

Bradford Elementary Handbook

2019-2020



“Home of the Hawks”

**809 South Texowa
Iowa Park, TX 76367**

Board of Education

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Vice-President	Ken Cooper
Secretary	Greg Deatherage
Member	Shawn Price
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Member	Brad Green

Administration

Superintendent	Steve Moody
Principal	Brandi Swenson
Counselor	Brandy Rhoades

School Telephone Numbers

Bradford School	592-5841
Bradford Fax	592-2059
Administration Building	592-4193
High School	592-2144
WF George Middle School	592-2196
Kidwell Elementary	592-4322
School/City Tax Office	592-5082

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

A school calendar is available at www.ipcisd.net; or a detailed, monthly calendar of events, go to the Bradford homepage. Parents can sign up for e-alerts for more information.

Principal's Message

Dear Parents and Students,

Welcome to the 2019-2020 school year at Bradford Elementary. As we kick off another school year, I would like to express my gratitude to each of you for choosing our school for your or your child's education. It is a joy and honor to be a part of your lives. I hope your first days are exciting and joyful and that many positive memories are made.

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

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

Brandi Swenson

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PREFACE

To Students and Parents:

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

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

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

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

Both students and parents must be familiar with the Iowa Park CISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found at the back of this handbook or online at www.ipcisd.net.

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

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

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modifications will be given as is reasonably practical under the circumstances.

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

We encourage parents to review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

[See Obtaining Information and Protecting Student Rights on page 18 and Directory Information on page 17 for more information.]

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

Nondiscrimination

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

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

➤ **Title IX Coordinator, for concerns regarding sex discrimination:**

Superintendent - Steve Moody

328 E. Highway

Iowa Park, TX 76367

940-592-4193

➤ **Section 504 Coordinator, for concerns regarding disability discrimination:**

Superintendent – Steve Moody

328 E. Highway

Iowa Park, TX 76367

940-592-4193

➤ **All other concerns regarding discrimination:**

See the superintendent Steve Moody 940-592-4193.

SECTION I

Parent Involvement and General Operating Guidelines

PARENT INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides. Ensure that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed. [See **Academic Counseling** on page 28 and **Academic Programs** on page 44.]
- Checking Skyward Online Grading Program for student grades, assignments, attendance, and lunch information.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 940-592-5841 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 42.]
- Signing and following through with the Home/School Compact
- Participating in campus parent organizations.
- Offering to serve as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the principal.
- Offering to serve on the School Health Advisory Council, assisting the District in ensuring local community values are reflected in health education instruction. [See policies BDF, EHAA, FFA and **School Health Advisory Council** on page 58.]
- Begin aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about District operations. [See policies BE and BED for more information.]

Obtaining Information and Protecting Student Rights

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

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

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

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

“Opting Out” of Surveys and Activities

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

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

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

Consent to Display a Student’s Original Words and Personal Information

Teachers may display students’ work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, and other original works of the district’s website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed material, videos, or other methods of mass communication.

As a parent, you also have a right:

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

- To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests that has been administered to your child. You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child’s teacher.
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- To review your child’s student records when needed. These records include:
 - Attendance records,
 - Test scores,
 - Grades,
 - Disciplinary records,
 - Counseling records,
 - Psychological records,
 - Applications for admission,
 - Health and immunization information,
 - Other medical records,
 - Teacher and counselor evaluations,
 - Reports of behavioral patterns,
 - State assessment instruments that have been administered to your child, and
 - Teaching materials and tests used in your child’s classroom.
 - [See **Student Records** on page 24.]
- To grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
 - When it is to be used for school safety;
 - When it relates to classroom instruction or a co-curricular or extracurricular activity; or
 - When it relates to media coverage of the school.
- To remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
- 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 Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 19 and policy EC.]
- To request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to

recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK]

- To request in writing, if you are a non-custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policies FL(LEGAL) and (LOCAL), FO(LEGAL), and the Student Code of Conduct.

Objecting to the Release of Directory Information

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

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction.

Directory Information for School-Sponsored Purposes

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

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

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

Your child's school will request that you provide contact information, such as your current phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school office immediately upon change in or disconnection of your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communication, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact the counselor.

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

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

Visitors Participating in Special Programs for Students

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

Granting Permission to Video or Audio Record a Student

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

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

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

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

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

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

Requesting Notices of Certain Student Misconduct to Noncustodial Parent

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

Prohibiting the Use of Corporal Punishment

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

Our practice, at Bradford Elementary, is to contact parents and give one swat. The intent is to redirect, not to injure. Extreme care and consideration is used when corporal punishment is applied. All corporal punishment involves a staff witness and is done discretely. Only the campus principal may apply corporal punishment.

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

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

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent for information.
- Consult with the district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See Bullying on page 71, policy FDB, and policy, FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (Local).]
- Request the transfer of your child to another campus (or a neighboring district) if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of placed on deferred adjudication for that assault. [If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE].

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participating in the required minute of silence or silent activity that follows.

