

**F. L. Moffett Primary School  
Center Elementary School  
Center Intermediate School**



**Student Handbook  
2018-2019**



## School Information

### Center Intermediate School (Grades 4-5)

624 Malone Drive  
Center, Texas 75935  
(936) 598-6148  
[www.centerisd.org](http://www.centerisd.org)

### Center Elementary School (Grades 1-3)

621 Roughrider Drive  
Center, Texas 75935  
(936) 598-3625  
[www.centerisd.org](http://www.centerisd.org)

### F. L. Primary School (Pre-K 3- Kindergarten)

294 Stadium Drive  
Center, Texas 75935  
(936) 598-6266  
[www.centerisd.org](http://www.centerisd.org)

## **Foreword**

It is a pleasure to welcome you to Center Schools. Our desire is that this will be your most productive school year. This handbook has been prepared so that all students, teachers and parents will know and understand the policies of the school. Cooperation is essential if we are to have a good school. Indeed, a school will be as good for each student as the effort he/she puts into it. Working together, we will have a school which will provide a safe, happy and productive learning environment.

### **Center Mission Independent School District Statement**

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

### **Center Independent School District Vision**

*Preparing Students for Their Future*

## Consent/Opt-Out Form

Center ISD is required by federal and state law to notify you and obtain your consent for or denial of (opt-out) your child’s participation in certain school-related activities. Additional information on each of the activities may be found in the Student Handbook on the pages indicated. The activities include:

- Consent to release directory information (page V)
- Consent for student participation in a survey, analysis or evaluation funded by the U. S. Department of Education (page 3)
- Consent for student participation in other surveys and data collection (page 5)
- Consent to video or audio record a student (page 3)
- Consent to display student’s original works and personal information (page 2)
- Consent to Conduct a Psychological Evaluation (page 2)
- Instruction in the district’s parenting and paternity awareness program (page 2)

Please indicate below by placing an (X) in the appropriate box which, if any, of the activities you want to Opt-Out of:

Activity	Opt-out/Denial
Consent to release directory information	
Consent for student participation in a survey, analysis or evaluation funded by the U. S. Department of Education	
Consent for student participation in other surveys and data collection	
The right to opt-out of a nonemergency invasive physical exam/screening except as permitted by law	
Consent to video or audio record a student	
Consent to Conduct a Psychological Evaluation	
Instruction in the district’s parenting and paternity awareness program;	
Consent to display student’s original works and personal information	

This form must be submitted annually and may be revoked by the parent, in writing, at any time.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Grade Level



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## PREFACE

To Students and Parents:

Welcome a new Center ISD 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 Center Elementary Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

**Section I – PARENTAL RIGHTS** – 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, any person granted some other type of lawful control of the student or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Center 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 an attachment to this handbook and posted on the district’s Web site at [www.centerisd.org](http://www.centerisd.org) 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 it 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 handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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

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

1. Acknowledgment of Electronic Distribution of Student Handbook form;
2. Combined Consent/Opt-Out Form.

[See Opting-Out Information beginning on page V]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the superintendent's office or online at [www.centerisd.org](http://www.centerisd.org).

## **SECTION I: PARENTAL RIGHTS**

This section of the Center Elementary Student Handbook includes information related to certain rights of parents as specified in state or federal law.

### **Consent, Opt-Out and Refusal Rights**

#### **Consent to Conduct a Psychological Evaluation**

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

#### **Consent to Display a Student's Original Works and Personal Information**

Teachers may display students' work which may include personally identifiable student information in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings and other original works on the district's website, a website affiliated with or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos or other methods of mass communication.

#### **Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14**

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

#### **Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law**

State law permits the school to make a video or voice recording without parental permission for the following circumstances: 1) When it is to be used for school safety, 2) When it relates to classroom instruction or a co-curricular or extracurricular activity, or 3) When it relates to media coverage of the school.

The district will seek parental consent through a written request before making any video or voice recording of a student not otherwise allowed by law (see Opt-out Form).

#### **Prohibiting the Use of Corporal Punishment**

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook or submit a written statement to the campus principal stating this decision. A signed statement must be provided each year.

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

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

### **Limiting Electronic Communications with Students by District Employees**

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework, upcoming tests, or extra-curricular activities.

