

Early Middle School



STUDENT HANDBOOK

2018-2019

**EARLY INDEPENDENT SCHOOL DISTRICT
EARLY MIDDLE SCHOOL
2017-2018**

ADMINISTRATION

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Reca Godfrey, Chief Academic Officer
Chad Burleson, Principal
Brian Callaway, Dean of Students
Kim Horton, Counselor
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Early ISD does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices or educational programs as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Title IX Coordinator: 325.646.7934
Section 504 Coordinator 325.646.7934

PREFACE

To Students and Parents:

Welcome to the **2018-2019** school year!

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 Middle 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.

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

Both students and parents should become familiar with the 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, posted at www.earlyisd.net, or available in the principal’s office.

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

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. A copy of the district’s policy manual is available for review in the school office or online at www.earlyisd.net.

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

Thank you for supporting our commitment to excellence in education!

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I. PARENT AND FAMILY ENGAGEMENT

WORKING TOGETHER

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

- ✎ Review the Student Handbook and the Student Code of Conduct with your child prior to signing and returning to the school the written statements that you understand and consent to the responsibilities outlined in the handbook and the Student Code of Conduct.
- ✎ Encourage your child to put a high priority on education and commit to making the most of the educational opportunities provided by the school.
- ✎ Ensure that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- ✎ Become familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- ✎ Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child.
- ✎ Review the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- ✎ Monitor your child's academic progress and contacting teachers as needed.
- ✎ Attend 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 325.643.5665 or send an e-mail to the teacher to request an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- ✎ Attend Board meetings to learn more about ongoing operations of the District. Regular Board meetings are held at 6:00 p.m. in the Early administration building on the third Monday of each month.
- ✎ Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- ✎ Review your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) other medical records, (10) teacher and counselor evaluations, (11) reports of behavioral patterns, and (12) state assessment instruments administered to your child.
- ✎ Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester. Further, such removal does not exempt the student from satisfying grade level requirements as determined by the school and by the Texas Education Agency.
- ✎ Participate in campus parent organizations. The activities are varied, ranging from band boosters to campus and District committees that assist the Board of Trustees in formulating educational goals and objectives for campuses and the District.
- ✎ Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the school principal at 325.646-5665.
- ✎ Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. (See policies at BDF, EHAA, FFA)
- ✎ Be aware that the Early ISD Policy Manual is available for viewing on the District's web site at: www.earlyisd.net.

II. INFORMATION FOR PARENTS AND STUDENTS

ANNOUNCEMENTS

Student announcements are broadcast once during the school day at the end of second period. Since many routine matters of the school come to students through the public address system, students should listen carefully to the daily school announcements. Organizations that desire announcements made should turn them in to the office in written form with the signature of the sponsor of the organization by 8:00 A.M. In an effort to facilitate communication, EMS maintains a Facebook page and employs the use of School Messenger.

ASSEMBLIES

Whole-class or whole-school assemblies will be scheduled. Students are expected to conduct themselves in assemblies as they do in class.

BELL SCHEDULE

Early Middle School 2018-2019 Bell Schedule

1 st period	8:00 - 8:45	45 minutes
2 nd period (Announcements)	8:50 - 9:40	50 minutes
3 rd period	9:45 - 10:30	45 minutes
4 th period	10:35 - 11:20	45 minutes
5 th period	11:25 - 12:10	45 minutes
6 th period	12:15 - 1:00	45 minutes
7 th period	1:05 - 1:50	45 minutes
8 th period (Tutorials)	1:55 - 2:25	30 minutes
9 th Period	2:30 - 3:20	50 minutes

CHANGE OF ADDRESS

Students should keep addresses and telephone numbers current in the Student Service's Office. If a change occurs, please have it changed on office records.

CLASS MATERIALS

Students should take all necessary materials to classes and tutorials.