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

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

Religious or Moral Beliefs

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

Prayer

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

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. All outside food must be store bought. No homemade items are permitted.

Accident Insurance

Soon after school opens, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Multiple Birth Siblings

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

Special Programs

The District provides special programs for gifted and talented students, students who are homeless, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the Bradford Counselor's office.

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

English Language Learners

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

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

Students Who Are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

Children, who are homeless, will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements

- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit by examination opportunities
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course)
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

For more information on services for homeless students, contact the district’s Liaison for Homeless Children and Youths, Steve Moody at 592-4193.

Students in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

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

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency.

Gifted and Talented Services

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Bradford counselor at 940-592-5841.

Section 504 Referrals

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

participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the Bradford counselor at 940-592-5841.

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

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

Students with Physical or Mental Impairments Protected Under Section 504

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

- The right to provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—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.

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; a person appointed to serve on a school committee to support the district’s safe and supportive school program; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s

professional responsibility to the school and the student; or investigating or evaluating programs.

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information.

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is: Iowa Park CISD, 328 East Highway, Iowa Park, Texas 76367.

The address of the principals' offices are: Bradford Elementary, 809 South Texowa, Iowa Park, Texas 76367.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the

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

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

The district's policy regarding student records found at policy FL 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.

Release of Students From School

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time, such as during 9th inning.

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

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

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. See also, attendance policy on page 30.

Late Arrival to School

Tardiness to school may result in the student incurring additional absences and disciplinary consequences. Strong effort should be made to ensure early arrival to school.

Withdrawing From School

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the office.

Student or Parent Concerns or Complaints

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

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

Online Grades, Email, and Website Information

Skyward and Online Grades

IPCISD utilizes Skyward grading system. Skyward allows online viewing of your child's attendance, cafeteria account, as well as academic progress. Parent log on and access information will be provided and sent home at the beginning of the school term. If you have any questions, please feel free to contact your child's school counselor.

Contacting teachers via email

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

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

Skylert

The district and teachers will communicate with parents on Skylert. This program allows parents to receive information through text, email, and phone call. Please contact the office to ensure you are set up to receive Skylert messages.

District and School Website

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

Academic Counseling

The school counselor is available to students and parents to talk about the importance of postsecondary education and how to best plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

Students and their parents are encouraged to talk with a school counselor, teacher, or principal if there are any concerns about academics.

Personal Counseling

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

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

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

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining a prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports. The district will not provide a mental health care service to a student except as permitted by law.

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you.

The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

Suicide Awareness

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

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

General Operating Procedures

ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s learning, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Students will be allowed 5 parent written notes per semester that will be counted excused absences. After those 5 parent notes are utilized, all other absences, excluding doctor appointments, will be counted as unexcused absences.

Notes should be sent to the school office or attendance clerk within 3 days of returning to school. When a student is absent, if a note is not turned into the office within 3 days of the absence, the absence will be marked unexcused. If a child acquires enough absences to deny him or her credit (below 90% attendance), truancy charges may be filed and parent notes may no longer be accepted.

When a student is absent, parents should call the school by 9:00 a.m. at 592-5841. A note is still required upon the student’s return. A student absent for more than three consecutive days because of personal illness may be required to bring statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

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

Two 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 in the following sections.

Compulsory Attendance

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

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if

The student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments, for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus.

For students in the conservatorship (custody) of the state,

- An activity required under a court-ordered service plan;
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Children of military families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Failure to Comply with Compulsory Attendance

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

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parents of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

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

The truancy prevention facilitator for the district is the school resource officer. If you have questions about your student and the effect of his or her absences from school, please contact the campus principal or truancy prevention facilitators.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

Attendance for Credit

To receive credit in a class or a final grade in a class, a student in kindergarten through grade 12, must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, or a final grade because of absences, if appropriate. The Attendance committee may include the principal, secretary, counselor, and one or more of the students' teachers. [See policy at FEC]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

If credit is lost because of excessive absences, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the

board 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 or a final grade will depend on whether the class is for a full semester or for a full year.

When a student must be absent from school, the student—upon arrival or returning to school—must bring a note, signed by the parent that describes the reason for the absence within 3 days. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older.

The school maintains the right to deny acceptance of parent notes after 5 notes have been received in a semester, or in the event the district has sufficient or logical reason to believe the stated reason for the absence is not credible. A students’ or parents history regarding truancy issues may be considered when determining whether or not to accept parent notes.

Doctor’s Note after an Absence for Illness

Upon arrival or return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

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

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

[See policy FEC (LOCAL).]

Summer School for Make-up of Absences

- **Any student who exceeds 90% attendance rule will be required to make up those absences in Summer School. Bradford will use summer school to make up attendance on students with excessive absences.**

MAKEUP WORK

Routine and In-depth Makeup Work Assignments

For any class missed, the teacher may assign the student makeup work. This work is based on the instructional objectives for the subject or course. Teachers will take into account the needs of the individual student. The purpose is to ensure the student is mastering the essential knowledge and skills or meeting subject or course requirements.