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

### **Release of Directory Information**

The Family Education Rights and Privacy Act (FERPA) permits the district to disclose appropriately designated directory information from a child's education records without written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing (see Opt-out Form) to the principal within ten school days of your child's first day of instruction for this school year.

As allowed by state law, the district has identified two directory information lists – one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information for school-sponsored uses:

- Admissions data, personal and family data including certification of birth
- Standardized test data including intelligence, aptitude, interest, personality and social adjustment ratings
- All achievement records as determined by test, recorded grades and teacher evaluations
- All documentation regarding a student's testing history and any accelerated instruction he/she has received including any documentation or discussion of action taken by a grade placement committee
- Health services record including the results of any tuberculin tests required by the district, the findings of screening or health appraisal programs the district conducts and immunization records
- Attendance Records
- Student Questionnaires

- Records of teacher, counselor, or administrative conferences with the student or pertaining to the student
- Verified reports of recurrent behavior patterns as well as records pertaining to student/parent complaints
- Copies of correspondence with parents and others concerned with the student
- Records transferred from other districts in which the student was enrolled
- Records pertaining to extracurricular activities
- Information relating to student participation in special programs
- Records of fees assessed and paid
- Other records that may contribute to an understanding of the student

The district had designated the following as general directory information:

- Student name, address, telephone number, and electronic mail address
- Student photograph
- Student date and place of birth
- Major field of study, degrees, honors and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports including weights and heights of members of athletic teams

If you object to the release of the student information included on the directory information form, your decision will also apply to the use of that information for school-sponsored purposes, such as honor roll, school newspaper, yearbook recognition activities, news releases and athletic programs.

### **Participation in Third-Party Surveys**

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

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



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

### **Opting-Out of Participation in Other Type of Surveys or Screenings and the Disclosure of Personal Information**

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

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

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. See **Pledges of Allegiance and a Minute of Silence** on page 36 and policy EC (LEGAL).

### **Reciting a Portion of the Declaration of Independence**

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

### **Religious or Moral Beliefs**

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

## **Right of Access to Student Records, Curriculum Materials and District Records**

### **Instructional Materials**

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

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

### **Student Records**

You may review your child's student records including: attendance records, test scores, grades, disciplinary records, counseling records psychological records, applications for admission, health and immunization information, other medical records, teacher and school counselor evaluations of the student, reports of behavioral patterns, state assessment instruments that have been administered to your child and teaching materials and tests used in your child's classroom.

A federal law known as the Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an eligible student is one who is 18 or older or who is attending an institution of postsecondary education. These rights are:

The right to inspect and review student records within 45 days after the school receives a request for access

The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading or otherwise in violation of FERPA

The right to file a complaint with the U. S. Department of Education at:

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

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

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or

divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records.

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

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, third party vendor that offers online programs or software, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and student; or investigating or evaluating programs.
- To authorized representatives of various governmental agencies, including juvenile service providers, U. S. Comptroller General’s office, Attorney General’s office, the U. S. Secretary of Education, TEA, the U. S. Secretary of Agriculture’s office and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- To another school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received
- To accredited organization to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school in order to develop, validate or administer predictive tests, administer student aid programs or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When a district discloses information it has designated as directory information

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 107 PR 605, Center, TX. 75935

The address of the principal's office is: (see page iii for principal's office address).

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 36, and **Complaints and Concerns** on page 16 for an overview of the process.

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office [www.centerisd.org](http://www.centerisd.org).

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

## **Professional Qualifications of Teachers and Staff**

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

## **Students With Exceptionalities or Special Circumstances**

### **Children of Military Families**

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

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

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

Additional information may be found at <http://www.tea.gov/index2.aspx?id=7995>.

## **Parental Role in Certain Classroom and School Assignments**

### **Multiple Birth Siblings**

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

### **Safety Transfers/Assignments**

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. See the superintendent for information.  
See **Bullying** on page 14, policy FDB, and policy FFI (Appendix I).
- Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

### **Students Who Receive Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. The district is not required to provide transportation to other children in the household. See policy FDB (LOCAL).

### **Service/Assistance Animal Used by Student**

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

### **Students Who Have Learning Difficulties or Who Need Special Education Services**

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

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

A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may also be found at <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Carey Agnew at 936-598-5642.