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. Any requests from students, parents or teachers to have student schedules changed, begin with counselor, but must have administrative approval.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

COMPLAINTS

Complaints by students or parents about instructional materials, loss of credit on the basis of attendance, removal to alternative education programs, expulsion, sexual harassment, discrimination, services provided, or prior review of non-school materials intended for distribution to students are handled through procedures specific to policies in those particular areas. To review relevant policies or obtain further information, see the principal or the District Policy on the school's website at www.earlyisd.net.

Students and/or parents who have a complaint regarding possible discrimination on the basis of sex should contact Mr. Wes Beck, Superintendent.

Complaints or concerns regarding students with a disability should be brought to the principal. If not satisfied, the principal will direct appeals to Mrs. Chalet Moore, Director, Heartland Special Education Cooperative.

On all other matters, a student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within 10 calendar days of the event or events causing the complaint. If the outcome of the conference with the Principal is not satisfactory, a conference with the Superintendent or designee can be requested within 10 calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the Board of Trustees, in accordance with Board policy DGBA (LOCAL).

CONFERENCES

Students should feel free at all times to consult with their teachers about any problems concerning schoolwork. Parents should contact the student service's office to arrange conferences with teachers so they may be scheduled during regular conference periods.

COUNSELING

Academic Counseling- Students are encouraged to talk with the middle school counselor, teachers, and principal in order to learn about the curriculum, course offerings.

Personal Counseling- The school Counselor may be able to help students with a wide range of personal concerns. The Counselor is familiar with community resources and may direct students to other sources of information and assistance. Students who wish to discuss academic or personal concerns with the middle school Counselor should go by the Counselor's office and arrange an appointment with the counselor.

CREDIT RECOVERY/ACCELERATION

Students may have the opportunity to attempt credit recovery through summerschool. [See the counselor for more information.]

DRILLS - FIRE, TORNADO, AND OTHER EMERGENCY DRILLS

Students, teachers, and other District employees shall participate in frequent drills of emergency procedures. When the alarm is sounded, students must follow the direction of teachers or administrators quickly, quietly, and in an orderly manner.

DRUG TESTING

The District requires consent for random drug testing of any student in grades 7–12 who chooses to participate in school-sponsored extracurricular activities or park a vehicle on District property. [See policy FNF (LOCAL).]

GYMNASIUM

The gym is part of the instructional area and is to be given the same care and consideration as our other classrooms. The gym is to be used only for P.E. classes, boys' and girls' athletics, and other approved school activities. There should be no one in the gym before or after school without a coach or sponsor supervising the activity. Boys and Girls should remain in their own dressing room area and are not to go in the coach's office or other sex's dressing room area. An exception may be made if the coach is present. The weight and training rooms are to be used under the direction of a coach. The rest rooms in the gym are to be used by P.E. and athletic classes only. Public restrooms are located in the concession stand area. No food or drinks will be allowed in the gym at any time.

FOOD ALLERGIES

Please notify the middle school office if your student has any food allergies. Also, see policy FFAF

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student. The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

[For further information, see policies FL (LEGAL) and GRA (LEGAL).]

LOCKERS

Lockers remain under the jurisdiction of the school even when they are assigned to individual students. The school reserves the right to inspect all lockers. Students have full responsibility for the security of lockers and are responsible for making certain they are locked and that the combination is not available to others. Searches of lockers may be conducted randomly and at any time there is reasonable cause to do so whether or not students are present. To help keep the locker area clean and neat, nothing should be left on the floor or on top of the lockers. Books should be taken to lockers and not be left unattended. Athletic gear should be kept in athletic lockers and not in the student locker area. No student should willfully jam a locker to prevent it from closing or locking.

LUNCH AND BREAKFAST PROGRAM

Early Middle School is a closed campus. Students are not allowed to leave the campus during lunch. Student visitors are not allowed on campus during lunch without permission from the principal.