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

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

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

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

Make-up Homework: ***If homework is assigned when the student is in class, the student will be expected to turn in the assignment on the first day back to school.*** *If the student is absent when the homework is assigned, the homework must be made up within three days of returning to class.* Students are encouraged to make up work missed due to absences.

DAEP or In-school Suspension Makeup Work

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

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

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

Positive Behavior Interventions and Supports System (PBIS)

PBIS is a proactive approach to school wide discipline. The guidelines and procedures developed will help parents, teachers, and administrators monitor student progress in the areas of attendance, behavior, and grades. In addition, PBIS creates a school wide accountability and support system where assistance for the student increases if their performance in specific areas decreases.

CLASS SCHEDULES

Regular Bell Schedule

7:50 – Students enter the building.

8:00- Tardy bell rings (Students must be in classroom by 8:00 or they are counted tardy.)

3rd grade lunch 11:00-11:45

4th grade lunch 11:45-12:30

5th grade lunch 12:30-1:15

3:30 – Bradford Release Time

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the front office. All visitors must show a picture I.D., such as a driver's license or passport.

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

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

Parents are welcome at the Christmas and Easter parties (PTA sponsored), Track and Field Day, Awards Assembly, and all PTA meetings and PTA programs.

Lunch: Visits by Parents Policy and Procedure

For security and TEA-compliance reasons, the following policies are implemented for lunch visitors.

- Parents and visitors, please sign-in at the office. Be prepared to show a driver's license.
- Parents, please notify the office if someone other than you will be attending lunch with a student.
- Parents, please join your student in having lunch at the Visitors Table, located just inside the cafeteria doors.
- Only parents and their students will be allowed to sit at the visitor table.
- Please only provide food for yourself and your student.
- Parents and visitors may not enter the playground/recess area or enter any other part of the campus.
- Parents are not to take student pictures with cell phones. This is a FERPA violation.
- Parents may use the restroom facilities located in the teacher lounge, but may not use student restrooms.

****LUNCH VISITORS WILL NOT BE ALLOWED ON STAAR TESTING DAYS.**

Cafeteria Services

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that the student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See the campus principal to apply for free and reduced price meal services.

Bradford School Lunch Prices

Students = \$2.60 Guests = \$4.00

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

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

Lunch/Recess

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

Cafeteria Services and Lunch Program

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Students are provided breakfast free of charge daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the principal to apply.

School Facility Use by Students Before and After School

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

Meetings of Non-curriculum-Related Groups

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

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

Bradford Drop- Off and Pick-up Procedures

Drop Off:

Students may be dropped off in the front circle drive. The north parking lot is designated for teacher parking and buses.

Before 7:20 am, NO SUPERVISION IS PROVIDED. Cafeteria supervision begins at 7:25 am.

Upon arriving at school, students may go to the cafeteria to eat breakfast or the gym.

Any changes to after school pick-up procedures need to be **phoned in before 2:30 pm.**

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

Leaving Campus

Students will be dismissed at 3:30pm. Please have your student's name tag visible from the dashboard of your vehicle. Follow the direction of the staff to ensure your child is picked up in a quick and safe manner. Students may be required to stay for tutorials. All students eligible to ride a bus will report to the cafeteria or designated bus area. These students will be assigned a waiting area until their assigned bus arrives.

Closed Campus

After arriving at school, students are not allowed to leave the campus without permission from the office. Students may not be checked out to eat off campus for lunch.

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

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

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

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

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the superintendent's office.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely.

Library

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

1. Books are loaned for a period of seven days and may be renewed for seven more days. The actual cost for replacement is the fee charged for lost books.
2. Encyclopedias and other reference books are to be used in the library.
3. Parents and students may access the library on the district site to access Renaissance Place to find books, check points, levels, etc.

Textbooks, Electronic Textbooks, and Technological Equipment

Textbooks and other district instructional materials are provided students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent; however, the student will be provided textbooks for use at school during the school day.

Fines

All fines must be paid for before each grading period ends or report cards will be placed on the hold list.

Supply and Damage Fees

The cost of damage to textbooks will need to be paid at the end of the school year.

Student Fees

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

- Costs for materials for a class project that the student will keep.

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel, purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 80.]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.
- Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policy FP.]

Check Acceptance Policy

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

Distribution of Published Materials or Documents

School Materials

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

The school newspaper and the yearbook are available to students.

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

[See **Directory Information for School-Sponsored Purposes** on page 16.]

Non-school Materials...from students

Students must obtain prior approval from the Principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual

or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The principal has designated a bulletin board in the main hallway as the location for approved non-school materials to be placed for voluntary viewing by students. See policy FNAA.

The student may appeal the principal's decision in accordance with policy FNG(LOCAL). Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed.

Non-school Materials...from others

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

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a non-curriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.
- All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Fund- Raising

Student clubs or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the school board. All fundraisers must be board approved at the beginning of the school year. Outside fundraising may not be conducted at school. [For further information, see policies FJ and GE.]