### **Students Who Speak a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

### **Students with Physical or Mental Impairments Protected Under Section 504**

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

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Carey Agnew at 936-598-1600.

[Also see policy FB.]

## **SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is 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 your child's campus principal.

## **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 the required presence of school age children in school, the other how a child’s attendance affects a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

### **Compulsory Attendance**

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

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they are enrolled.

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/or applicable subject area.

### **Prekindergarten and Kindergarten**

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

### **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; and
- For students in the conservatorship (custody) of the state,
  - An activity required under a court-ordered service plan; 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 **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. Please see page 8 for that section.

### **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.

### **Between Ages 6 and 19**

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

If you have questions about your student and the effect of his or her absences from school, please contact your child’s campus administrator.

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

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

### **Attendance for Credit or Final Grade**

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 policy FEC.]

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.



- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- 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 by following 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 students to TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during second period.

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

### **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 that describes 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.

Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence. The campus will document in its attendance records for the student whether the absence is considered to be excused or unexcused.

### **Doctor's Note after an Absence for Illness**

Upon return to school, a student absent for more than one consecutive day 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).

**If the student does not follow procedure (i.e., the parent does not contact the school, or student fails to bring a doctor's note) within three (3) days the absence will be considered unexcused.**

### **Saturday School**

Saturday school can be recommended by the attendance committee and/or the principal as a means by which a student may regain credit lost due to excessive absences from school. Saturday School will begin in October and continued through May of the same school year and be provided as funds continue to be available. Saturday School will be from 8:00am to 12:00pm on Saturdays as designated by the principal.

### **ACCOUNTABILITY UNDER STATE AND FEDERAL LAW**

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

- The Texas Academic Performance Report (TAPR) for the district (compiled by TEA),
- A School Report Card (SRC) for each campus in the district (compiled by TEA)
- The district's financial management report which will include the financial accountability rating assigned to the district
- The performance ratings of the district's evaluation of community and student engagement using the indicators required by law and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Information about all of these can be found at [www.centerisd.org](http://www.centerisd.org). Hard copies are available upon request at the district administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and [www.tea.texas.gov](http://www.tea.texas.gov).

### **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 of 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 "cyber bullying."

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, school 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 or campus within the district. Also see **School Safety Transfers** on page 9.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site, and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's Web site.

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

Also see **Discrimination, Harassment, and Retaliation** on page 19, **School Safety Transfers** on page 9, **Hazing** on page 26, 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 classroom for his/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 potential volunteers for bringing food products. Also see **Food Allergies** on page 28.

## **CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN**

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at [www.centerisd.org](http://www.centerisd.org). As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare

as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp).

The following Web sites might help you become more aware of child abuse and neglect:

<http://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>

[http://kidshealth.org/parent/positive/talk/child\\_abuse.html](http://kidshealth.org/parent/positive/talk/child_abuse.html)

<http://www.taasa.org/resources-2/>

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml)

[http://www.oag.state.tx.us/AG\\_Publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml)

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

## **COMPLAINTS AND CONCERNS**

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board 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.centerisd.org](http://www.centerisd.org).

In general, the student or parent should submit the written complaint form with the campus principal within the timelines established in policy FNG (LOCAL). 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 as well as on district vehicles—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 period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

### CAMPUS BEHAVIOR COORDINATOR

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

- F.L. Moffett Primary School-Inez Hughes
- Center Elementary School-Shelly Norvell
- Center Intermediate School-Heath Hagler

### IN-SCHOOL SUSPENSION (ISS)

Students may be placed in ISS for any behavior listed in the Code as a general conduct violation. Students assigned to ISS will eat lunch in the ISS room. Their lunch will be provided. They will also participate in a “campus beautification” project. This will include time in the morning and afternoon picking up and cleaning up the campus. Students will not be allowed to exit ISS until all class work and ISS work has been completed. Students will strictly abide by all ISS rules, or more severe disciplinary action will be taken. **Students assigned to ISS the week of school activity will not participate in school activities.**

### Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to

entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

- Interference with the transportation of students in vehicles owned or operated by the district.

## **Social Events**

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

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

## **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.

See **Health-Related Matters** on page 26.

