

Wallace High School

Believe*Achieve*Succeed



Student Handbook

2018-2019

PREFACE

Welcome Students and Parents!

Welcome to school year **2018-2019**. We are looking forward to a very successful year. Students, parents, and Wallace High School staff members will be an integral part of this success.

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

Section I—IMPORTANT INFORMATION FOR PARENTS – This is the information that parents will need in order to assist their student and respond to school related issues.

Section II—CURRICULUM-RELATED INFORMATION – This section will provide information to students and their parents about **minimum requirement diploma**, class rank, and extracurricular and other activities; and

Section III—GENERAL INFORMATION AND REQUIREMENTS – This section describes school operations and requirements such as safety procedures, the dress code, and fees that may be charged.

- Each section has a Quick Reference component to serve as a guide for day-to-day questions that may arise.
- Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.
- Both students and parents must be familiar with the Colorado ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document may be found online at the districts website (www.ccity.esc14.net) and posted in the front offices of Wallace High School.
- 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 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 student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.
- We strongly recommend that parents review the entire handbook with their student and keep it as a reference during this school year. If you or your student has questions about any of the material in this handbook, please contact a teacher, the counselor, or the Principal. Also, please complete and return the parental acknowledgment and consent/opt-out forms so that we have a record of your choices. [See **Obtaining Information and Protecting Student Rights** on p. 9.]
- Please note that references to alphabetical policy codes are included so that parents can refer to current District policy. A copy of the District’s policy manual is available in the school office on online at www.ccity.esc14.net.

SECTION I

IMPORTANT INFORMATION FOR PARENTS

This section of the Wallace High School Student Handbook includes information on topics of particular interest to you as a parent.

QUICK REFERENCE:

Where to look when you need information about...

- Parental involvement
- Grading guidelines
- Report card/progress reports and conferences
- State-mandated assessment testing
- Other standardized testing: College Requirements
- Medicine at school
- Psychotropic drugs
- Student records
- Student or parent complaints and concerns
- Release of students from school

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your student to put a high priority on education and working with your student on a daily basis to make the most of the educational opportunities the school provides. Ensure that your student completes all homework assignments and special projects. Be sure your student comes to school each day prepared, rested, and ready to learn.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or Principal, please call the school office at 352-728-2392 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, contact the Principal, Steven Reese]
- Participating in parent organizations. Parent organizations include: Campus-level Advisory Team and campus volunteers.

- Offering to serve as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the Principal, Mr. Reese.
- Offering to serve on the School Health Advisory Council, assisting the District in ensuring local community values are reflected in health education instruction. [See policies BDF and EHAA and **School Health Advisory Council** on p. 14.]
- Attending Board meetings to learn more about District operations. [See policies BE and BED for more information.]

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice and “opt” your student out of participating 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 non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. See policies EF and FFAA.

Display of your child’s artwork, projects, and other special work products:

- As a parent, if you choose that your child’s artwork, special projects, photographs and the like not be displayed to the community on the District’s Web site, in printed material, by video, or any other method of communication, you must notify the Principal in writing.

As a parent, you also have a right:

- To request information regarding the professional qualifications of your child’s teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject

areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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 student.

- To review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum and to examine tests which have been administered to your student
- To inspect a survey created by a third party before the survey is administered or distributed to your student
- To review your student's records when needed. These records include:
 - Attendance records
 - Test scores
 - Grades
 - Disciplinary records
 - Counseling records
 - Psychological records
 - Applications for admission
 - Health and immunization information
 - Other medical records
 - Teacher and counselor evaluations
 - Reports of behavioral patterns
 - State assessment instruments that have been administered to your student

[See **Student Records** on p. 11.]

