

Slaton High School

Student Handbook with Grading Procedures

2009 - 2010

105 N. 20th Street
Slaton, Texas 79364
806-828-5833

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Slaton High School Mission Statement

It is the mission statement of Slaton High School to maintain instructional focus on academic goals, objectives, and the priorities that support academic achievement for all students. It is the goal and purpose to provide an atmosphere in which teaching and learning are emphasized and rewarded. It is our belief that all students can master the basic skills and become positive contributors to society.

Slaton Independent School District Mission Statement

The mission of the Slaton Independent School District is to graduate responsible citizens with a world-class education able to compete globally by providing a variety of quality learning experiences through integrating the agricultural, industrial, historical, and unique diversity of our community.

NOTICE OF NONDISCRIMINATION

Slaton Independent School District 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; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

The following have been designated to coordinate compliance with these legal requirements: Mr. James V. Taliaferro, Superintendent of Schools, at 140 East Panhandle, Slaton, TX 79364, (806) 828-6591.

NOTICES TO PARENTS

Statement of Nondiscrimination

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: James V. Taliaferro at 828-6591.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Shari Singleton at 828-6591
- All other concerns regarding discrimination: See the superintendent James V. Taliaferro at 828-6591.

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the Director of Maintenance Office. If you have any questions, please contact Clinton Daniels at 828-6591.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Clinton Daniels at 828-6591.

Additional Notices

Other important notices in the Student Handbook cover the following topics:

- Student participation in a survey, analysis, or evaluation;
- Opting out of surveys and data collection activities;
- Requesting the professional qualifications of teachers and staff;
- Requesting a transfer of your child to a safe public school;
- Assistance to students who have learning difficulties;
- Student records;
- Bacterial meningitis;
- Career and technology programs;
- Homeless students; and
- School lunch programs.

Please take some time to review these notices and other important information contained in the Student Handbook.

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PREFACE

To Students and Parents:

Welcome to school year 2009–2010! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

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

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

Please be aware that the term “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 should become familiar with the Slaton ISD *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 as a separate document available in the principal’s office and posted online at www.slatonisd.net.

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

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

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

Also, please complete and return to your child’s campus the following required forms included in this handbook or provided in the forms packet accompanying this handbook:

1. Parental Acknowledgment Form;
2. Student Directory Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Learning Forms; and

[See **Obtaining Information and Protecting Student Rights and Directory Information** for more information.]

Please note that references to 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 school office or online at www.slatonisd.net.

SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

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

STATEMENT OF NONDISCRIMINATION

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: James V. Taliaferro at 828-6591.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Shari Singleton at 828-5691.
- All other concerns regarding discrimination: See the superintendent, James V. Taliaferro at 828-6591.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**.]

- 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 828-5833 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policies at GKG and contact the principal.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the principal.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

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

Displaying a Student’s Artwork and Projects

As a parent, you have a right to provide consent before the district can display your child’s artwork, special projects, photographs taken by your child, and the like on the district’s Web site, in printed material, by video, or by any other method of mass communication.

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

Inspecting Surveys

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

Accessing Student Records

You may review your child’s student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

[See **Student Records.**]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity;
or
- When it relates to media coverage of the school.

Removing a Student Temporarily from the Classroom

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

Excusing a Student from 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 participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Moment of Silence** and policy EC(LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

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

Requesting Notices of Certain Student Misconduct

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 your child’s misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO(LEGAL) and the *Student Code of Conduct*.]

Requesting Transfers for Your Child

As a parent, you have a right:

- To request the transfer of your child to another classroom if your child has been determined by the campus administrator to have been a victim of bullying as the term is defined by Education Code 25.0341.
- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDD(LOCAL).]
- To request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policies FDD(LEGAL) and (LOCAL).]

Requesting Classroom Assignment for 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).]

OTHER IMPORTANT INFORMATION FOR PARENTS

Parents of Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see **Special Programs** and contact the counselor or principal.

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

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

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is: Gloria Moore at 806-828-6595.

Opciones y requisitos para proporcionar ayuda a los estudiantes que tienen dificultades en el aprendizaje o que necesitan o pueden necesitar educación especial

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

El padre o la madre tiene derecho a pedir una evaluación para los servicios de educación especial en cualquier momento. El distrito debe decidir si la evaluación es necesaria dentro de un período razonable de tiempo. Si la evaluación es necesaria, el padre o la madre será notificado/a y se le pedirá que presente un consentimiento informado por

escrito para la evaluación. El distrito debe completar la evaluación y el informe dentro de los 60 días calendario a partir de la fecha en que el distrito recibió el consentimiento por escrito. El distrito debe entregar una copia del informe al padre o la madre.

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

La persona designada para ser contactada acerca de las opciones que tiene un niño que experimenta dificultades de aprendizaje o una remisión para una evaluación para los servicios de educación especial es Gloria Moore 828-6595.

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Ernestine Perez and may be contacted at 828-5805.

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court, control of the records go 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.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or

academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.

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

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

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

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 the 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 request or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 140 East Panhandle Avenue.

The address of the principals' office is 105 North 20th Street.

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** and **Student or Parent Complaints and Concerns** on for an overview of the process.]

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

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

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

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

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: athletics, band, choir, drama, ROTC, and UIL. FL(LOCAL)].

For these specific school-sponsored purposes, the district would like to use your child's name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; date of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. This information will not be released to the public without the consent of the parent or eligible student, except as described above at Directory Information.

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 wishes to use this information for the school-sponsored purposes listed above.

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

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

the district to provide this information to military recruiters or institutions of higher education.

Bacterial Meningitis

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

- What is meningitis?

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

- What are the symptoms?

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

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

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

- 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes).

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?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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

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

You should seek prompt medical attention.

- Where can you get more information?

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

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child have a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the principal at 828-5833.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester, however, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA]

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.

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

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

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

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

Attendance for Credit

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

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

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

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

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

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

Parent's Note After An Absence

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted this will be considered a forgery and the student will be disciplined, unless the student is 18 or older. Phone calls from the parent on the day of the absence or the day after the absence will be accepted, but no later than the day following the illness.