The Early I.S.D. under the guidelines of the National School Lunch program, National School Breakfast Program and USDA, prepare nutritious breakfast and lunches for all students daily. Students are required to use their school issued Identification card or their school ID number in order to acquire breakfast and/or lunch. Breakfast is served from 7:30 A.M. until 8:00 A.M. in the cafeteria. Payment can be made daily or in advance. Prices are available upon request.

MEDICINE AT SCHOOL

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

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

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

A student who must take a prescription (or nonprescription) medicine during the school day must bring a written request from his or her doctor and the medicine, in its properly labeled container, to the student services office. The principal, school nurse, or their designee will give the student permission to take the medication as directed. Students are strictly prohibited from taking medication at school without permission and are prohibited from giving medication to other students at school. Due to the legal issues of liability, the school cannot provide students with non-prescription medicines such as aspirin, Tylenol, cough drops, etc. Parents may bring these medicines from home and administer them when needed.

PERSONAL ITEMS

Early ISD is not responsible for the loss or damage of personal items.

POSTERS, SPIRIT BANNERS, ETC.

Signs and posters that students wish to display must first be approved by the principal. Posters, spirit banners, signs, decorations, etc. may be posted in designated areas with the approval of the principal. Posters displayed without authorization will be removed.

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.

SCHOOL BUSES

Students being transported in school-owned vehicles are subject to the Student Code of Conduct. Any student who fails to comply with that code or established rules of conduct while on school transportation may be denied transportation services and shall be subject to disciplinary actions. The following rules shall apply to student conduct on school transportation:

- **Passengers shall follow the driver's directions at all times.**
- Passengers shall board and leave the bus in an orderly manner at the designated bus stop.
- Passengers shall not stand while the bus is in motion.
- Passengers shall keep books, band instrument cases, feet, and other objects out of the aisle of the bus.
- Passengers shall not deface the bus and/or its equipment.
- Passengers shall not extend head, hands arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
- The dress code applies the same as it does in the regular classroom.
- Passengers shall not use any form of tobacco or e-cigarettes in any district vehicle.
- Unruly conduct, including the use of obscene language, will be subject to disciplinary action.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

- A conference involving the principal, the student passenger, the driver, and the parent(s) may be required.
- The principal may suspend the student's bus riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
- In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to call for law enforcement assistance; the principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all person listed above has been held.
- Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP).

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present. The parent will be notified if any prohibited items are found in the student's desk or locker.

Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.] Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.[See policy FNF(LEGAL) for more information.]

Trained Dogs

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

Parent Notification

The student's parent or guardian shall be notified if any prohibited articles or materials are found in a student's locker, in a student's vehicle parked on school property, or on the student's person, as a result of a search conducted in accordance with this policy.

TELEPHONES

Students should remember that campus telephones are business phones. They should be used by students only when absolutely necessary. This also includes extensions throughout the middle school campus. Messages will be delivered to students at appropriate time that does not interrupt their instruction time.

TELECOMMUNICATION and ELECTRONIC DEVICES

Students may not "USE" telecommunication and electronic devices during the "SCHOOL DAY." The "SCHOOL DAY" is defined as the designated period of time for which the student is in attendance at the school campus. **During the school day, the device must be turned off. A device that has been switched to silent or vibrate will not be acceptable.** "USE" is defined as having a device ring or sound, activating or using the device, allowing others to use the device, or exhibiting the device to others. Abuse of the telecommunications device that result in an education distraction for that student or another student will be considered a violation of this policy and will result in confiscation of the device and will subject the student to established disciplinary measures as per the Student Code of Conduct. At teacher discretion, students may use personal computing and telecom devices to facilitate learning. If the device disrupts the learning environment or is used without permission, the student will be subject to disciplinary measures.