Field Trips

Any student who has been placed in ISS three or more times or has been assigned to AEP will be ineligible for the school field trips at the end of the year. There will also be requirements to attend certain field trips sent home with the student at different times during the year. The principal also reserves the right to remove a student from participation in any school field trip due to issues with behavior.

Section II

Curriculum

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

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

Grading Guidelines

In grades three through five, achievement is reported to parents via progress reports, report cards, and parent/teacher conferences. See **Online Grading, Email and School Website Information**, page 28.

Grading Policy

1) An Academic Grade and 2) Conduct Grade

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

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

2. Conduct Grade: It reflects your child's conduct as well as other related habits at school. Most classroom incidents equate to approximately 2 points.

Graded Papers

Each grade level will send home graded papers and conduct sheets on Tuesdays. These will need to be signed and returned on Wednesdays.

Report Cards/Progress Reports/Conferences/UIL Eligibility

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

At the end of the first three weeks of a grading period, students will be given a progress report expected to be taken home and signed by the parent. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may wish request to schedule a conference with the teacher of that class or subject. [See **Working Together**, on page 13, for how to schedule a conference.]

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

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

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

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every six weeks. Skyward Online Grading Program is available to parents at all times to check grades, attendance, or food service. See Online Grading on page 28.

Grades/Tutorial Policy

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

Late Work

Any paper that is not turned in on time will be considered late. There will be 30 points for being late. The assignment is to be turned in the next day. If the assignment is still not complete, the student will receive a 0 for that paper.

OOPS!

There is a program in place that helps students that occasionally forget their homework. Each child receives one change (an oops) each six weeks. This is not one "oops" for every subject, but one for the entire six weeks. If a student accidentally forgets their homework, they can use their

“oops” for that assignment. If the student still forgets the paper the following day, then all late work rules apply. This program is in place to give them a break if they forget every once in a while.

Cheating

If a student is caught cheating, he/she may receive a zero on the work. This will be documented and filed accordingly.

Homework Policy

Homework at Bradford Elementary is relevant practice to increase retention and master concepts of the learned objectives taught in class. Homework must be aligned to the curriculum, be reasonable in length, and be meaningful. Late work may not be allotted full credit.

Incentives for Turning in Homework

Each grade level has an incentive for students who have turned in homework on time for the entire week. Students, who have not met this requirement, will be required to stay in and complete work they did not finish during the week.

Planner Sheets

All students at Bradford Elementary are given planner sheets. This is where all homework will be written and any upcoming events. A parent signature is required daily on these planner sheets. Students will also bring home a folder with conduct and all graded homework on Tuesdays of each week.

Academic Programs

The school counselor provides students and parents information regarding academic programs available to students.

Gifted and Talented Program

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

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

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

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

Student Awards and Honors

Honor Roll

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

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

Academic Achievement Award

The Bradford Academic Achievement Award is given to students who have an "A" in all academic subjects for the year.

Citizenship Award

The Bradford Citizenship Award is given to students who have maintained an "A" average in conduct for each six weeks of the year.

Super Reader Award

The Bradford Super Reader Award is given to the Top 10 AR readers in each grade level.

Perfect Attendance

The Bradford Perfect Attendance Award is given to students who have maintained perfect attendance for the entire school year.

On Campus Student Supports

Tutorials

Students, who are struggling, will be provided tutorials. Teachers may hold tutorials after school. The school is not responsible for transportation for after school tutorials.

Bradford SLIME (Students Love Interactive, Meaningful Education) Time

Students have a designated time each day devoted to supporting students based on academic need in different subject areas and based on data. Students are actively engaged in learning activities to specifically meet their individual needs.

State- Mandated Tests – STAAR Exam

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

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

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP). See <http://www.tea.state.tx.us/student.assessment/ssi/> for more information.

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

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

PROMOTION AND RETENTION

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

In grades 3-5, promotion is based on attendance and academic performance standards established by the District and the State. The student may not promote if he or she has failed more than one of the core subject courses and/ or has missed an excessive number of days unless the student goes through the established remediation programs.

- In order to be promoted to grade 4, students enrolled in grade 3 must perform satisfactorily or complete a remediation program (summer school).

- In order to be promoted to grade 5, students enrolled in grade 4 must perform satisfactorily or complete a remediation program (summer school).

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

Parents of a student at or above grade 3, who does not perform satisfactorily on his or her exams, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside the normal school year. Failure of a student to attend these programs may result in violations of required school attendance, as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 falls to meet satisfactory performance after the first STAAR administration in reading or math.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or test, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills.

SUMMER SCHOOL

Bradford Elementary will offer summer school to those students who do not meet the minimum requirements in academics, attendance, or on state assessments to promote to the next grade. Information will be provided in the spring to parents of students in danger of not promoting.

Accountability under State and Federal Law

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

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

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

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and TEA homepage.

Section III

Technology

COMPUTER RESOURCES

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

[For additional information, see policy CQ.]