If work is made up or completed as required by the attendance committee, the District will accept the following as extenuating circumstances for the purpose of granting credit for a class:

- Board-approved extracurricular activity or public performance, subject to established limitations. FDD (Legal)
- Required screening, diagnosis, and treatment for Medicaid-eligible students (up to one day at a time)
- Juvenile court proceeding documented by a probation officer.
- Absence required by state or local welfare authorities.
- Temporary absence resulting from any cause acceptable to the Principal, or Superintendent, including personal illness, illness or death in the immediate family.
- Approved college visitation for seniors only

Doctor's Note After An Absence for Illness

Upon return to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. [See FEC(LOCAL).]

Absent Removal Forms

Absence removal forms are available for students who are temporarily absent due to a documented appointment with a health care professional, under the following conditions:

- The student commences (begins) classes or returns to school **on the same day of the appointment.**
- Upon returning to school, the student must give documentation from the health care professional to the Attendance Clerk. The student should pick up an *Absence Removal Form* at this time.
- Each teacher, indicating that all class work/homework has been completed, must sign the Absence Removal Form.
- The form must be returned within 3 days. Example: A student absent on Monday must have the form signed and returned before the end of the day on Thursday.

If the attendance committee finds that there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. If a petition for credit is denied, the student or parent may appeal the decision to the District's Board of Trustees by completing a written request to the Superintendent.

- A student absent for any reason is encouraged to make up specific assignments missed and/or to completed additional in-depth study assigned by the teacher to meet subject or course requirements.
- A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school-related activities on that day or evening unless in attendance one half of the school day.
- A student absence from school or from any class without permission, including required tutorials, will be considered truant and subject to disciplinary action.
- A student who must leave school during the day should bring a note from his or her parent that morning or have the parent call a school official. A student must sign in/out in the front office before being allowed to leave the building. Failure to do so, even with appropriate passes will result in disciplinary measures.
- A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Parent Request Absence

Students may have a maximum of 4 parent request absences per school year, which do not count against a student's exemption for semester test. The following procedure must be followed:

- Submit request form for parent request absences 24 hours in advance to the building principal.
- Attendance clerk must verify if student has days available.
- Attendance clerk must verify parent request by calling parents/guardians.
- Make necessary arrangements for completion of class work that will be missed in advance.
- Work must be turned in when student returns to school. Students have 3 days to turn in work on all excused absences.
- For parent request to be excused, absence must be school affiliated.
- For family emergency situations, the decision for approval will be determined by the building principal.

Parent Request Absence Forms may be picked up from the attendance clerk.

Driver License Attendance Verification

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

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see policies at EIF.]

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who is tardy or who engages in inappropriate conduct during an assembly will be subject to disciplinary action.

AWARDS AND HONORS

[See **Academic Counseling**.]

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe that it creates an intimidating, threatening or abusive educational environment.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL).]

CAREER AND TECHNOLOGY PROGRAMS

The district offers career and technology programs in Family and Consumer Sciences, Agricultural Courses, Cooperative Education Courses, Health Science Technology Education Courses, Business and Technology Courses, Personal Service Systems and the Automotive Technology Course.

Slaton ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

Calculation of GPA

Courses taken for high school credit prior to entering the 9th grade shall also be included in the calculation of the GPA, only if full credit was received. Courses not included in calculating G.P.A. include: Athletics, Physical Education, or any courses, which count for local credit.

Weighted and Pre-AP courses receive five extra grade points each semester for the purpose of calculating GPA and class rank. These courses include all Pre-AP, Spanish III, Spanish IV, Pre-Calculus, Chemistry, Physics and Anatomy and Physiology.

Advanced Placement and Dual Credit Courses receive 10 extra grade points per semester for the purpose of calculating G.P.A. and class rank. Further weighted courses may be added, as the need is determined.

Honor Graduates and Class Rank

A student earns the status of honor graduate by having maintained a 90 average throughout grades 9-12. The top ten percent of the class, except for the valedictorian and salutatorian, shall be based on GPA regardless of graduation plan. In order to be ranked as an honor graduate, a student must be enrolled a minimum of one semester prior to graduation. Honor graduates are announced at the end of the 5th six weeks of the senior year.

Criteria for Determining Valedictorian and Salutatorian

The top two honor graduates, the valedictorian and salutatorian are announced during graduation ceremonies. Their final averages are not determined until the end of the senior year, including the last six weeks and final exams.

To be eligible to be named valedictorian or salutatorian, students

- Must be enrolled during their senior year in at least five courses per semester from which the grade point average is calculated.
- Must have completed the distinguished or recommended transcript plan for graduation.
- Must have been enrolled in Slaton High School for their last four semesters.

Graduation Requirements

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level examination. Students must have completed all graduation requirements and have passed the TAKS examination or have completed all requirements of the Individual Education Plan as prescribed by the ARD, before being allowed to participate in graduation exercises. A certificate of completion will be awarded to students who have completed all course requirements but have failed to master the TAKS exit test.

A detailed description of graduation requirements can be found in the publication Course Offerings and Graduation Requirements. This publication is distributed to all students by the counselor's office and is available to any interested adult by calling the main office of the High School (828-5833) or on the district's Website at www.slatonisd.net.

Credits required to earn promotion from:

9 th to 10 th	6 credits
10 th to 11 th	12 credits

11th to 12th 18 credits

Graduation 2009 > 26 credits

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

- Completes the Recommended or Advanced / Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

Students and parents should contact the counselor or principal for further information about how to apply and the deadline for application.

[For further information, see policies at EIC.]

Honor Roll

The criteria for honor roll are as follows:

All A's Honor Roll: students receiving all A's in their classes. (For honor roll purposes, an 85 or above in Pre-AP and weighted courses shall count as an A and 80 and above in AP courses shall count as an A.)

A - B Honor Roll: students receiving a combination of A's and B's in their classes. (For honor roll purposes, a 75 through 84 in Pre-AP, a 70 through 79 in AP and weighted courses shall count as a B)

CLASS SCHEDULES

Adding and Dropping a Course

Guidelines to add or drop a course during the first 10 days of each semester:

Students may add and/or drop courses by completing all steps listed below:

- Completing the required form.
- Having the form signed by teachers involved in the change.
- Having parents sign the form to indicate consent.
- Turning in the form to the counselor's office during the allotted time.