- To grant or deny any written request from the District to make a videotape or voice recording of your student. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
 - When it is to be used for school safety
 - When it relates to classroom instruction or a co-curricular or extracurricular activity
 - When it relates to media coverage of the school
- To remove your student temporarily from the classroom, if an instructional activity in which your student 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 student must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
- To request that your student 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 student to be excused from participation in the required moment of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on p. 52 and policy EC.]
- To request that your student 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 student be excused, (2) the District determines that your student has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK]

- To request in writing, if you are a non-custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policies FL (LEGAL) and (LOCAL), FO (LEGAL) and the Student Code of Conduct.
- To request a transfer of your student to another classroom or campus if your student has been verified by the Principal or Superintendent to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the Superintendent for information.
- To request a transfer of your student to attend a safe public school in the District if your student attends school at a campus identified by TEA as persistently dangerous or if your student was a victim of a violent criminal offense while in school or on school grounds. See policy FDD (LOCAL).

GRADING GUIDELINES

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

- Numerical grades
- Report cards are passed out on Fridays at the end of 9 weeks
- Progress reports at the 5 week period for all students enrolled at Wallace High School
- Progress reports may be issued more frequently as needed, or at parent request.

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 nine weeks.
- At the end of the five weeks of a grading period, parents will be given a written progress report if their student's performance in all courses. [See, **Working Together**, on p. 8 for how to schedule a conference.]
- Teachers follow grading guidelines approved by the Principal that have been designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. [See policy EIA.]
- Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the Principal in accordance with FNG (LOCAL).
- The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.
- Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 5 days.

STATE-MANDATED ASSESSMENT TESTS

Students at certain grade levels will take state assessment tests (STAAR). Success on these tests are prerequisites for graduation. Currently, the required assessments are:

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

[See policy EKB.]

OTHER STANDARDIZED TESTING: COLLEGE REQUIREMENTS

Most 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; entrance 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 an assessment test, such as the Texas Higher Education Assessment [THEA] test.)

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:

- Authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication provided by the parent, along with a written request, and in the original, properly labeled container.
 - 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 provided by the parent along with a written request, and in the original, properly labeled container.
 - Herbal or dietary supplements provided by the parent 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 who has written authorization from his or her parent and physician or other licensed health-care provider may be permitted to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or Principal if the student has been prescribed asthma medication for use during the school day.

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.

STEROIDS

Parents and students should be aware that 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.

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

PSYCHOTROPIC DRUGS

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 will not 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.

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

[For further information, see policies at FFAC.]

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

The law specifies that certain general information about Colorado ISD students is considered "directory information" and will be released to anyone who follows procedures for requesting it.

Release of any or all directory information regarding a student 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 the student's first day of this school year or on another date established by the district. [See the acknowledgment form attached to this handbook.]

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 parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes 18 or is emancipated by a court, control of the records goes to the student. However, the parents may continue to have access to the records if the student is a dependent for tax purposes.
- District staff members who have what federal law defines as a "legitimate educational interest" in a student's records. Such persons would include school officials (such as Board members, the Superintendent, Principals, and Program Directors), school staff members (such as teachers, counselors, and diagnosticians), or an agent of the District (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

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 District must 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 student's information without prior written consent.

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the Superintendent's office is 543 East 11th Street, Colorado City, TX, 79512.

The address of the Principal's offices is:

312 E. 12th Street, Colorado City, TX, 79512.

A parent (or the student if he or she is 18 or older or is attending an institution of postsecondary education) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor 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 defined by policy FNG. [See **Report Cards/Progress Reports and Conferences** and **Student or Parent Complaints and Concerns** for an overview of the process.]

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 District's policy regarding student records is available from the Principal's or Superintendent's office.

The parent's or eligible student's right of access to and copies of a student records do not extend to all records. Materials that are not considered educational records—such as teachers' 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.

STUDENT OR PARENT COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed simply—by a phone call or a conference with the teacher. 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 online at www.ccity.esc14.net.

In general, the student or parent should first discuss the complaint with the Principal. If unresolved, a written complaint and 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.

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. A student who becomes ill during the school day should, with the teacher's permission, report to the school office. The main office staff will decide whether or not the student should be sent home and will notify the student's parent.

A student will not be released from school at times other than at the end of the school day except with permission from the Principal or designee and according to the campus sign-out procedures. Unless the Principal or designee has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

Late Arrival to School

A student who arrives late to class should be marked tardy. Repeated instances of tardiness should be referred to the office and will result in more severe disciplinary action. [See **Attendance for Credit.**]

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. A withdrawal form may be obtained by the parent from the Principal's office.