Technology Acceptable/Responsible Use Policy

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

In accordance with the Children's Internet Protection Act, Iowa Park CISD educates staff and students regarding about appropriate online behavior, including interacting with other individuals on social networking websites (including chat rooms). Iowa Park CISD also educates staff and students on cyberbullying awareness to insure Internet safety, including use of email and Web 2.0 resources, and has deployed filtering technology and protection measures to restrict access to inappropriate content such as those that are illegal, harmful, or contain potentially offensive information. While every effort is made to provide the most secure and optimal learning environment by monitoring on-line activities, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. It is possible that you may run across areas of adult content and some material you (or your parents) might find objectionable. While the district will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. **It is each student's responsibility to read district policy, regulations and agreement forms and ask questions if you need help in understanding and following the guidelines for appropriate and acceptable use.**

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

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

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.

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

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

- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal and should report any instances encountered.
- Students shall adhere to all laws and statutes related to issues of copyright or plagiarism.
- Violation of any of these standards may result in suspension of computer use, Internet privileges and/or other disciplinary action.

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

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

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

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

If a student uses a telecommunication device without authorization during the school day, the device will be confiscated. A parent must pick up the device from the campus principal. Confiscated telecommunication devices that are not retrieved by the student's parents will be disposed of after the notice required by law [See policy FNCE].

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

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because

engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state –developed program that addresses the consequences of engaging in inappropriate behavior using technology.

Any disciplinary action will be in accordance with the Student Code of Conduct and, in some cases, the consequence may rise to the level of expulsion. For certain items, such as pagers, in which a third party retains a legal right of ownership, the school may charge for releasing the pager to the third party. [See policy FNCE.]

Electronic Devices – District Owned

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

Section IV

Health

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 Council

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

The duties of the SHAC include:

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

School Health Advisory Committee (SHAC) Members:

Jamie Shipp, School Nurse
Michelle Turner, Kidwell PE Teacher
Brenda Hodges, Bradford PE Teacher
Middle School PE Teacher and Coach

Parents:

Rhonda Corbell, Taler Evans, Nicola McLemore, Erika McNeil, and Heather Scobee
[See policies at BDF and EHAA.]

Physical Activity for Students

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that students in a full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

For additional information on the District's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

Physical Fitness Assessment

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

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

Head Injuries

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

- Severe headache
- Excessive drowsiness
- Nausea and/or vomiting
- Double vision, blurred visions, pupils of different sizes
- Loss of muscle coordination such as falling down, walking strangely, or staggering
- Being confused or having problems with memory
- Breathing irregularly
- Dizziness
- Convulsions
- Bleeding or discharge from the ear
- Sensitivity to light or noise
- Loss of consciousness

Seizures

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

MEDICINE AT SCHOOL

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

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

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school. For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. If sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

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

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

You will be responsible for picking up your child's medications at the end of the school year. Any medications not picked up by the last day of the school year will be disposed of.

Trained NON-MEDICAL District personnel may administer medication to students. See the school nurse or principal for information. [See policy FFAF]

Prescription Medications:

1. An IPCISD Prescription Medication Authorization Form must be completed and signed by the physician and parent/guardian. **Medication cannot be given at school until the form is correctly completed.** This form is required for each prescription medication and a new form is required each school year.
2. Medication must be brought to the school in a pharmacy-labeled bottle that contains the child's name, name of the medication, physician's name and instructions on how and when the medication is

to be given. You can request an extra bottle with the appropriate label to supply to the school from your pharmacy.

3. A parent/guardian is to bring any medications (prescription and over-the-counter) to the school.

4. It is the parent's responsibility to let the nurse know of medication changes. The nurse will dispense medication on the current orders on file.

Over the Counter 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. This form is required for each over the counter medication and a new form is required each school year.

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. For example, an adult medication cannot be given to a child without a note from a physician.

3. A parent/guardian is to bring all medications (prescription and non-prescription) to the school.

4. Pre-K – 5th: No OTC medication will be given before 11 am or after 1 pm to students in these grades, unless school personnel is notified by the parent/guardian (by phone or written note). This is to prevent accidental over medicating of these young children.

Student Illness

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules.

Possible reasons for exclusion may include but are not limited to:

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

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

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

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

Physical Examinations/Health Screenings

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

The Texas Department of State Health Services requires periodic health screenings of school-aged children for vision, hearing and spinal problems. Screenings are conducted by school nurses and certified staff. If your child fails a screening test, the school nurse will recheck them. Parents are notified by the school nurse when results are not within normal limits after the student has been rescreened.