All requests for schedule changes must be in accordance with the following guidelines:

- The change is needed because the student failed a course and must repeat that course.
- The change is needed as a result of credit earned as a result of summer school course work, credit by exam, and/or correspondence courses.
- The change is required by the student's graduation plan.

- The change is in the best interest of the student based on the judgment of the principal, counselor, or teacher.
- The request does not cause the student to lose eligibility under the full time student requirement.

Grading Guidelines

- No grade will be given for courses dropped during the first 10 days of the semester.
- Students adding courses during this time will be expected to make up all work missed prior to entering the class.

Guidelines to add or drop a course after the first 10 days of the semester:

Through the last day of the first six weeks' grading period of the semester:

- All requests to drop a course after the first 10 days of the semester will require a conference with the teacher, parent, counselor, and administrator.
- The request must fall under the guidelines stated above in this document.
- The student will be placed in a study hall for the remainder of the semester. No credit will be awarded for the course dropped or for the study hall.
- The grade at the time of withdrawal from the course will be recorded with no credit awarded.

In addition to the above specifications, the following guidelines (which are in accordance with UIL policies) will also be in effect:

- A student may not drop a class in which he/she has a failing average later than the end of the fourth week of the first six-weeks of the school year without its being considered a failing grade for eligibility purposes.
- Students who drop a class with a failing grade after the first six-weeks of the semester come under the following guidelines.
- Dropping a class with a grade lower than 70 at the end of a grading period (the end of each six weeks) causes the student to lose eligibility until seven (7) calendar days after the end of the three school week evaluation period.
- Dropping a class with a grade lower than 70 during a three school-week evaluation period causes the student to lose eligibility for the next evaluation period.
- No student-initiated requests for dropping a course will be honored after the first six weeks of each semester.

Concurrent English Courses

Concurrent English Courses will be allowed starting in the 2008-2009 school year. If a student failed to pass an English course during the past school year they will be allowed to take the failed English course again plus the English course that is require for the current grade level.

COLLEGE COURSES/ DUAL CREDIT COURSES/ DISTANCE LEARNING

Through an agreement with South Plains College, Slaton High School students will be given an opportunity to earn both high school and college credit through the Dual Credit Courses Program. Unlike Tech Prep Courses these Dual Credit courses can be transferred to most colleges and universities, as they become part of the student's college transcript. Students should check with perspective institutions to verify acceptance of Dual Credit. For more information concerning Tech Prep and Dual Credit, students may talk with the course instructors or with the school counselor.

Courses offered by Slaton High School faculty include:

Business Computer Information Systems II
Analytical Geometry (concurrent credit)
Precalculus
College Algebra (concurrent credit)

Courses offered by SPC through Interactive Television are broadcast at predetermined times; therefore, availability and course selection depend on the compatibility of the broadcast schedule and the SHS bell schedule. The following courses are typically offered:

English IV
U.S. Government
Economics of the Free Enterprise System
U.S. History
Speech
Psychology
Sociology
Spanish IV

Students may take Dual Credit through the Independent Study Internet course only under special circumstances when:

- a scheduling conflict prohibits enrollment in the ITV course
- a scheduling conflict prohibits enrollment in the course offered by SHS faculty
- the course is offered only as an internet course

For more information refer to the SHS Course Offering Guide and Graduation Requirements handout or contact the school's counselor.

COMPLAINTS AND CONCERNS

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 principal's or superintendent's office or on the district's Website www.slatonisd.net.

In general, the student or parent should submit a written complaint and request a conference with 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.

COMPUTER ACCESS

Acceptable Use/Code of Conduct

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as the Internet. Prior to such authorization, the student and the student's parent must sign and return the District Student Agreement Form acknowledging their responsibilities and the consequences of their violation.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers either their own or another person's; or using the network in a way that would disrupt use by others. Further information can be obtained from the computer Internet access code, which will be distributed to all high school students and is available through the High School office.

Internet Policy

In order for a student to have access to the Internet the student's parents or guardians, along with the student, must sign the Slaton ISD Internet policies and guidelines document. This form is found in the back of the Student Code of Conduct.

COMPUTER RESOURCES

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

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

CHEATING / PLAGIARISM

ACADEMIC DISHONESTY

Copying another person's work, such as homework, class work, or a test, is a form of cheating. Plagiarism, which is the use as one's own of another person's original ideas or writing without giving credit to the true author, will also be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe that a student has engaged in cheating or other academic dishonesty will assess the academic penalty to be imposed. Students found to have engaged in academic dishonesty may be subject to disciplinary penalties as provided for by the Student Code of Conduct.

CONDUCT

Applicability of School Rules

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

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

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.

Disruptions

As identified by law, disruptions include the following:

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

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

Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess telecommunications devices, including mobile telephones; however, these devices must not be in use, visible, or audible on school property during the school day. The campus principal shall define the school day. The use of mobile telephones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.

A student who uses a telecommunications device during the school day shall have the device confiscated. The telecommunications device shall be returned to the student or to the student's parents at the end of the school day after payment of a \$15 fee per offense. If the fee is not paid, the device will be held by the appropriate office for 5 calendar days per offense. Persistent noncompliance with this policy shall result in the telecommunications device being returned at the end of the semester.

[See policy FNCE.]

Any disciplinary action will be in accordance with the *Student Code of Conduct*. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

Other Electronic Devices

Students are not permitted to possess such items as radios, CD players, MP3 players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the *Student Code of Conduct*. The district will not be responsible for any damaged, lost, or stolen electronic device.

Social Events

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

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

Fighting

If a student is found to be involved in a fight the school will:

- Notify police
- Call/Notify parent
- Suspend that student for the rest of the day.
- Student may be assigned to the Extended Day Detention (E.D.D.) program or ISS/AEP depending on severity and repeated offense.

Hazing

Hazing is defined as “any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate. Students who participate in hazing will be disciplined accordingly and possibly referred to the appropriate law enforcement agency. Hazing is a Class C Misdemeanor and is punishable with a fine and possible jail time. See also FCCN (Legal)

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. These diseases include: Chickenpox, Conjunctivitis (pinkeye), Diphtheria, Hepatitis (Viral and/or Type A), Influenza, Measles, German Measles, Meningitis (Bacterial and/or Viral), Mumps, Polio, Salmonellosis, Shigellosis, Streptococcal sore throat, Tuberculosis, Pediculosis (head lice), Pulmonary and Whooping Cough.

