dosis se cumple con el requisito si la 3.ª dosis se recibió en o después del 4.º cumpleaños.
Sarampión, paperas y rubéola ^{1,2} (MMR)	2 dosis	2 dosis	2 dosis		2 dosis	La 1.ª dosis de la vacuna MMR debe recibirse en o después del 1.º cumpleaños. Para el kínder-4.º grado, se requieren dos dosis de la vacuna MMR. Para los grados de 5.º-12.º, se requieren dos dosis de una vacuna que contenga sarampión, una dosis de la vacuna contra la rubéola y una dosis de la vacuna contra las paperas.
Hepatitis B ²	3 dosis	3 dosis	3 dosis	3 dosis	3 dosis	Los estudiantes de 11-15 años de edad, con dos dosis cumplen con el requisito si recibieron la vacuna contra la hepatitis B para adultos (Recombivax). Deben documentarse claramente la dosis y el tipo de vacuna. Dos (2) dosis de 10 mcg/1.0 mL de Recombivax.
Varicela ^{1,2,3}	2 dosis	1 dosis	2 dosis		1 dosis	La 1.ª dosis de la vacuna contra la varicela debe recibirse en o después del 1.º cumpleaños. Para el kínder-4.º y 7.º-11.º grado, se requieren dos dosis. Se requiere una (1) dosis para todos los demás niveles de grado. Se requieren dos dosis para todos los estudiantes que reciban la 1.ª dosis en o después de los 13 años de edad.
Meningocócica			1 dosis			
Hepatitis A ^{1,2}	2 dosis					La 1.ª dosis de la vacuna contra la hepatitis A debe recibirse en o después del 1.º cumpleaños.

Exenciones

La ley permite que (a) los médicos redacten una declaración en la que expongan que la vacuna o vacunas requeridas serían médicamente dañinas o perjudiciales para la salud y el bienestar del niño o de una persona que vive en la casa y que (b) los padres o tutores elijan una exención de los requisitos de inmunización por razones de conciencia, incluso creencias religiosas. La ley no permite que los padres o tutores elijan una exención simplemente por inconveniencia (por ejemplo, si se pierde un registro o éste está incompleto y sería mucha molestia ir con un médico o clínica para corregir el problema). Las escuelas y las guarderías deben mantener una lista actualizada de los estudiantes con exenciones, de forma que se les pueda excluir durante emergencias o epidemias declaradas por el director de salud pública.

Encontrará instrucciones para solicitar la declaración jurada de exención oficial que debe ser firmada por los padres o tutores que elijan la exención por razones de conciencia, incluso creencias religiosas, en www.ImmunizeTexas.com. La declaración jurada de exención original debe rellenarse y presentarse a la escuela o guardería.

En el caso de los niños que soliciten exenciones médicas, deben presentar una declaración escrita del médico a la escuela o guardería.

Inscripción provisional

Todas las inmunizaciones se deben finalizar antes de la primera fecha de asistencia. La ley exige que los estudiantes estén completamente vacunados contra las enfermedades señaladas. Un estudiante se puede inscribir provisionalmente si el estudiante cuenta con registro de inmunización que indique que el estudiante ha recibido al menos una dosis de cada vacuna apropiada para la edad específica que esta regla exija. Para seguir inscrito, el estudiante debe completar las dosis posteriores requeridas de cada serie de vacunas conforme al calendario y tan rápidamente como sea médicamente posible y proveer comprobante suficiente de la vacunación a la escuela. Una enfermera escolar o un administrador escolar revisará el estado de inmunización de un estudiante inscrito provisionalmente cada 30 días para garantizar el cumplimiento ininterrumpido en la finalización de las dosis de vacunas requeridas. Si, al final del periodo de 30 días, un estudiante no ha recibido una dosis posterior de la vacuna, el estudiante no está cumpliendo y la escuela excluirá al estudiante para que no asista a la escuela hasta que se administre la dosis requerida.

Documentación

Dado que se usan muchos tipos de registros de inmunización personales, cualquier documento es aceptable si un médico o el personal de salud pública lo ha validado. Debe registrarse el mes, día y año en que se recibió la vacuna en todos los registros de inmunización escolares creados o actualizados después del 1 de septiembre de 1991.



Texas Department of State Health Services • Immunization Branch • MC-1946 • P O Box 149347 • Austin, TX 78714-9347 • (800) 252-9152

(800) 252-9152

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.

Adopted 6/11/2009