Spinal Screening Program

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

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

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

Immunization

Upon enrollment, a student must be fully immunized against certain diseases OR must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella, polio, hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. Please see the TDSHS website for a complete list of minimum vaccine requirements for school. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Instructions for Filing Immunization Exemptions:

1. To claim an exclusion for medical reasons, the parent/guardian must present a statement signed by the child's Physician, duly registered and licensed to practice medicine in the United States who has examined the child, in which it is stated that, in the Physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the child or any member of the child's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only **one year** from the date signed by the Physician.
2. To claim an exclusion for reasons of conscience, including religious beliefs, a signed and notarized affidavit issued by the Texas Department of State Health Services (DSHS) must be presented by the child's parent/guardian, stating that the child's parent or legal guardian declines vaccinations for

reasons of conscience, including religious beliefs. The affidavit will be valid for a **two year** period from the date it was notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

Children, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the Commissioner of Public Health. A person claiming exclusion for reasons of conscience, including religious beliefs, from a required immunization may obtain the affidavit from by submitting a request to the DSHS Immunization Branch. The request must include the full name of the child and the child's date of birth.

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

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

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

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

Bacterial Meningitis

• What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

• What are the symptoms?

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

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

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

• How serious is bacterial meningitis?

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

• How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a

person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing; coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

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

[Also refer to **Immunizations** section]

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, and contaminated items and surfaces.

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. Check with your child's Physician regarding when your child should return to school. Contact the School Nurse or Principal if your child has a staph infection. Bring a note from the Physician upon returning to school after having a staph infection stating when the child may return to school.

Are staph and MRSA treatable? Most staph and MRSA infections are treatable with antibiotics. If your healthcare provider prescribes an antibiotic, you must complete all the doses for it to be effective, even if the infection starts getting better. Do not share antibiotics with others. Sometimes the area may require draining. This should be done by your healthcare provider. Never drain the infected area at home.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment.

If your child has an epinephrine injection prescribed by a Physician for severe allergic reactions and you would like to leave one at the school, please contact the school nurse or principal and complete a medication permission form. A Physician's signature will be required also.

Due to students with food allergies, all things sent for birthdays or parties need to be prepackaged allowing the teacher to review the ingredients. **Homemade goods will not be permitted.**

Head Lice

Head lice, although not an illness or disease, is common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice and/or nits, the student's parent/guardian will be contacted to pick their child up from school.

Information will be given to the parent/guardian regarding treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug store or grocery store. After the student has undergone one treatment and combing with a nit comb, they may return to school if they are free of lice and nits. Upon returning to school, the child will be rechecked by the school nurse. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return. More information on head lice can also be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Notice will also be provided to parents of elementary school students in the affected classroom.

Psychotropic Drugs

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

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

Other Health-Related Matters

Vending Machines

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

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Steve Moody, Superintendent, the district's designated asbestos coordinator, at 592-4193.

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Superintendent Steve Moody the district's IPM coordinator, at 592-4193.

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

Jamie Shipp - jshipp@ipcisd.net (IPHS School Nurse)

IPHS- 592-2145 Fax: 592-2583

Kelly Fields – kfields@ipcisd.net (WFGMS Middle School)

W.F. George Middle School- 592-2196 Fax: 592-2801

Jenna Wineinger - jwineinger@ipcisd.net (Bradford Elementary School Nurse)

Bradford- 592-5841 Fax: 592-2059

Shawna Coggins-scoggins@ipcisd.net (Kidwell Elementary School Nurse)

Kidwell- 592-4322 Fax: 592-2487

Section V

Safety

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by placing a note in the reporting box provided on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

For the safety of our students, **ALL** visitors **MUST** report to the office and **MUST** receive permission from the principal before going elsewhere in the school.

Failure to do so will result in calling our school police officer and could result in Criminal Trespass charges. (TEC 37.107)

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office. All visitors must show a picture I.D., such as a driver's license or passport.

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

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

Animals are not permitted on the playground area or porch area before, during, or after school.

Lunch Visitors

Parents are welcome to visit for lunch. Please refer to page 34 in General Visitors to review policies regarding lunch guests.

Lunch/Recess

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

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Students should not use cell phones during any drills.

Fire Drill Bells

Repeating alarm –
Strobe lights

leave the building quickly and calmly listening for directions; halt; stand at attention; return to the classroom

2 bells- return to classroom

Reverse Evacuation

Two short whistles followed by
a long whistle – repeated

move quickly back into the building and to
assigned designated area

Tornado Drill Bells

1 continuous school bell

move quietly but quickly to the designated locations
return to the classroom

2 bells – return to classroom

Emergency Lockdown/Evacuation

Move as advised by safety coordinator:

The Bradford Elementary relocation site for evacuation will be:

Entex

Emergency Medical Treatment and Information

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that will help meet medical expenses in the event of injury to their child. Please see the office for information.

Emergency and School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

Parents may be notified by Skylert for emergency and school closings.

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

Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

Warning Signs of Sexual Abuse (All Grade Levels)

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Warning Signs of Sex Trafficking

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
 - Tattoos or branding;
 - Refillable gift cards;
 - Frequent runaway episodes;
 - Multiple phones or social media accounts;
 - Provocative pictures posted online or stored on the phone;
 - Unexplained injuries;
 - Isolation from family, friends, and community; and
 - Older boyfriends or girlfriends.

