

Early Elementary School Student Handbook

2018 - 2019



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PREFACE

To Students and Parents:

Welcome to school year 2018-2019! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

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

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

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

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

Both students and parents should become familiar with the Early ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents and posted on the Early ISD website at: www.earlyisd.net or available in the principal’s office.

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

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

If you or your child has questions about any of the material in this handbook, please contact the principal.

MISSION STATEMENTS

Early ISD Mission Statement

Inherent within the purpose and mission of the Early ISD is the belief that all students can learn and that school can make a positive difference in the lives of its students. This mission is to create and maintain curriculum which provides for individual growth and development of the whole child and prepares that child to make a positive influence in the dynamic, changing world of the future.

Early Elementary Mission Statement

The goal at Early Elementary School is to build a strong academic foundation that will prepare each student for continued educational success. Students will be proficient in all subject areas as measured by the state standards and will be prepared to do grade level work when they exit our school.

Our vision is that Early Elementary School will be an exemplary school. Students, staff, families, and the community will work together to create a learning environment where students are empowered to reach their potential both academically and socially.

ADMINISTRATION

Wes Beck.....Superintendent
Reca Godfrey..... Chief Academic Officer
Sharon Watson Principal
Danielle Howard Counselor
Leigha Price Administrative Assistant
Mandy Lyon Receptionist
Amanda Smith..... School Nurse

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Early Elementary School Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed.
- 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 325-646-5511 for an appointment. The teacher will usually return your call or meet with you during his or her conference period, or before or after school. [See **Report Cards/Progress Reports and Conferences.**]
- Becoming a school volunteer. [For further information, see policy GKG and Volunteers.]
- Participating in campus parent organizations. Parent organizations include: Early Elementary PTC.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For
 - further information, see policies at BQA and BQB, and contact Sharon Watson, Elementary Committee or the Chief Academic Officer, District Committee.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]
- Serving on a committee to determine criteria used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Sharon Watson and may be contacted at 325-646-5511

Early Elementary Parent Involvement Policy

Early Elementary believes that every child should have the opportunity to attain his/her full potential. Therefore, Early Elementary will maximize its resources to enable each child to become a successful learner. A key resource is its people: administrators, teachers, school staff, parents, and community members. We will work together to establish effective partnerships; together everyone achieves more. School and home must work together to realize higher student achievement. Ongoing, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

Early Elementary will provide to all parents the grade level goals for its students. Early Elementary will also publish the STAAR testing schedule and assessment goals. Those students that need extra assistance will have access to programs that will help them reach these goals.

Early Elementary will make every effort to include parents in the development, evaluation, and revision of the Title I Program and the Parent Involvement Policy. The school-parent compact will describe the responsibilities of key stakeholders and useful channels of communication. The goal of our parental involvement program is student success.

Annual Title I Parent Meeting: Early Elementary will hold an annual meeting to review Title I guidelines and services offered through the district. The Parent Involvement Plan will be reviewed and updated as necessary. Your input is encouraged.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENT

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Sharon Watson at 325-646-5511.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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

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

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum

disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus;

- For student in the conservatorship (custody) of the state
- Mental health or therapy appointments
- Court ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

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

Failure to Comply with Compulsory Attendance

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

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

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

For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense. [See policy FEA(LEGAL).]

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant a reevaluation and/or modifications to the student's IEP or 504 plan as appropriate.

Attendance for Credit or Final Grade

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

To receive credit or a final grade 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 will be referred to the attendance review committee to determine whether there are extenuating circumstances for the

absences and how the student can regain credit or a final grade lost because of absences. [See policies at FEC.]

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

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

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

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

Official Attendance – Taking Time

The district must submit attendance of its student to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken during the second instructional hour at 9:30 every day.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent describing the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor's Note after an Absence for Illness

Upon return to school, a student absent for more than 5 (five) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused. [See policy FEC(LOCAL).]

AWARDS AND HONORS

1. There will be an awards assembly at the end of each six week grading period. There will also be an academic awards assembly at the end of the school year.
2. Awards and recognition will be given at the end of the year assembly and will include
 - Perfect Attendance Awards.
 - Accelerated Reading Awards.
 - The students excelling in PE and music.
 - Top students in core subject areas.
 - Citizenship Awards.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school- sponsored or –related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor- spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the

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

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom. [Also see **School Safety Transfers.**]

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

[Also see **Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing, Policy FFI,** and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting volunteers for bringing food products. Also see **Food Allergies.**

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

COMPLAINTS AND CONCERNS

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

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Disruptions of School Operations

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

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

COUNSELING

Personal Counseling

The student 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. A student who wishes to meet with the student counselor should contact Danielle Howard at 325-646-5511. As a parent, if you are concerned about your child's mental or emotional health, please speak with the student counselor for a list of resources that may be of assistance.