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

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

SECTION II

CURRICULUM-RELATED INFORMATION

This section of the handbook contains pertinent requirements for academics and activities. Much of this information will also be of interest to your parents and should be reviewed with them—especially if you are entering 9th grade or are a transfer student. The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships.

QUICK REFERENCE:

Where to look when you need help with...

- **Academic Records**
- **Awards and honors**
- **Class rankings**
- **State scholarships and grants**
- **Class schedules**
- **Computer resources**
- **Correspondence courses**
- **Counseling: academic**
- **Counseling: personal**
- **Credit by exam**
- **Distance Learning**
- **Dual credit courses/college courses**
- **Career and technology programs**
- **Extracurricular activities/clubs/organizations**
- **Grade classification**
- **Promotion and retention**
- **Graduation**
- **Homework**
- **Special programs**
- **Textbooks**

ACADEMIC PROGRAMS

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

The school counselor provides students and their parents information regarding academic programs to prepare for higher education and career choices. Effective in school year 2005–2006, ninth graders will be required to enroll in the Recommended High School Program or Distinguished Achievement Program.

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

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

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

AWARDS AND HONORS

Local scholarships will be applied for by completing an application provided by the counselor's office.

CLASS RANKINGS/TOP TEN PERCENT/ HIGHEST RANKING STUDENT

Wallace High School does not recognize class ranking/top ten percent/ highest ranking.

***Online classes do not count factor into class rank and GPA.**

***GPA will be calculated for transcript documentation purposes only.**

Wallace Accelerated High School Daily Schedule.

Computer Lab with hybrid approach using supplemental live instruction based on prescriptive student needs.

Breakfast 7:45 -8:10

Classes will begin at 8:10 and end at 3:15

Changes within the first 5 days of classes must be based on academic reasons and be approved by the counselor and/or Principal. Each student is charged with the responsibility to study the graduation requirements and to assist the counselor in reaching the student's individual objectives.

If a student is in a class for which he/she has not passed the prerequisite, he/she should change this class at once. The student is responsible for requesting that this change be made. The administration and counselor try to check this in advance, but because of the large number of students, all errors in scheduling cannot be eliminated.

All requests for schedule changes will begin in the counselor's office. A procedure for schedule changes will be announced during the first few days of each semester. To obtain consideration for a change, the announced procedure must be followed.

COMPUTER RESOURCES

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a

teacher's supervision and for approved purposes only. Students and their 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 may be monitored by District staff.

[For additional information, see policy CQ.]

CORRESPONDENCE COURSES

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

Students in grades 11-12 may earn a maximum of 2 units of credit by correspondence. These credits may be applied toward state or local graduation requirements. Written proof of completion must be received prior to May 1 to be used for graduation. All students must have prior approval by the Principal or counselor to enroll in a correspondence course for high school credit.

[For further information, see policy EEJC.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or Principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 8 through 12 will be provided information on anticipated course offerings for the next year and other information that will help to make the most of academic and vocational opportunities.

To plan for the future, including attendance at a college, university, or training school, or pursuit of some other type of advanced education, students should work closely with the counselor in order to take the high school courses that best prepare them. The counselor can also provide information about entrance exams and deadlines for application, 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 make an appointment with the counselor's office or call the school.

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless 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 received prior instruction in 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 the course or subject. To receive credit, a student must score at least 70 on the exam. In other instances, the District administration will determine whether any opportunity for credit by exam will be offered.

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 current school year include:

Date Scheduled

TBA in Fall -- dates available in the main office

February, April & June

The passing score required to earn credit on an exam is 80.

If a student plans to take an exam, the student (or parent) must register with the Principal 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. The parent will be responsible for paying an appropriate fee to the District or for purchasing the test from a university approved by the State Board of Education. [For further information, see policy EEJB.]

DUAL CREDIT COURSES / COLLEGE COURSES

Classes are offered in cooperation with Colorado High School and local colleges.