## **COUNSELING**

### **Academic Counseling**

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

### **Personal Counseling**

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

Also see **Substance Abuse Prevention and Intervention** and **Suicide Awareness** on page 41

## **CREDIT BY EXAM—If a Student Has Taken the Course**

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery."

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

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

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

For further information, see the school counselor and policy EHDB (LOCAL).

### **CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2018–19 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

### **ACCELERATION**

#### **Students in Grades 1–5**

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

### **DISCRIMINATION, HARASSMENT, AND RETALIATION**

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

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

## **Discrimination**

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

## **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

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

In addition to dating violence as described above, two other types of prohibited harassment are described below.

## **Sexual Harassment and Gender-Based Harassment**

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## **Retaliation**

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

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



## **Reporting Procedures**

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

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

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

## **Investigation of Report**

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

## **DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR DOCUMENTS**

### **School Materials**

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

The school newspaper, The Rough Rider Review, and the yearbook are available to students.

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

## **Non-school Materials**

### **From Students**

Students must obtain prior approval from the Principal before posting, circulating, or distributing copies of written materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

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

### **From others**

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

Prior review will not be required for:

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

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

## **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**

Center ISD has implemented the following dress code to ensure a safe, positive environment free for all students. Appropriate dress for the school day causes students to act in a manner which produces a higher standard for personal behavior and educational activities. Student dress must conform to the following rules.

- Shorts and skirts (including splits in skirts) may be worn as long as they are no shorter than two inches above the knee short,

- Cycling shorts, and outer clothing made of lycra are not acceptable.
- House shoes are not permitted to be worn at school
- Shirts that extend past the thumb when student is standing with arms relaxed by the side must be tucked in.
- Shirts and blouses must be long enough to prevent exposure of the midsection when arms are raised parallel to the floor.
- Any apparel that advertises or implies sex, drugs, alcohol, profanity or violence is not permitted.
- Transparent clothing is not permitted.
- Sleeveless shirts and dresses are permitted as long as no undergarment or the sides of the body are visible. The top of the shoulder must be covered. Muscle shirts, tank tops, halter tops, and/or spaghetti straps are not allowed. Shirts with the sleeves cut off are not allowed.
- No “headwear” is permitted. “Headwear” includes but is not limited to nonprescription eyewear, sunglasses, caps, hats, hair picks, hair nets, stocking caps, toboggans, headbands, and bandannas.
- Excessively tight pants, shorts, or skirts are not allowed.
- Any accessory or clothing that is deemed gang related as determined by school administration is prohibited.
- Clothing must not be excessively torn and must not expose any undergarments or skin.
- The administration is authorized to require students to change their dress if it causes a distraction or disruption of school.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

### **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. The student or parent may pick up the confiscated telecommunications device from the principal’s office at the end of the school day.

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.

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. See **Searches** on page 39 and policy FNF.

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not 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, e-readers, or other 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** on page 39 and policy FNF.

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

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

Only school-issued or school-approved devices will have access to the district network unless prior approval is given.

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.

### **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 for 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, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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.

See **Standardized Testing** on page 40.

## 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.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's sponsor. Also see **Transportation** on page 42.

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.uil texas.org/athletics/manuals> for additional information.

The following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—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.

See policy FM (LOCAL)

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

## FEES

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

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

- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. See **Buses and Other School Vehicles** on page 39.
- A fee not to exceed \$50 for costs of providing an educational program (Summer School) outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

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

## **FUND-RAISING**

Only school sponsored fund raising can take place on the Center Elementary campuses. A fund raising permit must be approved prior to any fund raising activity. The number of fundraisers for each campus organization will be limited to two (2) per year unless prior approval from the Principal is given. An application for permission must be made to the principal at least 10 days before the event. [For further information, see policies at FJ and GE.]

## **GANG-FREE ZONES**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

## **GENDER-BASED HARASSMENT**

See **Discrimination, Harassment, and Retaliation** on page 19.

## **GRADING GUIDELINES – See Appendix III**

Also see **Report Cards/Progress Reports and Conferences** on page 36 for additional information on grading guidelines.

## **HARASSMENT**

See **Discrimination, Harassment, and Retaliation** on page 19.

## **HAZING**

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person

engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

Also see **Bullying** on page 14 and Appendix 1 for policies FFI and FNCC.

## **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.

### **Bacterial Meningitis**

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

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

\* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations** on page 30 for more information.