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

DRESS CODE

Good grooming habits and dress habits contribute to a student's success when he/she leaves school. The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students will be expected to meet the following guidelines for dress:

1. Students may not wear, as outer clothing; any clothing that is designed to be worn as an undergarment.
2. Students may not wear muscle shirts, tank tops, half shirts, "fish net" type mesh shirts, halter-tops, or sheer see-through type shirts or blouses. All shirts and blouses must be appropriately buttoned, and be of sufficient length so as not to expose the midriff at any time, are not too revealing in the front or back, are worn with proper undergarments and have shoulder straps at least 2" wide.
3. Walking shorts, or skorts, may be worn. They should at least be of modest length. No bike shorts, wind shorts, gym shorts or cut offs will be allowed. Shorts with just an elastic waistband are considered as gym or work out shorts. Cut-offs rolled up are still considered cut-offs and are not allowed.
4. Students may not wear sweats to school, but wind suits are allowable.
5. Students may not wear excessively tight or body form-fitting clothing.
6. Students must wear appropriate footwear. Open toed shoes may be unsafe in certain situations. House shoes and slippers are not allowed. Tennis shoes are required for PE classes.
7. Students may not wear clothing that contains pictures, emblems, or writings that:
 - Are lewd, offensive, vulgar, obscene, satanic, or depicts death
 - Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance or product prohibited at school.
8. Students may not wear clothing that is full of holes or otherwise in such a state of poor repair that it fails to provide proper modesty or creates distractions in the classroom. This includes shirts that have the sleeves torn or cut off.
9. Boys may not wear earrings. Ear Gauges are prohibited for all students.

10. Girls wearing a dress, skirt or shorts must be fingertip length. A dress or skirt must be of modest length and provide proper modesty when the student sits down or bends over.
11. Students should avoid extremes in hairstyles that attract so much attention they interfere with the classroom-learning environment. Examples would include; Mohawk, unusually dyed or colored hair, shaved designs in the hair.
12. Hair should be kept clean and reasonably groomed; boy's hair will have no ponytails, mullet or spikes. The length of boy's hair should be no longer than the base of the collar, no longer than the bottom of the earlobe and out of the eyes.
13. Students are not allowed to wear headwear in the building, this includes sweatbands around the head or forehead. Caps and hats are to be kept in their locker.
14. Students must wear appropriately sized clothes. Loose fitting pants that hang onto the hips or drag the ground are not acceptable school attire.
15. Students may not have any visible tattoo or body piercing. (This includes tongue piercing.) Children cannot wear tattoos, face paint, or colored hair to school. Small painted Longhorns or spirit tattoos may be worn on game day and to after-school activities only.
16. Students may not have any visible chains or loose straps of any kind on clothing.
17. Students may not bring a knife of any kind on school property.

It is impossible to list all of the acceptable and unacceptable types of dress and grooming and therefore, a judgment decision must be made at certain times. If the principal, or her designee, determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to In-School-Suspension for the remainder of the day or until the problem is corrected. Students will not be allowed to leave campus to correct a dress code violation.

The Principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in that activity to include guidelines not included in the general student dress code. If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violation of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

GRADING GUIDELINES

Grading guidelines for each grade level or course, will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.

Grading Policy

1. Report cards are sent home on Thursday following the end of each six weeks.
2. Progress reports will be sent home to parents if their child is failing or could possibly fail for the six weeks. These reports will be sent home with students after the third week of the six weeks.
3. Tutorials will be held for students on Monday, Tuesday, Wednesday or Thursday from 3:30 - 4:00. Students will be required to take notes home to notify parents of the day and time.
4. Students will have two days to complete and turn in make-up work for each day absent.
5. Grades will be reported in the following manner:
 - a. Number grades for reading, language arts, math, science, and social studies
 - b. E, S, and U for Music and P.E.

HOMEWORK

Homework is an integral part of student instruction. Research shows that the majority of student failures are due to non-completion of assignments. Teachers and parents working together will help students understand the importance of self-discipline with homework habits. If there is a problem with homework, please schedule an appointment with the student's teacher. Homework turned in late will have point deductions as established in each classroom.

Students are allowed two days for each day absent to complete and turn-in makeup work. The teacher may need to give the student additional makeup work to ensure that the student masters the required TEKS objectives. The student is responsible for completing the work in the designated time.

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed from the school nurse.