The school nurse or the principal’s office can provide information from the Department of State Health Services regarding these diseases.

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation.

[For further information, see policies at EEJC.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8 through 11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and vocational opportunities.

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should set up an appointment.

Psychological Exams, Tests, or Treatment

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

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher, counselor, principal, or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, correspondence courses, or independent study supervised by a teacher.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities.

[For further information, see the counselor and policy EEJA.]

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

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The dates on which exams are scheduled during the 2009–2010 school year include / or as needed:

Contact counselor or principal for dates

A student will earn credit with a passing score of at least 90 on the exam.

If a student plans to take an exam, the student (or parent) must register with the principal or counselor no later than 30 days prior to the scheduled testing date. The district will honor a request by a parent to administer a test on a date other than the published dates. [For further information, see policy EEJB.]

No fee shall be charged for an examination for acceleration provided by the District. If a parent or student request an alternate examination, the District may administer a test purchased by the parent or student from a State Board approved university

DATING VIOLENCE, DISCRIMINATION, HARRASSMENT, AND RETALIATION

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

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

Dating Violence

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

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

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity;

creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's Website www.slatonisd.net

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

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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

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

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply

with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

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

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

DISCRIMINATION

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

DISTANCE LEARNING

See **College Courses/Dual Credit Courses/Distance Learning.**

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

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

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

Nonschool Materials...from students

Students must obtain prior approval from the campus administrator 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 nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

The principal has designated the high school front office as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials...from others

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

Prior review will not be required for:

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

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

DRESS AND GROOMING

The Slaton Public Schools recognizes that parents are basically responsible for their students' dress and general appearance. We believe that careful grooming and appropriate dress are important factors in developing a wholesome personality and in meeting the day-to-day challenge of life. We further believe that a student's behavior is influenced by his/her dress and grooming.

The student and parent may determine the student's personal dress and grooming standards, provided the dress and grooming:

- Shall not lead school officials to believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities.
- Shall not create a health or safety hazard to the student or others.
- Shall not conflict with the guidelines below:
- Clothing and accessories with vulgar, obscene, indecent or derogatory slogans and/or pictures are prohibited.
- Dress shall not be identifiable with known or suspected gang related dress or grooming, whether or not the student has a relationship with a gang or gangs. Apparel or accessories that separate individual students from the general student body into a smaller group and as such denotes gang-related associations are prohibited (including but not limited to sagging and bandannas) is prohibited.

- Clothing and accessories advertising or promoting weapons, violence, drugs, alcohol, or tobacco products are prohibited.
- Students shall not wear pants that sag. Pants that are more than one size larger than a student's waist and hang below the waistline of their undergarments are considered to be sagging. Pajama bottoms are prohibited. Oversize shorts will be prohibited. All consequences will be determined by the campus administrator.
- Oversized clothing shall be prohibited. All consequences will be determined by the campus administrator.
- Students are not permitted to wear full-length coats.
- Hats, caps, or forehead bands are not to be worn inside the building and may be confiscated for the school year.
- Footwear shall be a part of the attire. House shoes and skate shoes are prohibited.
- Tank tops or muscle shirts are not acceptable clothing for boys or girls. Sleeveless garments are permitted if the width covers the undergarment and is at least 3 inches at the top of the shoulder.
- See through, off the shoulders, or low cut clothing, as well as bare midriff clothing and cutoffs are prohibited. Undergarments shall not be exposed at any time. No inappropriate low-cut attire will be allowed
- Strapless garments without a covering jacket or top are prohibited during the school day.
- The hem of a dress or skirt will be no shorter than six inches from the bottom of the knee. Measurement will be obtained by having the student bend one knee and rest it on a chair. A ruler will then be placed on the chair alongside the leg to ascertain the six-inch mark. Tights, leotards or body suits may not be worn as a justification for shorter dress or skirt lengths or worn as a standalone clothing item. Length of skirt or dress shall be adequate to ensure dignified seating.
- The length of shorts shall be no shorter than six inches from the bottom of the knee. Measurement will be obtained in the same manner as above.
- Shirrtails longer than the prescribed length shall be tucked in. Maximum length measurement will be obtained by the student extending their arms to the side and curling the fingers inward.
- Holes, rips, and or tears that are considered inappropriate will not be permitted in student's clothing.
- Modern hairstyles that do not impair vision or reflect cult or gang culture are permitted. Boy's hair shall not extend below the collar of their shirt, and not be as long as to be in the eyes or to be below the earlobe.
- Male students shall be clean-shaven. Mustaches, which do not extend below the corners of the mouth, are permitted. Sideburns shall be trimmed and extend no lower than the ear.
- Sunglasses are not permitted to be worn inside the buildings except for those specifically prescribed for a light sensitive condition by medical authority.

- Contacts, such as the Wild Eyes, (e.g., white-out, cat eyes, zoom etc.), which alter the student's natural eyes, shall not be permitted.
- Nose studs and body piercing shall be prohibited. Male students may not wear earrings on campus or while representing the school at school related functions.
- Visible tattoos shall be covered.
- Dog collars and chains are prohibited.

Judgments as to what is neat, clean, modest or immodest, appropriate or inappropriate or gang related are always open to question. The building administration is hereby authorized to make those judgments, being as fair, impartial and consistent as humanly possible. The decision of the building administration in these matters is final.

Coaches, sponsors, or other persons in charge of an extracurricular activity may, with the approval of the administration, regulate the dress and grooming of the students participating in that activity.

Consequences For Dress Code Violations

Offenders will be counseled about the dress code and receive an afternoon school detention. Students may change into gym type clothing provided by the school until appropriate clothing is brought to the school. Students will return to class immediately after changing into school clothes. If a student refuses to comply with the code, the action will result in a disciplinary action being taken.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language - may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities

and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

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

Slaton ISD maintains a closed campus for student clubs and organizations; therefore clubs or organizations that serve no academic purpose will not be allowed access to building facilities. The principal must approve all clubs and organizations associated with Slaton High School.