## Food Allergies

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

The district has developed and annually reviews a food allergy management plan, 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 the superintendent's office. Also see policy FFAF.

### **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 Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

### **School Health Advisory Council (SHAC)**

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council is available from the Center ISD web page at [www.centerisd.org](http://www.centerisd.org). See also policies at BDF and EHAA.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness. See policies at BDF and EHAA.

### **Student Wellness Policy/Wellness Plan**

Center ISD is committed to encouraging health students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy.

### **Other Health-Related Matters**

#### **Physical Fitness Assessment**

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

#### **Physical Activity Requirements**

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten–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 school student physical activity requirements, please see the principal

## **Psychotropic Drugs**

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

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

## **Vending Machines**

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

## **Tobacco and E-Cigarettes Prohibited**

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

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

## **Asbestos Management Plan**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Jesse Ruiz, the district's designated asbestos coordinator, at (936) 598-8366.

## **Pest Management Plan**

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Jesse Ruiz, the district's IPM coordinator, at (936) 598-8366.

## **HOMELESS STUDENTS**

For more information on services for homeless students, contact the campus principal.

## **HOMEWORK - See Grading Policy, Appendix III**

### **ILLNESS**

See **Student Illness** under **Health-Related Matters** on page 30.

### **IMMUNIZATION**

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

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed and registered physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

For further information, see policy FFAB (LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.

### **LAW ENFORCEMENT AGENCIES**

#### **Questioning of Students**

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

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

#### **Students Taken Into Custody**

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

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

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

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

For further information, see policies FL (LEGAL) and GRAA (LEGAL).

### **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 and middle 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 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. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released.

## **LIMITED LANGUAGE LEARNERS**

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at **Standardized Testing** on page 37, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

## **LOST AND FOUND**

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

## **MAKEUP WORK – See Grading Policy, Appendix III**

### **MEDICINE AT SCHOOL**

The district will not purchase medication to give to a student. 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 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.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events 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).]

## **NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination, and as required by law, Center ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex or age or disability in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: James Hockenberry, Superintendent, 107 PR 605, (936)598-5642.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Carey Agnew, Director of Special Services, 107 PR 605, (936)598-5642.
- All other concerns regarding discrimination: See the superintendent, James Hockenberry, Superintendent, (936)598-5642.

[See policies FB (LOCAL) and FFH (LOCAL).]

## **PARENT AND FAMILY ENGAGEMENT**

### **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 and engagement 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 school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- 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, school counselor, or principal, please call the school office at [phone number] for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 35.]
- Becoming a school volunteer. [For further information, see policy GKG or campus principal ]

- Participating in campus parent organizations. Parent organizations include: [list current organizations].
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact [campus principal.]
- 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 (SHAC)** on page 29]
- Serving on a committee to determine criteria to be 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.]

## **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.

## **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 **Reciting the Pledges to the U.S. and Texas Flags** on page 5.

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

## **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. [refer to your 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



## **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 9 weeks.

At the end of the first three weeks and six weeks of a grading period, parents will be given a written progress report of their child's 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. Contact your child's school 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** in Appendix III.

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.

## **RETALIATION**

See **Discrimination, Harassment, and Retaliation** on page 19.

## **SAFETY**

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

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

## **Accident Insurance**

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

## **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

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

## **Fire Drill**

**The fire alarm is an independent system with an alarm in each room of the campus. The alarm is accompanied by a bright flashing light. Students, teachers and staff will remain in designated areas until an all-clear message is sounded.**

Two students who sit near the door of each classroom will be made familiar with the exit plan from the room and will take the lead in all drills.

When the alarm is sounded, students should walk briskly in single file from each classroom. Every effort should be made to have a quiet, orderly exit; talking is prohibited. The last persons to leave the room will close the classroom door.

## **Tornado Drill**

An emergency signal will sound to notify everyone to assemble in the designated areas. Student, teachers and staff will remain in the designated area until all clear announcement is made to return to classroom.

A weather alert system is in operation on the Center High School Campus. Students and staff will be advised of storm warning by a school official using the public address system. In the event of a tornado or the threat of a tornado, students and staff should follow the procedures outlined below:

- 1) Remain calm and do nothing to excite or create panic.
- 2) Students are to sit on the floor near the interior walls. Students should face away from the glass in the exterior walls.