Head Lice

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

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS Website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm> .

Physical Activity for Students in Elementary and Middle School

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

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

Physical Fitness Assessment

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

LEAVING CAMPUS

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

results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

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

- For students in elementary school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus on the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. The parent or authorized adult must follow the sign-out procedures as listed above. Under no circumstances will a child be released unaccompanied by a parent or adult authorized by the parent.
- Students may not use cell phones at school to call home unless given permission by their teacher. If students use cell phones to call or text requesting a parent come get them, they will not be released from school unless the school nurse determines they are ill. Disciplinary actions will be taken for misuse of electronic device.

During Lunch

Parents are invited to campus to eat lunch with students. They are required to sign-in at the office and will then be given access to the cafeteria to meet their child. At no time during the regular school day do parents have permission to go unescorted into hallways or classrooms. Early Elementary is a closed campus and students will not be allowed to leave during lunch to eat off campus.

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal. Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

MEDICINE AT SCHOOL

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

Only authorized employees, in accordance with policy at FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

- Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

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

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.**]

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

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 3-5 promotion is based on the following three criteria:

1. The math final average must be 70 or above.
2. The language arts/reading final average must be 70 or above.
3. The overall ending average of math, language arts, reading, science & social studies must be 70 or above. [See EIE (LOCAL).]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.*

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

- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

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

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.

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 6 (six) weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child’s performance in any course is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board- adopted policy and are designed to reflect each student’s relative mastery of each assignment 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(LOCAL) and **Grading Guidelines**.]

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 returned to the school within 3 days.

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. Do not drop off students prior to 7:30 a.m.

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

- 3rd Graders – Gym and Cafeteria
- 4th Graders - Cafeteria
- 5th Graders - Cafeteria

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants. After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Cafeteria Services

1. Breakfast is served from 7:30 a.m. to 7:50 a.m. in the cafeteria.
2. Meals can be purchased in advance and also purchased each morning in the cafeteria between 7:30 a.m. and 7:50 a.m. Lunch prices will be \$2.75 and \$0.40 for reduced, breakfast price will be \$1.75 and \$0.30 for reduced. Ala carte items will cost \$.75 each. Extra milk and juice price is \$.50. Lunch charges in the cafeteria may not exceed \$10.00.
3. Monthly lunch and breakfast menus will be available in the front office or online.
4. Students will be supervised during lunch and unacceptable behavior may be reflected in citizenship grades or discipline referrals. Students will be allowed to talk quietly. Throwing food, trading food, and playing with the food will not be tolerated.
5. Parents may bring outside food for their child only. Bringing food for other students is not allowed.
6. Early Elementary operates a closed campus policy in the lunchroom. All lunches must be eaten in the cafeteria.

The Elementary School has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. All items in machines are regulated and follow the approved guidelines. [For more information regarding these policies and guidelines see policies at CO and FFA.]

Breakfast and Lunch Program

The Early ISD, under the guidelines of the National School Lunch Program, National School Breakfast Program and USDA, prepare nutritious breakfasts and lunches for all students daily.

Breakfast will be served from 7:30 a.m. until 7:50 a.m. every morning.

The NutriKid automated lunch cashiering system will be in use again his year. This will allow your child to pay the cashier in the morning before class or for the parents/guardians to pay online for as many days as desired for lunches and breakfasts.

Parents may check online at any time to see how much money is in the student account. **The limit for charging meals for elementary students is \$10.00.**

Applications for the lunch program providing free and reduced price meals are to be completed and returned to the school office as soon as possible. Children on the program in the previous year and enrolled at Early ISD on the last day of school will remain in the program for 30 calendar days. If they do not have a new application on file on that date, they will become full pay students. By September 25, 2018, there must be a new application on file to continue the program. Families will file only one application, regardless of the student's grade levels. Applications must be approved by the Food Service Department before a student can benefit from the program. Even if the student was in the program in another school district, benefits cannot be transferred. A completed and approved application must be on file for the Early ISD school district. The students will be required to pay full price until all paperwork is completed and approved.

Monthly menus are prepared and available through the front office and online. Menus are also published in local newspapers and broadcast daily on local radio stations.

Students cannot take food out of the cafeteria. Parents, guardians or family members may eat with their child and/or bring a meal for their child into the cafeteria. This food may not be shared with other students. Food may not be purchased and delivered by an off campus food vendor.