Penalties for Inappropriate Use

Any violation of the Responsible Use Policy (RUP) may result in denial of privilege. District employees shall confiscate and turn in to campus administration personal telecommunications or computing devices that disrupt the learning environment or are otherwise "used" without permission during the school day. (See Telecommunication and Electronic Devices above)

Confiscated Items

For the first offense, confiscated telecommunications/computing devices shall be held until the end of the day and returned to the student. For the second offense, confiscated devices shall be returned only to the student's parent/guardian. In the event of a third or more offense, there will be a \$15 fee upon return of the device to the parent and/or the student will not be allowed to bring the device unto school property for the remainder of the school year. For all offenses, telecommunications devices must be retrieved from Campus Administration. (Early ISD is not responsible for the recovery of damaged, lost, or stolen telecommunications devices.) Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

TRANSPORTATION

School-Sponsored Trips

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

VANDALISM

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

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. The principal may request identification from any person on school property and may ask any person not having legitimate business to leave.

III. SCHOLARSHIP / GRADING

CHANGING OR DROPPING COURSES

Students must consult with the principal and/or counselor before changing or dropping courses. Efforts will be taken to ensure students take classes for which they registered. Schedule change requests should be made prior to the start of school in order to limit disruption to the learning environment. Any schedule changes after the start of school must be approved by the principal and counselor.

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 may 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.

GRADING POLICY FOR ABSENCES IN ACADEMIC CLASSES

1. Students shall be permitted to take tests administered in any class missed because of absence. After an absence, the teacher may assign the student make-up 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 shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.
2. Teachers may assign a late penalty to any project turned in after the due date.
3. The District shall not impose a grade penalty for make-up work after an unexcused absence. The student must have a reasonable opportunity to complete the work.
4. The District shall not impose a grade penalty for make-up work after an absence because of in-school or out-of-school suspension. The student must have a reasonable opportunity to complete the work.

GRADES DURING SCHOOL SUSPENSION

The student is responsible to get the assignments that he or she will miss during a suspension. A parent or friend may get the assignments at the end of school on the first day of suspension. The homework must be turned in at the regular class time on the first day the student returns to school. Failure to do so may result in the student receiving a zero for the work he or she fails to return to the teacher.

TUTORIAL SERVICE

A tutorial period is provided after the school day on Mondays-Thursdays from 3:30-4:00 p.m. Students may receive tutorial help in any core class. Any student may attend tutorial sessions. The student is responsible for his/her own transportation after the tutorial period as there will be no bus service at that time.

PROMOTION AND RETENTION

In grades 6-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in all of the following areas: 1. English, 2. Language Arts, 3. Mathematics, 4. Science, and 5. Social Studies. **If a student fails (below a 70 average) 3 or more classes for the school year, they may be retained WITHOUT the opportunity to regain credit during summer school.**

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 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment.
- If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 8 assessment. However, the student's score on the EOC assessment will be used in determining whether the student meets the minimum cumulative score required for graduation. If a student 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.

SUMMER SCHOOL

Provided for students who failed one or two core classes, who have excessive absence, or who failed any state assessments (STAAR). **If a student fails (below a 70 average) 3 or more classes for the school year, they may be retained WITHOUT the opportunity for summer school to regain credit.**

REPORT CARDS (GRADE REPORTING TO PARENTS)

Report cards will be issued for each six-weeks grading period. It is the parent's responsibility to check with the student for his/her grades at the end of each six-weeks. Report cards should be signed and returned to the teacher. Three-week progress reports will be issued for each three-week grading period. It is the parent's responsibility to check with the student for his/her grades at the end of each three-week period.

A student honor roll will be published at the end of each six-weeks and at the end of each semester. To be eligible for the honor roll, students must have a grade average of 90 or above in all subjects combined with no grade below 80. Student must have at least an "S" in Citizenship. Those students making all honor rolls throughout the year will be recognized for the achievement at the end of the year.

TECHNOLOGY RESOURCES AND ELECTRONIC DEVICES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. (See Confiscated Items)

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See Searches and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

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

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See Searches and policy FNF.] Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

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. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Responsible 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 possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement. In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

IV. ABSENCES / ATTENDANCE

ATTENDANCE

No student may attend Early schools unless he/she may be counted on the school's eligible average daily attendance or otherwise qualifies by State law.