TECHNOLOGY PROGRAMS

The District offers career and technology programs in auto mechanics, business, family and consumer science, science, and agricultural science. Admission to these programs is based on prerequisites, local and state requirements, space, and student needs.

Colorado 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.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

All extracurricular participation will be done as allowed by each student's home district.

Participation in school and 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 as well as rules of the University Interscholastic League (UIL)—a statewide association overseeing interschool 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 a class identified as honors or advanced by either the State Board of Education or by the local Board of Trustees—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.

- A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

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

[For further information, **contact home district for additional information.**]

GRADE CLASSIFICATION

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

<u>Credits Earned</u>	<u>Classification</u>
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

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 addition, at certain grade levels a student—with limited exceptions—will be required to pass required standardized tests 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 tests are administered the first time.

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.

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014–15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014/15 biennium must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Also see **Standardized Testing** for more information.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who enter grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

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

Also see **Standardized Testing** for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014/15 biennium the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014/15 biennium also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

All students who were enrolled in high school prior to the 2014/15 biennium must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program.

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/ Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	3	4	4
Social Studies, including Economics	4	4	4
Physical Education*	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3
Fine Arts	1	1	1
Electives**	6.5 credits	5.5 credits	4.5 credits
Miscellaneous			Completion of 4 Advanced Measures***
TOTAL	22 credits	26 credits	26 credits

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

** State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

*** A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.

3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who enters grade 9 in the 2014–15 biennium and thereafter will graduate under a new program called the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy; in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

Course Area	Number of credits for Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies, including Economics	3	3
Physical Education**	1	1
Language other than English***	2	2
Fine Arts	1	1
Electives	5	7
Miscellaneous		Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and diploma and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

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

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students Under the Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

A student may amend his or her personal graduation plan after this initial confirmation. The school will send written notice of any such amendment made by the student to the student's parent. OR

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

Available Course Options for all Graduation Programs

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

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

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her IEP.

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 policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for

graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessment currently allowed by the state. [See **Standardized Testing** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules.

HOMEWORK

Homework is assigned at the discretion of the teacher of a course. The student is expected to complete the assignment(s) in the time required by the teacher.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, and 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 Principal, Steven Reese.

TEXTBOOKS

State-approved textbooks are provided 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, a student will be provided textbooks for use at school during the school day.

Extracurricular Activities

Any students who wish to participate in extracurricular activities will be allowed to participate in any extracurricular activity at Colorado High School. Necessary arrangements must be made ahead of time in order for proper scheduling. Additional paperwork will need to be obtained outlining UIL rules and regulations from the coach or sponsor of the sport or event.

SECTION III GENERAL INFORMATION AND REQUIREMENTS

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions such as student welfare; health and safety issues; fees; the school's expectations for student conduct (other than Student Code of Conduct requirements); use of facilities, such as the cafeteria, library, and transportation services; and emergency closings. For additional information or questions you may have, please see the Principal.

QUICK REFERENCE:

Where to look when you need information about...

- **Attendance**
- **Driver License Attendance Verification**
- **Makeup work**
- **Communicable diseases/Conditions**
- **Health-related matters**
- **Freedom from Discrimination**
- **Conduct**
- **Disruptions**
- **Law enforcement agencies**
- **Distribution of published materials or documents**
- **Dress and grooming**
- **Student fees**
- **Fund-raising**
- **Immunization**
- **Physical examinations/health screenings**
- **Pledges of allegiance and a minute of silence**
- **Prayer**
- **Safety**
- **Emergency school-closings information**
- **School facilities**
- **Searches**
- **Transportation**
- **Videotaping of students**
- **Visitors to the school**

ATTENDANCE

Regular school attendance is essential for the 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. Each is discussed in the following sections:

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student’s enrollment. The student’s presence on school property thereafter is then unauthorized and may be considered trespass.

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

A school-aged student’s deliberately not attending school may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate 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.