Specific purposes, goals, and eligibility/dismissal requirements are contained in the organizations' charters and are on file with the appropriate sponsors and the principal's office. Students interested in academic skill organizations should contact the counselor or principal for the names of the sponsors. Some organizations available are listed below (not totally inclusive):

Health Occupations Students of America, Cheerleaders and Mascot, Key Club, National Honor Society, FFA, Student Council, FCCLA, Tiger Battalion, Fellowship of Christian Athletes, Spanish Club and Skills USA.

Offices and Elections

Campus clubs and organizations elect officers based on individual policy and procedures. For further information contact club or organization sponsor.

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for some courses including Cosmetology and Art.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.

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 counselor. [For further information, see policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the building principal.

All fundraising activities must be placed on the school activity calendar, two weeks apart and each organization is allowed one fundraising event with no more than one fundraising activity at each campus at a given time.

[For further information, see policies at FJ and GE.]

GIFTED/TALENTED PROGRAM

The Slaton ISD Gifted and Talented Program consist of a pullout program in Pre-AP, AP, dual credit, and distance learning in grades 9-12. Program activities focus on developing higher order thinking and problem-solving skills through interdisciplinary lessons or units. Policies and procedures are available to all district employees, community members and parents on-line at www.slatonisd.net or they may be obtained from Shari Singleton or Margaret Parks Conner.

GRADE CLASSIFICATION

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

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

GRADING GUIDELINES

In grades 9– 12, achievement is reported to parents as:

Report Cards / Progress Reports And Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 3 weeks. We also offer an online gradebook, which allows parents to access their child's grade average. To access the GradeSpeed Parent Connection at the following website <http://gradespeed.slatonisd.net/pc>.

At the end of the first three weeks of a grading period parents will be mailed a progress report of their child's performance in all courses. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested and strongly encouraged to schedule a conference or phone conversation with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal and 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 progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and progress reports must be signed by the parent and should be returned to the school within 7 days.

General Guidelines On Grading Late Papers

It is imperative that students are encouraged at all times to do their best work in all situations. Students live up to teacher expectations. Quality of work shall be considered when grades are assigned. Special Education and 504 modifications must be provided by all regular education teachers as designated by the appropriate committee.

Informal notes and personal conferences between the teacher(s) and parents are necessary to help both parties understand the student's development and progress. At times it may be necessary for a campus administrator to participate in these conferences. It is imperative that parents be contacted as soon as possible after it becomes apparent that a student is not progressing as expected.

When there is a designated homework assignment, the teacher will evaluate the assignment in a timely manner, give credit for the completed assignment, and record the grade as appropriate.

When a secondary student's assignments are not turned in when due, he or she could be assigned to tutorials/detention with that teacher. If a situation regarding a student

submitting late papers indicates that there are extenuating circumstances, the principal, teacher, parent and student may meet to make a decision regarding the assignment. Late work will be accepted, not to exceed 3 days.

All grading of student work needs to be under the direct supervision of the teacher.

Determination Of Student Grades For Six-Week And Semester Reports

The following guidelines pertain to high school classes in SISD.

- Each teacher responsible for assigning a grade on a student report card is to state in writing the components of that grade plan and the relative weight given to each component.
- The campus principal is to approve the grading plan of each teacher and may require changes in that scale as a condition of approval.
- When approved, the grading plan is to be strictly observed.
- When the teacher's grading plan has been approved by the principal, the teacher is to explain the plan to his/her students. A copy of the plan is to be sent home with each student.
- In the determination of the six-weeks' grades, the following criteria are established:
 - No less than 50% of the six-week's grade is to be derived from the student's daily work. Daily work may include, but is not limited to, homework assignments, class exercises, and recitation, reports and daily tests. There are to be no fewer than 10 grades per grading period of which half need to be awarded in the first three weeks.
 - Individual teachers will give a six-week benchmark test. All tests must be "TEKS" based and a copy will be turned in weekly to the building principal.
 - Chapter tests, unit tests, weekly tests, reports, projects, etc., combined are to account for not more than one-half of the six-week grade and with no single grade accounting for more than 25% of the class.
 - Tests shall be constructed / designed so that all levels of cognitive skills are tested.
 - The lowest six-week grade that may be recorded on report cards, grade sheets, permanent records, transcripts, etc., is 50.
 - A semester test grade will be recorded as the actual test score.
 - A semester test is required for high school subjects. The semester test is to be comprehensive and is to account for 1/7 of the semester grade. The semester grade will be determined by taking each six-weeks' grade two times and the final test grade one time, adding together and dividing by 7.
 - If a semester test is not involved, the semester grade is the sum of the three six-weeks' grades divided by three.

- At the high school level, students may be exempt from semester tests. Exemptions from semester tests shall be determined by the following procedure: Students with no more than two absences per class and an average of 80 or above shall be exempt from taking the semester test in that class. Students who are exempt from semester exams will be required to be in attendance for roll call 3rd period/or 10:00 a.m. They will then be dismissed. This is necessary to keep the average daily attendance percentage at the state recommended level. Students who master the spring administration of the TAKS test or the alternative forms of the test as designated in their Individual Education Program, shall be exempt from their final exams in all courses for the spring semester. In the case in which students are failing a course, he/she would be required to take the final exam. Students will still be required to meet attendance guidelines concerning exemptions.
- All teachers and administrators shall remember that there are many ways other than written tests/assessments to evaluate students for grades.
- Teachers' grading plans shall be modified for individual special education students as determined by the ARD committee.
- For High School Advanced Placement classes, tests will be weighted at 75% and homework/daily work will be weighted at 25%. High school Pre-AP classes will be weighted at 50% for tests and 50% for daily work and homework
- For the purpose of calculating grade point averages (GPA) and class rank at the high school, an additional ten (10) points per semester will be included for all AP and Dual Credit, and 5 points for Pre-AP and weighted courses (Precalculus, Physics, Chemistry, Spanish III and Anatomy and Physiology).

Jr. High Courses That Count Toward High School GPA

Beginning with 8th graders in the 2000-2001 school year, students who take Algebra I will have that grade included in the calculation of their high school GPA. Beginning with 6th graders in 2000-2001 school year, students who take Spanish and/or Algebra I any time during their 6th, 7th, or 8th grade years will have those grades included in the calculation of their high school GPA.

Beginning in 2008-2009 a student must receive 1 full credit in Algebra I or Spanish I to include this course on the transcript and calculations of their high school GPA.

Algebra I taken at the Pre AP level will be weighted 5 points per semester .