If your child has a food intolerance, we must have a **Doctor's Statement** on file specifying the ingredients or foods not allowed. This must be updated each year. If your child is later released from the doctor ordered dietary restrictions, we must have a **Doctor's Statement** stating what foods can be added to the student's diet. If the student cannot have milk, water will be provided. If the student cannot have milk products, all milk products will be removed. Please be sure to note the difference between milk and milk products. If your child desires to have an item the doctor has stated he/she cannot have, please send it from home if you agree. We will not be responsible for going against doctor's orders. Please discourage your child from swapping food or eating out of other's trays. This is a common practice among school age children and it is one of the fastest ways to spread illness in school.

If there are any questions regarding the cafeteria, lunch applications, or the lunch and breakfast program, feel free to call the food service office at 325-643-2339. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold, on school premises during the school day. [For more information, see policy CO(LEGAL).]

Carol Wakefield, Food Service Director

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202)720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

SCHOOL PARTIES

There will be three scheduled class parties for grades 3-5. *Christmas, Valentine's, and the End-Of- The-Year* have been designated as the three events allowed by the Texas Department of Agriculture to be exempt from the FMNV (Foods With Minimal Nutritional Value) restrictions. At all other times, party foods must adhere to the FMNV legal requirements. Room mothers need to work with the teachers to plan the parties. Students may bring treats for the class on their birthday.

Birthday announcements are not to be passed out at school unless every student in the class receives one.

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.

SPECIAL PROGRAMS

Early Elementary offers special instructional programs to meet the needs of all the children at the school. We want every child to be successful at Early Elementary. Please call the principal's office if you have any questions about the following special instruction programs.

L.I.F.T. G/T – Speech – Resource - Title I - Migrant/ESL – Intensive Reading Instruction-Dyslexia - RTI

Early ISD identifies and serves the needs of gifted/talented students. Students may be nominated/referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Data collected through both quantitative and qualitative assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but not limited to the following: achievement tests, intelligence test, creativity tests, behavioral checklist completed by the teachers and parents, student/parent conferences, and available student work products. When a student identified as gifted by a previous school district enrolls in the District, assessment of the student shall begin 30 days after the date of enrollment. When the assessment has been completed, the selection committee shall meet to determine if placement in the District's program for gifted and talented students is appropriate.

STAAR (State of Texas Assessments of Academic Readiness)

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2014–2015 school year only, this requirement for Mathematics will be waived. See **Promotion and Retention** for additional information.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

SUMMER SCHOOL

Summer School will be offered for students that do not meet the standard on State Assessments, or are recommended to attend by the classroom teacher. Notices will be sent prior to summer school session. Students not passing assessments in an SSI year are required to attend summer school.

TARDINESS

Students are expected to be on time to class. Students who arrive late interrupt teaching time and deny other students an opportunity to learn. Being on time is a positive characteristic that everyone needs to develop.

1. A STUDENT IS CONSIDERED TARDY AT THE 8:05 A.M. BELL.
2. Students tardy 7 times will spend the day in In-School Suspension.
3. Tardies will be shown on the report card.
4. Students arriving more than 20 minutes late will be assigned lunch detention that day.

TRANSPORTATION

Before School Drop-Off

Parents will use Sudderth Drive entrance that circles to the back of the building for morning drop-off. Morning Drop-off will use the right lane of the school drive only. The left lane is for teacher traffic only. This entrance is one way only and exit is towards Middle School onto Sunrise Drive. Buses will stop in the front to the building from Sudderth Drive. Parents PLEASE do not pull up in front of the building to drop off your child!

After School Transportation

In order to keep our students safe after school, students may:

- ride the bus
- be picked up in the back parking lot, OR
- walk HOME.

After school pick-up may form two lines of traffic after entering the drive. Remember, no cell phone use is permitted in the school zones, **even in the car lines.**

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

The district has identified the following area where hazardous conditions exist for students who live within two miles from the campus: US Hwy 377

Because students in these areas might encounter hazardous conditions when traveling to and from school independently, the district will provide transportation to these students. Please contact Sharon Watson for additional information.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Early Elementary Office at (325)646-5511.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

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

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

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

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. For the safety of our students and staff, all doors to the building will remain locked throughout the day. All visitors should use front entrance of the building.

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

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: Primary: Teresa Cooley 325-643-9622

Elementary – Sharon Watson 325-646-5511

Middle School – Chad Burleson 325-646-5665

High School - Robert Weyman 325-646-4593

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: Reca Godfrey

Phone Number: 325-646-7934

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](#)

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- [Special Education Information Center](#)
- [Texas Proect 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: Primary: Teresa Cooley 325-643-9622;

Elementary: Sharon Watson 325-646-5511

Middle School: Chad Burleson 325-643-5665

High School: Robert Weyman 325-646-8295

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: Recca Godfrey 325-646-7934

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](#)