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 fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

A student who attends at least 75 percent but fewer than 90 percent of the days of the class if offered may receive credit for the class if he or she completes a plan approved by the Principal. If a student is involved in a criminal or juvenile court proceeding, the approval of the presiding judge will be required. If a student does not attend 75 percent of the days a class is offered, then he or she may be referred to the attendance committee.

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 health-care appointments will be considered days of attendance for this purpose. [See policy FEB.]
- A transfer or migrant student incurs absences only after his or her enrollment 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 consensus about a student's absences, the committee will attempt to ensure that its decision 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 District's Board of Trustees by filing a written request with the Superintendent in accordance with policy FNG.

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

When a student must be absent from school, **the parent (if possible) must contact the school by phone as soon as possible.** Upon returning to school the student must bring a note, signed by the parent that describes the reason for the absence.

Students and parents should present doctor's notes when ever applicable.

A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

Driver License Attendance Verification

To obtain a driver license, a student between the ages of 16 and 18 must annually 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.

MAKEUP WORK

Routine and In-depth Makeup Work Assignments

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

*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.]

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.

DAEP or In-school Suspension Makeup Work

A student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete coursework needed to fulfill the student's high school graduation requirements

before the beginning of the next school year. The District may provide the opportunity to complete the coursework through any method available, including a correspondence course, distance learning, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA.]

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

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

COMMUNICABLE 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 student has a communicable or 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.

The school nurse or the Principal's office can provide information from the Texas Department of Health regarding these diseases.

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 Texas Department of Health office to ask about 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>.

HEALTH-RELATED MATTERS

Physical Activity for Students in Elementary Grades

The District will make available for public inspection a statement of the policy adopted to ensure that students in elementary grades engage in at least 30 minutes of physical activity per day or 135 minutes per week, along with other information. For information regarding the District's requirements and programs regarding elementary student physical activity requirements, please see the Principal.

School Health Advisory Council

Information regarding the District's School Health Advisory Council, including the number of meetings scheduled or held during the year, and information regarding vending machines in District facilities and student access to the machines is available from the Principal. [See also policies BDF and EHAA.]

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 or at school-sponsored or school-related activities. [See the Student Code of Conduct and policy GKA.]

Asbestos Management Plan

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the Superintendent's office. If you have any questions, please contact the Superintendent.

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 student's school assignment area may contact the office at 325-728-3424.

FREEDOM FROM DISCRIMINATION

The District believes that all students learn best in an environment free from harassment and that their welfare is best served when they can work free from discrimination. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop 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, religion, color, national origin, gender, sex, age, or disability. [See policy FFH] Prohibited 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; or substantially interferes with the student's academic performance. A copy of the District's policy is available in the Principal's office and in the Superintendent's office.

Examples of prohibited discrimination may include, but are not limited to, derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; bullying, threatening or intimidating conduct; name-calling or slurs, taunting, teasing (even when presented as "jokes"), or rumors; aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or aggressive conduct such as theft or damage to property. Examples of prohibited sexual harassment may include touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

Any student (or the student's parent) who believes that he or she has experienced prohibited harassment should immediately report the problem to a teacher, counselor, Principal, or other District employee.

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 will be promptly investigated. The District will notify the parents of any student alleged to have experienced prohibited harassment by an adult associated with the District, or by another student, when the allegations, if proven, would constitute "sexual harassment" or "other prohibited harassment" as defined by District policy.

If the District's investigation indicates that prohibited harassment occurred, appropriate disciplinary or corrective action will be taken to address the harassment. The District may take disciplinary action even if the conduct that is the subject of the complaint did not rise to the level of harassment prohibited by law or policy.

Retaliation against a person who makes a good faith report of prohibited harassment is prohibited. However, a person who makes a false claim or offers false statements or refuses to cooperate with a District investigation may be subject to appropriate discipline.

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

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

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Reggie Spencer, 925-728-3721.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability contact the Principal, Steven Reese at 325-728-2392
- All other concerns: Contact the Superintendent, Reggie Spencer at 325-728-3721.

Services for the Homeless and for Title I Participants

Other designated staff members you may need to contact include:

- Liaison for Homeless Children and Youths, who coordinates services for homeless students: Anita Reyna or Bunny Nelson.