Remain inside the building until the all-clear announcement is made.

## **Emergency Medical Treatment and Information**

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

## **Emergency School-Closing Information**

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

If the campus must close or restrict access to the building because of an emergency, the district will alert the community in the following ways: KDET radio station, [www.shelbycountytoday.com](http://www.shelbycountytoday.com), Black Board messaging system.

## **SCHOOL FACILITIES**

### **School Hours**

#### **F.L. Moffett Primary**

School Day is 7:40-3:10

Tardy Bell rings at 7:40

## **Center Elementary**

School Day is 7:40-3:10

## **Center Intermediate**

School Day is 7:42-3:15

Tardy Bell rings at 7:42

## **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.

## **Cafeteria Services**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities and individuals that are specifically authorized access under the National School Lunch Act (NSLA). Which is state law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state's children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See CHS Administration Office or Food Services to apply.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to \$20, and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

Federal and state law as well as board-adopted policies define when, where and by whom competitive foods, which are foods not sold as part of the regular meal program can be served or sold on school premises during the school day. For more information, see policies CO (LEGAL) and FFA (LOCAL).

## **Library**

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

Contact your child's school for library hours.

## **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 suspicion 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.

### **Telecommunications and Other 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) and Electronic Devices and Technology Resources on page 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.

## **SEXUAL HARASSMENT**

See **Discrimination, Harassment, and Retaliation** on page 19.

## **SPECIAL PROGRAMS**

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Linda Snell, at (936) 598-5642.

## STANDARDIZED TESTING

### STAAR (State of Texas Assessments of Academic Readiness)

#### Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. [See **Promotion and Retention** on page 36 for additional information.]

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

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

#### STUDENTS IN FOSTER CARE

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

A student who is placed in the foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact Linda Snell, who has been designated as the district's foster care liaison, at (936)598-5642 with any questions.

## **SUBSTANCE ABUSE PREVENTION AND INTERVENTION**

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance abuse intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

## **SUICIDE AWARENESS**

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

## **TARDIES**

Parents are encouraged to have their student on time each day. Classroom instruction begins immediately after the tardy bell rings.

## **TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS**

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

## **TRANSFERS**

The principal is authorized to transfer a student from one classroom to another.

See **School Safety Transfers/Assignments**, on page 9, **Bullying**, on page 14, and **Students Who Have Learning Difficulties or Who Receive Special Education Services**, on page 9, for other transfer options.

## **TRANSPORTATION**

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

### **Buses and Other School Vehicles**

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's Web site. 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.

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 (936)598-2880.

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

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

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco on 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.

## **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 and audio recording equipment is 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 and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Upon request of a parent of a student who receives special education services, a staff member, or a board member, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-

contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal for further information or to request the installation and operation of this equipment

## **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 main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Center ISD is committed to providing a safe and secure environment for student, staff and visitors. In order to accomplish this, the District is implementing a visitor management system. This system, called Raptor, will replace paper-based logs and is capable of scanning IDs, producing visitor badges and checking all visitors against registered sex offender databases. The overall goal is to better control access to all CISD campuses thus providing enhanced safety for our students and staff. Additional information about Raptor may be found at [www.raptorware.com](http://www.raptorware.com).

All visitors to any district campus must have a valid photo ID that can be scanned so that a visitor badge can be printed. Parents wishing to pick up their children during the school day must have an ID scanned for documentation.

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. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

### **Visitors Participating in Special Programs for Students**

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

## **WITHDRAWING FROM SCHOOL**

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

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

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





## Glossary

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

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

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

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

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

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

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

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

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

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

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

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

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

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

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

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

**TxVSN** is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

APPENDIX I:  
Freedom From Bullying Policy

**Note to handbook developer:** *Because state law requires that the district's policy on bullying be distributed in its Student Handbook(s), the following has been formatted for you to more easily insert the district's FFI (LOCAL) policy here rather than in the body of the handbook itself.*

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [www.centerisd.org](http://www.centerisd.org). Below is the text of Center ISD's policy FFI (LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING

FFI (LOCAL)

Adopted on 2/20/2012

*Paste the text of your bullying policy FFI (LOCAL) here.*

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee

	shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.  The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG (LOCAL), beginning at the appropriate level.