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

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

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

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

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County. Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor's Child Sex Trafficking Team
- Human Trafficking of School-aged Children

BULLYING

Bullying Is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that :

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by using the anonymous reporting box in the school building.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

[Also see School Safety Transfers on page 18, and policy FFI(LOCAL).]

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

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

Hazing

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

[Also see Bullying on page 68 and policies FFI and FNCC.]

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Discrimination, Harassment and Retaliation

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

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

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.

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.

Two types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if prove, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have

experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Reported Harassment

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

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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

Retaliation against a person who makes a good faith report of prohibited harassment 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.

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

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

Freedom From Discrimination

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:
Superintendent, Steve Moody, 328 E. Highway, Iowa Park, TX 76367
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
Superintendent, Steve Moody, 328 E. Highway, Iowa Park, TX 76367 All other concerns:
See the superintendent.
- Services for the Homeless and for Title I Participants
- Other designated staff you may need to contact include:
- Liaison for Homeless Children and Youths, who coordinates services for homeless students: school counselor
- Parent Involvement Coordinator, who works with parents of students participating in Title I programs: school counselor

Section VI

Student Conduct and Discipline

STUDENT CONDUCT

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

- Demonstrate courtesy—even when others do not.
- Be ready to work.
- Have all supplies needed each day.
- Keep hands, feet, books, and objects to yourself.
- No searing, teasing, rude gestures, or put downs.
- Follow the directions that are given.
- No talking in inappropriate times or blurting out.
- No interrupting others, especially during a lesson.
- It is important not to be rude or disrespectful to others.
- Have your completed homework each day.
- Inappropriate behavior in the restroom, cafeteria, or playground will not be tolerated.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator is:

Brandi Swenson
809 South Texowa
Iowa Park, Texas 76367
940-592-5841

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, prevents disruption, and minimizes safety hazards.

General Appearance and Grooming

1. Hair shall be clean and well groomed. Any unnatural hair coloring, hairstyle (mohawks, patterns/designs/lines shaved in the hair), ornamentation, or haircut that distracts other students will not be allowed.
2. Sunglasses are not to be worn on campus
3. No nose rings, belly button rings, gauges, or tongue rings will be allowed
4. Footwear shall be part of the 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, permanent or temporary, professional or amateur, are not allowed to be visible and must be covered at all times.

General Clothing

1. Clothing with obscene, offensive, containing distracting slogans or pictures, have derogatory or harassing messages, or that advertise alcoholic beverages or tobacco products or any other prohibited item will be permitted
2. Sleeveless shirts are permitted. Sleeves must be hemmed and not of the tank top or spaghetti-strap variety (no large arm holes). Cut-off/midriff shirts or net-type shirts are not permitted.
3. Armholes in shirts should be appropriately sized to the individual, showing no underwear or skin
4. Underwear type and tank type shirts are not acceptable as outer clothing
5. Pants must be no larger than two waist sizes above the normal for the student and the length of any pants must not compromise the safety of the student.
6. Mid-length or longer shorts and dress wear will be permitted. Split side shorts, unhemmed cut-offs, wind shorts, tear-away or bike pants as outerwear are not acceptable. It is recommended shorts be worn under dresses and skirts for PE classes.
7. Baggy pants and gang related clothing will not be allowed
8. No jackets are to be worn below the knee.
9. No skate type shoes. (Ex: Heelys)
10. No backpacks with wheels.
11. Clothing with holes and tears will not be permitted. Shreds in clothing should not reveal skin beneath shred or be in inappropriate areas. Inappropriate areas will be determined by the campus principal.
12. Shoes with cleats (mud catchers), shoes with metal taps or bells, high heel shoes shall not be worn. Flip-flops or backless sandals are allowed during hot months; however, appropriate shoes will be worn in PE year round. Shoes and clothing should be suitable for both playground and indoor wear.

Specific Rules for Boys

1. Hair must be neatly trimmed, kept out of the eyes, and not below the tshirt collar line.
2. No piercings...Earrings, nose rings, gauges, belly button rings, or tongue rings are not acceptable for boys. Boys may not have spacers or threads in the ear.

Specific Rules for Girls

1. See through blouses, low-cut (front or back) blouses, bare midriffs, halter tops, cutoffs, bike pants, and mini-skirts are not permitted.
2. Nose rings, gauges, belly button rings, and tongue rings are not acceptable.
3. Spaghetti strap dresses will not be allowed.

Special note:

Since dress and grooming styles change throughout the year and this dress code may not reflect those changes. The final decision regarding appropriate dress will be left to the discretion of the principal. Anything deemed to be a distraction to the educational environment will not be permitted. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Dress Code Infractions

Students will be allowed to call home for appropriate clothing. If dress code infractions continue, the student may be disciplined and a meeting with the student's parents will be scheduled.

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—as well as on district vehicles, and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

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

- During the regular school day and while a student is going to and from school on District transportation
- During lunch periods in which a student is allowed to leave campus
- Within 300 feet of school property
- While a student is in attendance at any school-related activity, regardless of time or location
- For any school-related misconduct, regardless of time or location.