Services for 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 p. 43 and contact the Principal, Steven Reese, at 325-728-2392.

CONDUCT

Applicability of School Rules

As required by law, the District has established 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 the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

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

Detention

Lunch detention will be used when possible in order to keep students engaged in relevant instruction.

Social Events

School rules apply to school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the 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.

Disruptions

As identified by law, disruptions include the following:

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

MP3, IPODS, Cell Phones, and Other Electronic Devices and Games

Students are not permitted to use such items such as telecommunications devices with text messaging, pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, IPODS, MP3 Players or electronic devices or games at school, unless prior permission has been obtained from the Principal or the classroom teacher in charge. **CELL PHONES ARE NOT AUTHORIZED ON WALLACE CAMPUS OR ON THE BUS TO AND FROM CAMPUS.**

Any disciplinary action will be in accordance with the Student Code of Conduct. For certain items, such as cell phones and pagers, in which a third party retains a legal right of ownership, the school reserves the right to charge for releasing the pager to the third party.

[See policy FNCE.]

Bullying or Taunting Behaviors

Students must not participate, either individually or in a group, in bullying or taunting behaviors toward another student. Such behaviors may include repeated teasing or ridicule, name-calling, threats, theft, gossip and rumors, or physical intimidation of any kind. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

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

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

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

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

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the Principal or superintendent. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The student or a parent may appeal the decision of the Principal regarding the outcome of the investigation in accordance with policy FNG (LOCAL). See also policy FNCL.

Sexual Harassment / Sexual Abuse

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

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

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the Principal or designee or with the Title IX coordinator, Jim White, superintendent.

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

GANG RELATED ITEMS

Students must not possess, generate or wear any “gang related” items while at school.

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 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 identifies what the Principal considers to be a valid objection.
- The Principal ordinarily will be present unless the interviewer identifies what the Principal considers to be a valid objection.
- The Principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officers if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe 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 identifies 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 custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also required by state law to notify:

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

[For further information, see policy GRA.]

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

Wallace High School – Developed Yearly

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

Non-school Materials ... from students

Unless a student obtains specific prior approval from the Principal, 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 may not be posted, sold, circulated, or distributed on any school campus. To be considered, any non-school material must include the name of the sponsoring organization or individual. The decision regarding approval will be made in two school days.

The Principal has designated his office as the location for approved non-school materials to be placed for voluntary viewing by students. See policy FNAA.

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

Non-school Materials ... from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated,

distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA. To be considered, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring organization or individual, and be submitted to the Principal or designee for specific prior review. The Principal or designee will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policy DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING

The District's dress code for each campus is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards. Students should desire to maintain professional dress while on campus at all times.

General Guidelines:

All students enrolling at Wallace High School shall adhere to the following general dress code guidelines. Only the school principal will make compliance determinations:

Pants/Jeans:

- Pants should be worn at natural waistline.
- If pants are large in the waist, a belt must be worn
- Undergarments must not be visible
- The following types of pants/jeans will NOT be allowed:
 - Jeans with holes where flesh or undergarments are exposed above the knee

Shorts:

- All shorts must be knee length.
- If shorts are large in the waist, a belt must be worn
- Shorts must follow the same fitting and style guidelines as pants/jeans

Shirts:

- All shirts must be in good repair and offensive material (including gang related images, images of violence, lewdness, drugs, or any other image deemed inappropriate by Wallace HS administrators) must not be displayed

Footwear

- Students must wear shoes to school.
- Not allowed: slippers or "house shoes" no soft leather or cloth type sole shoes. Only rubber soled shoes will be allowed at school.

Head Gear

- No hats, caps, bandanas, sweat bands, do rags, hair nets or wraps are allowed on the **INSIDE** of the building. Articles used to manage long hair such as headbands, hair barrettes, “scrunchies”, hair ties, etc... are allowed. Hats or caps may be worn **OUTSIDE** the building only.
- Hats/caps may be worn on designated days - these days will be approved and announced by the Principal in advance.