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 days, 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 and 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.]

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.

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

EXCUSED ABSENCES

Certain absences are considered excused absences: personal illness or illness or death in the immediate family, and any other unusual circumstances acceptable to the principal. Medical and dental appointments will be considered excused absences if the student brings a note from the doctor's office verifying the appointment; however, students are expected to schedule these appointments so that they do not interfere with classes. Absences for any other reason will be considered unexcused absences, whether or not the student has the parent's permission to be absent.

ABSENCE WITHOUT EXCUSE

Students who are absent from school from any class without excuse are truant and subject to disciplinary action. Truancy may also result in assessment of penalty by a court of law against the student and his or her parents.

PARENT'S NOTE AFTER AN ABSENCE

When a student must be absent from school, the student, upon returning to school, must bring a note signed by the parent that describes the reason for the absence within one week of 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. Any note found to be a forgery will result in disciplinary action.

DOCTOR'S NOTE AFTER AN ABSENCE FOR EXTENDED ILLNESS

Upon return to school, a student absent for more than 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. 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. [See policy FEC (LOCAL).]

ATTENDANCE FOR CREDIT

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

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

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;
- Service as an election clerk; and

- Documented health-care appointments, 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 return to campus.
- For students in the conservatorship (custody) of the state,
- Mental health or therapy appointments; or
- 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.

As listed in Section I at **Accommodations 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.

EXCEPTED STATE APPROVED ABSENCES

Education Code 25.087 and 19TAC 129.21 allow a district to count as present for ADA purposes students who are absent for any of the following circumstances:

1. Participation in a Board approved and appropriately supervised extracurricular activity of performance.
2. Participation in an approved mentorship fulfilling the student's Distinguished Achievement Program.
3. Screening, diagnosis, or treatment of a Medicaid-eligible student (if the student is absent no more than a day at a time for this purpose).
4. Religious holy days (including on day of travel to and one day from an observance site).
5. An appointment with a health care professional (if the student misses only a portion of the school day and the professional provides written confirmation of the appointment).

TARDINESS

Students are expected to be on time to all classes. Students who are tardy will be handled according to the campus tardy policy for disciplinary actions. Tardys will be counted on a cumulative basis per six weeks.

EXTRACURRICULAR PARTICIPATION WHEN ABSENT FROM SCHOOL ON THE SAME DAY

A student must attend **at least four classes in order to participate in extracurricular activities** the same day of his/her absence from school. If a student is unable to attend at least four class periods, then they should remain at home and recuperate from their illness. Students who do not attend at least four class periods and attend extracurricular activities will be subject to disciplinary action and their absences from school may be classified unexcused.

SIGN OUT PROCEDURES

Students needing to leave the campus for any reason during the school day must be checked out in person by the parent/guardian/designee. If this is not possible, parents may appeal to campus administration for student dismissal. Students are not allowed to leave campus for any reason without first obtaining permission from the office and signing out in the office. Early ISD values the student instruction time so students will not be called out of class until the parent arrives to sign their student out.

EXTRACURRICULAR ABSENCES

A student shall be allowed in a school year a maximum of TEN extracurricular 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. Additional days may be granted based on the campus principal discretion in accordance with campus guidelines that take into consideration a student's attendance, class grades, and state testing results. All UIL activities and stock shows come under this provision.

MAKE-UP WORK

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the course, and/or the needs of the individual student. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students. The teacher will make a fair decision regarding when make-up work is due. As a general guideline, make-up work after an absence must be handed in within three days after the student returns to school. Tests must be made up within one week. If the student has been absent for a long period of time, more time may be allowed for completion of make-up work. However, in all cases, it is the responsibility of the student to ask about assignments missed and the deadlines for those assignments, not the teacher's responsibility.