This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest is responsible for the conduct of the guests

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

- When retaliation against a school employee or volunteer occurs or is threatened, regardless of the time or location
- When a student commits a felony, as described by Texas Education Code 37.006
- When criminal mischief is committed on or off school property or at a school-related event

For information regarding Searches of student lockers and vehicles brought onto school property,

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to District property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disruption of classes or other school activities while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

TARDIES

Parents of students, with excessive tardies, will be contacted by the school resource officer.

Closed Campus

After arriving at school, students are not allowed to leave the campus without permission from the office.

Conduct Before and After School

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

School bags

Backpacks with wheels are not permitted.

Social Events

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

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

Buses and Other School Vehicles

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

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Be seated while the vehicle is moving.
- Not possess or use any form of tobacco or e-cigarettes on any district vehicle.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- When students ride in a District van, suburban, or passenger car, seat belts must be fastened at all times.
- Follow all other rules established by the operator of the vehicle.

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

1st removal = 5 days

2nd removal = 10 days

3rd removal = 30 days

4th removal = permanent removal

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

Fighting

Fighting is defined as physical conflict between two or more individuals. A fight has occurred if a student who is attacked strikes back. To avoid penalty, a student who is under attack should seek to detach him or herself from the situation and get school personnel or adult help. If a

student retaliates, both students are deemed to have been fighting and will have consequences according to policy and upon investigation.

Vandalism

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

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

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

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

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

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

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

Sexual Harassment/ Sexual Abuse

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

The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify the parents of any incident of sexual

harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete the investigation.

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

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

Searches

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

Students' Desks and Lockers

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

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

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

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

Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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

Trained Dogs

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

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

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

Video Cameras

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or a board, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak direction with the principal for further information or to request the installation and operation of this equipment.

Unauthorized Persons

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

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

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

Students Taken Into Custody

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.
- [For further information, see policies FL(LEGAL) and GRA(LEGAL).]

Discipline Procedures

Office Referrals

The District’s Student Code of Conduct lists several offenses and specifies possible consequences by level of offense. A numerical value (demerits) will be placed on each level of offense. Violations of the Student Code of Conduct and or classroom/school rules will result in an investigation being conducted and due process for the student. (See the student Code of Contact for more information) The student has the right and expectation to state his/her side of the story. In most instances, BOTH the numerical value of a particular offense and the combined total of demerits that a student has accumulated throughout the school year will determine a student’s disciplinary consequence. Upon completing the investigation the administrator will determine the appropriate disciplinary consequence according to the following guidelines. The principal makes the final determination of the level of offense. This is a guideline only.

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

Accumulated Demerits

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

Accumulated Demerits	Minimum Consequence
15	3 days ISS
30	5 days ISS
40	Six Weeks AEP
50	Eighteen Weeks AEP
60	Recommendation of Expulsion/Permanent AEP

Examples of offenses

Level 1 offenses include but are not limited to:

1. Class disruptions
2. Failure to complete an assignment
3. Horseplay
4. Bus violation
5. Excess of folder marks for one day

Level 2 offenses are a repeat of Level 1 – Demerits will be doubled.

Level 3 offenses include but are not limited to:

1. Bus violations
2. Profanity or profane gestures
3. Name calling- Teasing- Bullying
4. Malicious behavior
5. Severe disrespect to staff member, adult, bus driver, or any other person
6. Minor vandalism

Level 4 offenses include but are not limited to:

1. Fighting
2. Repeat of Level 3 violations
3. Truancy issues
4. Bringing or possessing a prohibited weapon (not illegal). This may include matches and legal pocket knives.
5. Stealing under \$50.
6. Vandalism

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

Lunch Detention

- a. Students in lunch detention or ISS may bring a lunch or purchase a sack lunch (sandwich, white milk, side or vegetables, and fruit) from the cafeteria. **No hot lunches will be provided.** NO SOFT DRINKS are permitted. Milk, juice, and water are only permitted. Any form of candy, cookies, or cake is not permitted in detention. Chips and crackers are acceptable. White milk will be provided.

- b. Students are required complete work in detention. If a student is not successful in detention, an extra day of detention will be assigned to the student.
- c. Talking is not allowed in lunch detention.
- d. Lunch detention may be assigned for tardies or failure to complete assignments as well as other discipline matters.

Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the District’s policy manual. **If you do not wish for your child to receive Corporal Punishment, a written statement of that fact must be on file in the office of the Principal.**

In School Suspension or Out of School Suspension

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

Field Trips

The principal reserves the right to remove any student from field trip opportunities for discipline infractions. There are certain field trips we have at Bradford that require students to meet certain requirements.

Section VII

Glossary

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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

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

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

CPS stands for Child Protective Services.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

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

ESSA is the federal Every Student Succeeds Act passed December 2015.

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

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

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

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

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

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

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

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

STAAR Alternate 2 is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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

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

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

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