Nails/Nail Coloring

- No gang signs or inappropriate insignias will be permitted on nails.
- Administration discretion may be used as needed.

Tattoos/Body Piercing

- Piercings must not present a hazard to wearer or other students
- Tattoos that depict gang related images, images of violence, lewdness, drugs, or any other image deemed inappropriate by Wallace HS administrators must be covered while in school

Other Non-Permitted Items:

The following are items that are not permitted in the school, either for safety reasons or because they may disturb the learning environment:

- Jewelry that may cause the threat of danger to the wearer or anyone else (heavy pendants, long necklaces, chains, - whether attached to the clothing or not). Administration discretion may be used as needed.
- Draw string backpacks are the only kinds of backpacks permitted on campus
- Any item that displays any gang-related, or other inappropriate symbols

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds and are 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 optional courses offered for credit that require use of facilities not available on District premises.
- Summer school for courses that are offered during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [**See Buses and Other School Vehicles**]

- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

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

FUND-RAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Principal and approved by the Superintendent at least 5 days before the event.

Unless approved by the Principal, fund-raising is not permitted on school property. [For further information, see policies FJ and GE.]

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 Department of State Health Services, Immunization Division, can be honored by the District. The immunizations required are: diphtheria, rubella (measles), rubella, mumps, tetanus, Haemophilus influenza type B, poliomyelitis, 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 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 any 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 and the Department of State Health Services Web site:

http://www.tdh.state.tx.us/immunize/school_info.htm]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

For certain activities, the school may require the student to have a physical examination by a healthcare professional prior to participating in the activity. Such activities may include, but are not limited to all sports activities.

RANDOM DRUG TESTING

Colorado ISD utilizes a random drug testing policy for all extracurricular activity participants, club and organization participants, and students who choose to park on campus.

For complete information on the drug testing policy, check the board policy manual posted online at www.ccity.esc14.net. [Policy FNF Local]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each school day. Parents may submit a written request to the Principal to excuse their student from reciting a pledge.

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

PRAYER

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

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 ensure 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 safety hazards, such as intruders on campus and 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.

Accident Insurance

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

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Verbal Command –From Computer Automated System

“Fire Has Been Detected”	Evacuate the building
“Time of Lock-Down”	Time of Containment
“Tornado Has Been Spotted”	Shelter in Place/Tornado
Verbal Directive	Reenter the building

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor,

emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Students and parents should listen to KVMC 1320 AM or KAUM 107.1 FM for emergency school closing information.

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.

Hall Way with seating

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 rehearsal, club meetings, athletic practice, 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 code of conduct for extracurricular participants established by the sponsor in accordance with Board policy.

Use of Hallways During Class Time

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

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 attendance clerk, the registrar, or the cafeteria personnel to apply.

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.]

Library

The local library as well as CHS and CMS libraries are available to our campus as needed.

Meetings of Non-Curriculum-Related Groups

Students are permitted to meet with non-curriculum-related groups during the hours designated by the principal before and after school. These groups must comply with the requirements found in policy FNAB.

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

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 in the coming years—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.

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 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 the assigned desks and lockers. Students must be certain that the locker is locked, and that the combination is not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by District 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 presence 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. [See also the Student Code of Conduct.]

Home districts will determine if students will be permitted to drive from outside city limits to Wallace to attend class. Transportation has been arranged for all out of district students by home districts.

Students must obey all city and state laws pertaining to driving and parking in order to keep the privilege of having a vehicle at Wallace High School. Driving a vehicle to WHS is a privilege, not a right! While driving a vehicle to school, students must obey all traffic laws. This includes any driving on school time (lunch, to and from athletic practice, and arriving or leaving the high school parking lot) or for any outside school-related function. The safety of all CISD students is our main concern. Please adhere to all rules and regulations.

STUDENT PARKING PRIVILEGES MAY BE REVOKED AT ANYTIME WHEN DEEMED NECESSARY BY THE ADMINISTRATION.

STUDENTS ARE TO PARK AT THE SOUTH OF THE BUILDING.