Transfer students with any courses given, as high school credit at the state level, which reflects on the student's transcript, will be calculated in the high school GPA.

Awarding Credit

Credit for an individual semester shall be earned by a student who earns a passing grade for one semester, but whos combined grade for the two semesters is lower than 70. In this circumstance, the student shall be required to retake only the semester in which the failing grade was earned.

Mastery Of Texas Essential Knowledge And Skills

Mastery shall be determined as follows:

- Course assignments and unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of skills necessary for success at the next level shall be validated by assessments that may either be incorporated into units, six week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. EIE (LOCAL)

Reteaching The TEKS

Re-test will be graded as normal but no grade will be recorded higher than an 80.

State-Mandated Tests

See TAKS.

Other Standardized Testing: College Requirements

See SAT, ACT, AND OTHER STANDARDIZED TEST.

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully complete the required number of credits and pass a statewide exit-level exam.

The exit-level test, required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History, World History, and World Geography. A student who does not pass the exit-level assessment will have additional opportunities to take the test.

Graduation Programs

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

Students who entered the ninth grade during the 2005–2006 school year must meet the following credit requirements for graduation:

- | | |
|--|------------|
| • Minimum Program | 26 credits |
| • Recommended Program | 26 credits |
| • Advanced/Distinguished Achievement Program | 26 credits |

Students who entered the ninth grade during the 2006–2007 school year must meet the following credit requirements for graduation:

- Minimum Program 26 credits
- Recommended Program 26 credits
- Advanced/Distinguished Achievement Program 26 credits

Beginning with the 2007–2008 school year, a student entering the ninth grade must meet the following credit requirements for graduation:

- Minimum Program 26 credits
- Recommended Program 26 credits
- Advanced/Distinguished Achievement Program 26 credits

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

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

Students with Disabilities

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

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

[See FMH(LEGAL).]

Graduation Activities

Graduation activities will include:

- Baccalaureate Service
- Graduation Practice
- Project Celebration

Graduation Speakers

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

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking rolls at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the Valedictorian, Salutatorian and a honor graduate who was selected by the senior class may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see STUDENT SPEAKERS.]

[See FNA(LOCAL).]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees**.]

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

HARASSMENT

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

HEALTH-RELATED MATTERS

School Health Advisory Council

During the preceding school year, regularly scheduled meetings were held with the district's School Health Advisory Council. Additional information regarding the district's School Health Advisory Council is available from the Shari Singleton. [See also policies at BDF and EHAA.]

Physical Fitness Assessment

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

Vending Machines

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

Other Health-Related Matters

Tobacco Prohibited

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

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Director of Maintenance Office. If you have any questions, please contact Clinton Daniels at 828-6591.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Clinton Daniels at 828-6591.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Margaret Parks Conner, at Central Office.

HOMWORK

Homework Guidelines

Homework assignments that are purposeful are part of the normal expectations for students beginning in the intermediate grades. The amount of time spent on homework, the quality of assignments, and justifiable homework depends on several factors. These factors include, but are not limited to, the nature of the assignment, the amount of work assigned, the amount of work completed in class and the rate at which a student works. Failure to turn in homework could result in after school/in school tutorial/detention. Students taking Advanced Placement courses can expect to spend additional time on homework.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P. O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

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

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the

interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

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

Students Taken Into Custody

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

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

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

The principal will 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 arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policy GRA(LEGAL).]

MAKEUP WORK

Routine and In-depth Makeup Work Assignments

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

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

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

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. 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.

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

Psychotropic Drugs

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

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

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma.**]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Students desiring to participate in the UIL athletic program shall submit a statement from a physician licensed to practice in the state indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required.

PLEDGES OF ALLEGIANCE AND A MOMENT OF SILENCE

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

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

PRAYER

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

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

In grades 9 - 11, promotion is based on [refer to your EIE(LOCAL) and include promotion standards for the respective grade levels here].

GRADE 9 Grade-level advancement for students in grade 9 shall be earned by course credits. In addition, a student must pass state assessments in English/language arts and mathematics, along with local assessments in science and social studies. [See EI]

GRADE 10 Grade-level advancement for students in grade 10 shall be earned by course credits. In accordance with the implementation standard below, a student must pass state and local assessments in English/language arts, mathematics, science, and social studies. [See EI]

Beginning with the 2006-07 school year, students in grade 10 must pass state assessments in ELA and mathematics and local assessments in science and social studies to qualify for credit without consideration by the District-mandated GPC and provision of a District-mandated accelerated instruction plan. [See EI]

Beginning with the 2007-08 school year, students in grade 10 must pass state assessments in ELA, mathematics, and social studies to qualify for credit without consideration by the District-mandated GPC and provision of a District-mandated accelerated instruction plan. [See EI]

Beginning with the 2008-09 school year, students in grade 10 must pass state assessments in ELA, mathematics, science, and social studies to qualify for credit without consideration by the District-mandated GPC and provision of a District-mandated accelerated instruction plan. [See EI]

GRADES 11-12 Grade-level advancement for students in grades 11-12 shall be earned by course credits. [See EI]

**STUDENTS
WITH
DISABILITIES**

Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

**LIMITED
ENGLISH
PROFICIENCY
STUDENTS**

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments. [See EHBE]

[refer to your EIE(LOCAL) and include promotion standards for the respective grade levels].

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the Texas Assessment of Knowledge and Skills (TAKS), if the student is enrolled in a public Texas school on any day between January 1 and April 15 and is a Texas resident during the week that the TAKS is administered the first time.

- Beginning with the 2007–2008 school year, in order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

Parents of a student in grade 3, 5, or 8 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. Such students will have two additional opportunities to take the test. 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. 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 policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth

school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy EIF(LEGAL).]

RELEASE OF STUDENTS FROM SCHOOL

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

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

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

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

See **Grading Guidelines**.

RETALIATION

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

SAFETY

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

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

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHOOL FACILITIES

Use By Students Before and After School

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

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria
- Library

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

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

Conduct Before and After School

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

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a student planner/agenda to be outside the classroom for any purpose. Students in the hall without their student planner/agenda will be given a tardy and/or sent back to class. Student access to the hallway will be limited to emergency situations.