V. DISCIPLINE/STUDENT 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.

Detention

A student may be detained outside of school hours on one or more days if the student violates the school's rules of conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for the student's transportation on the day(s) of the detention.

In-School Suspension Class Rules and Regulations

Students are assigned to ISS by the principal or designee. In this supervised class the student will study regular school work which has been assigned by his/her teachers and will be able to take required tests. Students may buy or bring their lunch and they must eat in the assigned area. Students are required to report with all necessary textbooks and related materials which may be required during their assignment. They will not be allowed to return to their lockers upon reporting to the In-School Suspension Class.

Out-of-School Suspension

Any student that is suspended is responsible to get the assignments that he or she will miss during the suspension. A parent or friend may get the assignments at the end of school on the first day of suspension.

Corporal Punishment

Corporal punishment is allowed, if necessary, to assure proper student behavior and will be carried out according to district policy. Corporal punishment shall be limited to spanking or paddling the student, and such discipline shall be administered only in accordance with district guidelines.

DRESS CODE

According to Board policy FNCA (Local), the purpose of the District's dress code is to teach grooming and hygiene, instills discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students are to be dressed in a manner that is clean and neat and in such a way that will not be a health or safety hazard to themselves or others. Students will be expected to meet the following guidelines for dress:

General Guidelines:

1. Students may not wear, as outer clothing, any clothing which is designed to be worn as an undergarment. Students may not wear any clothing that is considered pajama attire.
2. Students may not wear clothing that contains pictures, emblems, writings or colors that:
 - Are lewd, offensive, vulgar, suggestive or obscene.
 - Depict tobacco products, alcoholic beverages, drugs or any other substance or product prohibited at school.
 - Reference and/or promote gang activity or death
3. Students may not wear excessively baggy or tight or body form-fitting clothing.
4. Students may not wear clothing with holes that reveal skin or undergarments. "Tights" may be worn under holes in order to satisfy dress code requirements.
5. Students must wear appropriate footwear. Open toed shoes may be deemed unsafe in certain situations (classes, science labs, etc.) and may not be worn. House shoes and slippers shall not be allowed.

Tops:

1. 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.
2. All shirts and blouses should be of sufficient length so as not to expose the midriff or undergarments at any times. Tops should be appropriately buttoned and worn with proper undergarments.
3. Hooded sweatshirts and jackets are permitted as long as the hood is not worn as head cover.

Bottoms:

1. Shorts or split skirts may be worn. Students may not wear skirts or dresses that are too short. A dress or skirt will be considered too short if it fails to provide proper modesty when the student sits down, bends over, or when the attire offends teachers or other students or when it creates a distraction to the classroom environment. **A skirt or dress must be fingertip length or longer**
2. Shorts and pants must be worn at the waist. Sagging is prohibited.
3. Pants such as "oversized flares," baggy-legged or bell-bottomed pants wide enough to cover the student's shoes will not be allowed.

Hair:

1. Hair must be kept clean, reasonably groomed and remain out of the face.
2. Students should avoid extremes in hairstyles that attract so much attention that they interfere with the classroom-learning environment. Examples include: "mohawks", unusually dyed or colored hair, shaved designs in the hair, etc.
3. Boy's hair will have no ponytails, **buns** 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 no longer than the eyebrows in the front.
4. Facial hair is not allowed.

Accessories:

1. Students may not wear bandannas, spikes or any visible chains or loose straps. This includes, but is not limited to, belt chains, wallet chains, or chains or loose straps of any kind of clothing.
2. Boys may not wear earrings.
3. Students may not have any visible tattoos, body piercings, facial piercings or **"gauges."** (This includes tongue piercing.)
4. Sunglasses shall not be worn in the buildings unless medically prescribed for indoors.
5. Head coverings shall not be worn in the building unless required by a recognized religious practice.
6. Knives of any kind are not allowed on school property or at school events.