STUDENTS ARE NOT TO SIT IN CARS AFTER THEY ARRIVE AT SCHOOL. ANY VIOLATION OF PARKING OR SAFETY RULES WILL RESULT IN THE STUDENT NOT BEING ALLOWED TO BRING HIS/HER VEHICLE ON SCHOOL PROPERTY.

PARKING

ALL STUDENT DRIVERS MUST PRESENT A COPY OF THEIR DRIVERS LICIENCE AND INCURANCE.

STUDENT PARKING IS DESIGNATED AT THE FRONT OF BUILDING.

Trained Dogs: Drug Detection Dogs

Trained dog’s sniffing of cars and a locker does not constitute a search under the Fourth Amendment. The alert of a trained dog to a locker, backpack, bag, or car provides reasonable cause for a search of the locker, backpack, bag, or car only if the dog is reasonably reliable in indicating that contraband is currently present

TRANSPORTATION

School-Sponsored

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. Further information may be obtained by calling 782-5281.

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

Students are expected to assist District staff in ensuring that buses 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, band 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.
- Be seated while the vehicle is moving.
- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

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

VIDEOTAPING OF STUDENTS

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

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

A parent who wants to view a videotape of the incident leading to the discipline of his or her student may request access in accordance with policy FL.

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.

Visits to individual classrooms during instructional time are permitted only with approval of the Principal and teacher and 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.

Student Speakers

Students will be provided a limited open forum that does not discriminate against a student's voluntary expression of a religious viewpoint.

Provides information for students, statements are free of obscene and vulgarities and does not reflect the endorsement or sponsorship or an expression of the district.

Lunch with Visitors

Students will not be permitted to leave campus for lunch with a visitor. Visitors may bring lunch to campus and may dine with students in the dining area.

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

- For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.
- If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.
- Special Education Referrals:
- If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.
- Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.
- If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.
- There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.
- Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.
- Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:
- Contact Person: Kirk Stroman
- Phone Number: 325-235-8621
- Section 504 Referrals:
- Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:
- Contact Person: S. Reese
- Phone Number: 325-728-1071
- Additional Information:
- The following websites provide information and resources for students with disabilities and their families.
 - [Legal Framework for the Child-Centered Special Education Process](#)
 - [Partners Resource Network](#)
 - [Special Education Information Center](#)
 - [Texas Project First](#)

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

- Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.
- Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.
- Remisiones de educación especial:
- Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.
- Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.
- Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.
- Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

- Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.
- Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:
 - Persona de contacto: Kirk Stroman
 - Número de teléfono: 325-235-8621
 - Remisiones de la Sección 504:
 - Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

- La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:
 - Persona de contacto: S. Reese
 - Número de teléfono: 325-728-1071
 - Información adicional:
 - Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.
 - [Marco legal del proceso de educación especial centrado en el niño](#)
 - [Red de colaboradores y recursos](#)
 - [Centro de Información de Educación Especial](#)
 - [Texas Project First](#)

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 a disciplinary alternative education program, a placement for students who have violated certain provisions Chapter 37 of the Texas Education Code. The DAEP will be separated from students not assigned to the program. It will focus 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 directory information, unless the 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, and program modifications or support for 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 Disciplinary Alternative Education Program (DAEP), ISS removes the student from the regular classroom.

NCLBA is the federal No Child Left Behind Act of 2001 that, along with other requirements for schools, provides information for parents and opportunities for "opting" their students out of certain activities or surveys.

Personal Graduation Plan (PGP) is a new state requirement for any student in middle school or higher who fails a section on a state-mandated assessment test or is determined by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to the second 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 assessment tests are required of students at certain grade levels and in specified subjects. Successful performance is a condition of promotion and the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests.

Alternate assessment tests, developed by the state, may be given to students in special education and students identified as limited English proficient.

Student Code of Conduct, 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 Disciplinary Alternative Education Program. 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 current standardized achievement test given to students in certain grade levels and subjects in grades 3–11.

UIL refers to the University Interscholastic League, the statewide voluntary non-profit organization that oversees educational extracurricular academic, athletic, and music contest.