Cafeteria Services

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the high school office to apply. Meals may be purchased at the time of service. A snack bar

is provided under the same cafeteria guidelines. Closed campus lunch is required for Freshmen and Sophomores.

Cafeteria Rules:

- Observe the Code of Conduct.
- Do not cut in line or save places in line.
- Place trash and other items in designated containers.
- Pick up or clean up anything that you drop or spill.
- Take no food or drinks out of the cafeteria.
- Talk softly and do not yell.

Failure to comply with these rules will result in disciplinary measures.

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(LEGAL).]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

Hours

The library is open each school day from 8:00 am to 4:00 pm. Before school, during, and after school hours provide maximum opportunity for student library use.

Circulation Procedures:

Books

All books may be checked out for two-week loan period. The date stamped on the date due slip is the date by which the book should be returned. Students returning books late will be fined 5 cents per book/per day, excluding weekends and school holidays. Books may be renewed provided that there is not a demand for that particular title or subject matter. Students with overdue books or outstanding fines must clear their record before borrowing additional materials.

Reference Books

Reference books are for in-library use only. A copy machine is available for student use, in the office at a cost of 10 cents per page. Designated older encyclopedia sets may be borrowed for the regular two-week loan period.

Periodicals

Current issues of magazines are on display in the rack and are circulating. Older issues of magazines may be borrowed for a two-week period and are subject to the same overdue fines as books. If you need pictures for projects, see the librarian. Extra magazines are available, and you are welcome to use them.

**Please make every effort to return library material on time!*

Lost or Damaged Materials

Lost materials or those damaged beyond reasonable wear must be paid for at the purchase price. If this information is not available, a mutually agreed upon cost will be charged. Students have the option of purchasing another copy of the material, in the same format (e.g., hardcover book, periodical, paperback book).

Library Computers

The library has computers for student use. Programs such as Readers Guide Abstracts, Encarta, and the Internet* are available for student use. Please sign the computer log before beginning to work. Computer games are not allowed in the library. Students must also follow the guidelines for computer use posted in the library.

*Internet use agreement form must be on file.

General Location of Materials

Our library is arranged according to the Dewey Decimal System of Classification (nonfiction). If you are unfamiliar with the system, ask the librarian for a handout to help you.

Library Behavior

Students using the library are expected to be engaged in individual study, homework, or recreational reading. The library is not a place for group discussions or socializing. Students who insist upon talking may receive detentions, loss of library privileges, or a visit to the office (disciplinary procedures as outlined in the Student Code of Conduct will be followed). Food and drink of any kind are not permitted in the library.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-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.

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. Personal locks will not be permitted. Lockers are to be kept clean and neat at all times. Graffiti and non-school related posters and stickers are not

allowed on the lockers. Students that fail to maintain their locker in an appropriate manner will forfeit its use.

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Students will be held responsible for any prohibited objects and substances, such as alcohol, drugs, and weapons that are found in their cars and will be subject to disciplinary action by the District as well as referral for criminal prosecution. Searches of vehicles may be conducted at any time there is reasonable cause to do so, with or without the presence of the student. [See also the *Student Code of Conduct*.]

Driving Rules

- Five (5) MPH speed limit.
- Observe one way entrance/exit requirements
- Do not sit or allow passengers to sit on pickup truck side rails or tailgates, nor on the hood or trunk lid of other vehicles in motion.
- Vehicle drivers must have a valid driver's license.

Parking Restrictions

Student parking is permitted in designated areas on campus. Students may park in the South Parking Lot or in the Horseshoe Parking Lot in the front of the building.

- Do not park in the faculty or visitor parking areas.
- Do not park on the west side of school.
- Do not park behind the Ag Dept. (north of the High School). Student cars parked there inhibit public mail delivery.
- Do not park along curb on north side of building.

Parking Permit

Parking on campus is by permit only. A registration sticker will be required. Students driving a vehicle to school should take the following information to the administrative office: driver's license, tag number, vehicle make, model, and color. The parking sticker should be displayed in the lower driver's side front windshield.

Students that park illegally or those that do not have a parking sticker are subject to having their vehicle towed at their own expense. Students that violate the driving rules will have their parking privilege revoked without warning.

Trained Dogs

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

Metal Detectors

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

Drug-Testing

[For further information, see policy FNF(LOCAL). Also, see **Steroids**.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, 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 counselor or principal.

STEROIDS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at

http://www.uil.utexas.edu/athletics/health/steroid_information.html.

STUDENT SPEAKERS

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

SUMMER SCHOOL

Refer to EIE (Local)

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated tests (such as TAKS: the Texas Assessment of Knowledge and Skills) in the following subjects:

- Mathematics, annually in grades 3–11
- Reading, annually in grades 3–9
- Writing, including spelling and grammar, in grades 4 and 7
- English language arts in grades 10 and 11
- Social studies in grades 8, 10, and 11
- Science in grades 5, 8, 10, and 11
- Any other subject and grade required by federal law

[See policy EKB(LEGAL).]

TARDINESS

A student who is tardy to class will be assigned a detention. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the *Student Code of Conduct*.

Tardy Policy

- Any student that is not in designated classroom and/or seated and ready to begin instruction at the time the tardy bell rings will be considered tardy to that class.
- Any student who leaves the classroom during a designated class period will be considered tardy unless of an emergency or if called for by school officials.
- A trip to the nurse's office during class time will be considered a tardy unless excused by the nurse or sent to the nurse's office by teacher due to illness. School administration, office personnel or counselors will write passes for students to gain entry into classes after the tardy bell. Teachers will not allow students into (or back into) their classes without an appropriate pass from one of these sources.

If a student is tardy the following procedure will be implemented:

- 1st tardy and all additional tardies will result in an after school detention.
- An appeal process effective for the 2009-2010 school year will allow for a parent/guardian to set up a conference with appropriate administrator to discuss the tardy situation/circumstance. After review, discussion, and supported documentation, the tardy may be dismissed.

Any major discipline offense in direct correlation with the local School Code of Conduct will result in a long term A.E.P. placement. This placement will follow the Student Code of Conduct or left to administrative discretion.

TRUANCY

An absence for one or more periods without prior permission of parent is a Class C misdemeanor. A parent, guardian, or custodian's failure to attend a hearing under truancy statutes is also punishable by law. Discipline action will be taken and parents notified of all truanancies.