****Campus administrators will make the final decision on any dress code issue including anything not listed above. The campus administrator reserves the right to modify the dress code at any time during the school year.***

If the principal 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 shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. A student whose clothing violates the dress code shall be assigned to in-school suspension, either for the remainder of the day or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases.

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. Student who violate these standards may be removed or excluded from the activity of a period determined by the principal or sponsor.

ACADEMIC DISHONESTY (PLAGIARISM AND CHEATING)

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

VI. STUDENT ACTIVITIES AND ORGANIZATIONS

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored 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 initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League

(UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uiltexas.org> for additional information.] 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 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 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 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. Additional days may be granted to a student who is passing all classes and has not exceeded an absentee rate of ten percent for absences unrelated to approved extracurricular activities.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- Any absence resulting from a student's participation in an organization not on the approve list shall be considered unexcused.
- All schoolwork for any extracurricular absence (this includes athletics, band, choir, 4-H, FFA, stock shows, etc.) must be obtained before leaving and will be handed in immediately the day the student returns from the event.

ACTIVITIES

Student Activities are a vital part of Early Middle School. University Interscholastic League, athletics, literary, and music events, together with a generous variety of student organizations provide a well-diversified program for students. The school requires that the activities of any group be well planned with the sponsor of the organization and approved by a school administrator. After an activity is planned and approved, it will be placed on the school calendar for at least two weeks in advance of the date it is to be held.

STANDARDS OF BEHAVIOR

Student Clubs and performing groups such as band, choir, cheerleading, drill team and athletic teams may establish rules of conduct and 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 school shall apply in addition to any consequences specified by the organization.

Cheerleaders and Drill Team (Purple Pride)

Tryouts for cheerleaders/drill team are held in the spring the following year. Students must be classified as an incoming seventh or eighth grader during the school year to try-out for cheerleader. Students must be passing all subjects and must be currently eligible to participate in extracurricular activities under UIL rules. Students must have conduct which is satisfactory to the administration and sponsors and be financially able to meet the costs involved in being a cheerleader/drill team member. A complete list of the rules and regulations governing cheerleaders/drill team members and an estimate of expenses will be available to all students interested in trying out for cheerleader/drill team.

Student Council

The Student Council has been organized as your representative of the school. It does not have administrative duties, but sincere suggestions are appreciated by the administration.

National Junior Honor Society

Students may not apply for membership. Membership is granted only to those students selected by the faculty council.

Criterion:

1. Attended EMS for the entire previous semester.
2. 90 or better average in middle school work.
3. Exercises leadership roles in school and community.
4. Demonstrates positive aspects of character.

REQUIREMENTS FOR PARTICIPATING STUDENTS

All class officers, cheerleaders, drill team members, and other members in extracurricular activities must be eligible under University Interscholastic League rules and must maintain satisfactory grades in citizenship. Class officers and student council representatives are to be elected by previously prepared, secret ballots. Students wishing to run for class president and vice-president shall have an overall grade average of 80 for the preceding semester, with no grade below 70 in any subject. The

student must maintain this status if elected.

SCHOOL TRIPS

Any student traveling to any function for which school transportation is provided shall ride in the school vehicle both to and from the event. An exception to this rule will be the release of a student to his/her parents who appear in person after the event is over with a written request to the school sponsor in charge.

SOCIAL EVENTS

The rules of good conduct and grooming shall be observed for school social events. Guests are expected to observe the same rules as students attending the event; the person inviting the guest will share responsibility for the conduct of the guest.

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: Chalet Moore

Phone Number: (325) 643-4813

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: Kim Horton

Phone Number: (325) 643-5665

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](#)

Student Handbook Statement: Spanish

La declaración siguiente debe estar incluido en cada manual del estudiante del distrito o de la escuela chárter.

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: Chalet Moore

Número de teléfono: 325 643 - 4813

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: Kim Horton

Número de teléfono: 325 643-5665

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](#)

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](#)