TUTORIALS/DETENTIONS

A student must attend tutorial sessions as required by the District. Failure to attend a required tutorial will result in consequences the same as for failure to attend class. Educators have an obligation to see that students do their work and shall not accept lack of effort on the part of the students. The teacher must counsel students, who fail to turn in work. When a secondary student's assignments are not turned in when due, he or she will be assigned to tutorials with that teacher. If a situation regarding a student submitting late papers indicates that there are extenuating circumstances, the principal, teacher, parent and student may meet to make a decision regarding the assignment.

TEXTBOOKS

State-approved textbooks are provided to students free of charge for each subject or class. 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.

TRANSFERS

[See **Parental Rights and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education** for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

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 alternated pickup or drop-off location, you may contact Rick Tiffin, Director of Transportation at 806-828-6591.

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

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

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

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

Disciplinary sanctions and changes in transportation for a student with a disability will be made in accordance with the student's Individual Education Plan (IEP) or other individually designed program.

VANDALISM

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

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

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 and sign in to receive a visitors pass.

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.

Visitors Participating in Special Programs for Students

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL

A student under 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 principal's office.

On the student's last day, the registrar will complete all necessary paper work including current grade averages, book and library clearance; health records; last report card and principal's signature. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

GLOSSARY

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

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

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

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

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

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

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

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

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

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

Personal Graduation Plan (PGP) 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.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.

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

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

TAKS is short for the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 3–11.

TAKS-Accommodated is a state mandated assessment based on the same grade-level academic achievement standards of TAKS available to certain students who receive special education services who need specific accommodations, as determined by the student and his or her ARD committee.

TAKS-Alternate is an alternate state mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student and his or her ARD committee.

TAKS-Modified is an alternate state mandated assessment based on modified achievement standards and is administered to eligible students receiving special education services, as determined by the student and his or her ARD committee.

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.

Authorization for Field Trips

School field trips are recognized as an important education procedure in which pupils are taken to places outside the school grounds. I, parent of _____ (student's name); give my permission for my child to participate in school-sponsored field trips.

✓ Parent signature _____ Date _____

Authorization for Directory Information and Parent's Release of Student Information

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Slaton ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of child's first day of instruction for this school year. **For school-sponsored purposes as identified in FL(LOCAL) and For all other purposes**, Slaton ISD has designated the following information as directory information: Student's name, Address, Telephone listing, E-mail address, Photograph, Date and place of birth, Major field of study, Degrees, honors, and awards received, Dates of attendance, Grade level, Most recent school previously attended, Participation in officially recognized activities and sports, Weight and height, if a member of an athletic team, and Enrollment status

I, parent of _____ (student's name), (do give) (do not give) the district permission to use the information in the above list for the **specified school-sponsored purposes**.

✓ Parent signature _____ Date _____

I, parent of _____ (student's name), (do give) (do not give) the district permission to release the information in this list in response to a request **unrelated to school-sponsored purposes**.

✓ Parent signature _____ Date _____

Parent's Response Regarding Release of Student Information to Military Recruiters and Institutions of Higher Education

(Secondary Schools Only)

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent.

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student's name), request that the district not release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

✓ Parent signature _____ Date _____

Please sign and date each section (8) on the front and back page and return it to the student's school.

APPENDIX II:

Texas Education Agency Texas Public School Student/Staff Ethnicity and Race Data Questionnaire

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students and staff. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's or staff member's ethnicity and race. *United States Federal Register (71 FR 44866)*

Part 1. Ethnicity: Is the person Hispanic/Latino? (Choose only one)

- Hispanic/Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Not Hispanic/Latino**

Part 2. Race: What is the person's race? (Choose one or more)

- American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American** - A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Student Name (please print)

(Parent/Guardian) Signature

Student Identification Number

Date

Texas Education Agency – March 2009

2009-2010

Please sign and date and return this form to the student's school.

Agencia de Educación de Texas Cuestionario de Información de Datos Raciales y de Etnicidad de Estudiantes/Miembros de Personal de las Escuelas Públicas de Texas

El Departamento de Educación de Estados Unidos (USDE) requiere que todas las instituciones estatales y locales de educación, recopilen datos sobre etnicidad y raza de los estudiantes y de miembros de personal. Esta información es utilizada para los reportes estatales y federales así como para reportar a la Oficina de Derechos Civiles (OCR) y a la Comisión de Igualdad en el Empleo (EEOC).

Al personal del distrito escolar y los padres o representante legal de estudiantes que deseen matricularse en la escuela, se le requiere proporcionar esta información. Si usted rehúsa proporcionarla, es importante que sepa que el USDE requiere que los distritos escolares usen la observación para identificación como último recurso para obtener estos datos utilizados para reportes federales.

Favor de contestar ambas partes de las siguientes preguntas sobre la etnicidad y raza del estudiante así como del miembro de personal. Registro Federal de Estados Unidos (71 FR 44866).

Parte 1. Etnicidad: ¿Es la persona Hispana/Latina? (Escoja solo una respuesta)

- Hispano/Latino** – Una persona de origen cubano, mexicano, puertorriqueño, centro o sudamericano o de otra cultura u origen español, sin importar la raza.
- No Hispano/Latino**

Parte 2. Raza. ¿Cuál es la raza de la persona? (Escoja uno o más de uno)

- Indio Americano o Nativo de Alaska** – Una persona con orígenes o de personas originarias de Norte y Sudamérica (incluyendo América Central), y que mantiene lazos o apego comunitario con una afiliación de alguna tribu.
- Asiático** – Una persona con orígenes o de personas originarias del Lejano Este, Sureste de Asia o el subcontinente indio, incluyendo, por ejemplo a Cambodia, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- Negro o Africano-Americano** – Una persona con orígenes de cualquier grupo racial negro de África.
- Nativo de Hawai u otras islas del pacífico** – Una persona con orígenes o de personas originarias de Hawai, Guam, Samoa u otras Islas del Pacífico.
- Blanco** – Una persona con orígenes de personas originarias de Europa, el Medio Este o el Norte de África.

Nombre del Estudiante (por favor use letra de imprenta)

Firma (Padre/Representante legal)

Número de Identificación del Estudiante

Fecha

Firme por favor con la fecha y vuelva esta forma a la escuela del estudiante