**RECORDS  
RETENTION  
ACCESS TO POLICY  
AND PROCEDURES**

Retention of records shall be in accordance with CPC (LOCAL).

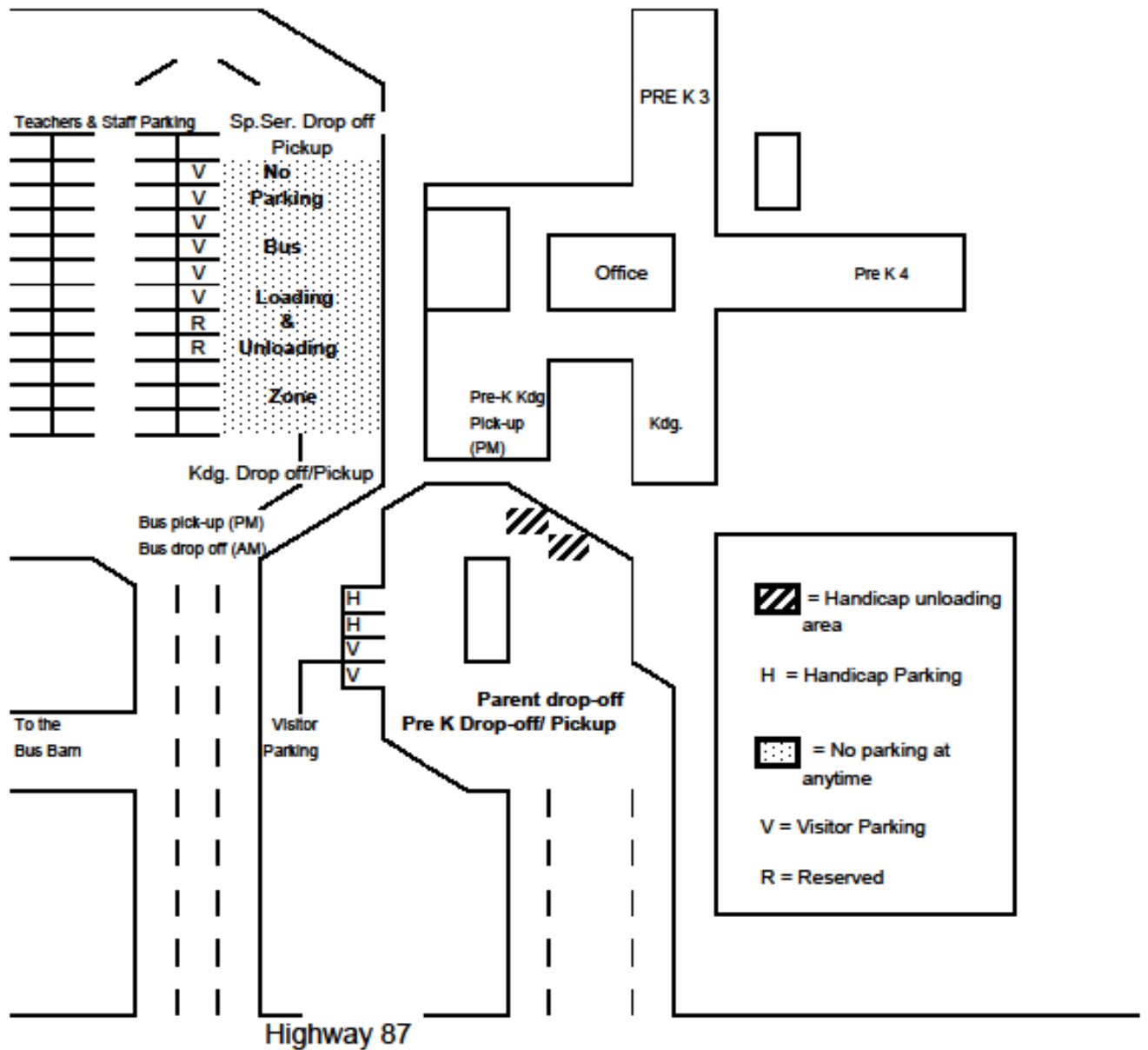
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

## APPENDIX II

### Campus Maps



# F.L. Moffett Primary School



# Center Elementary School

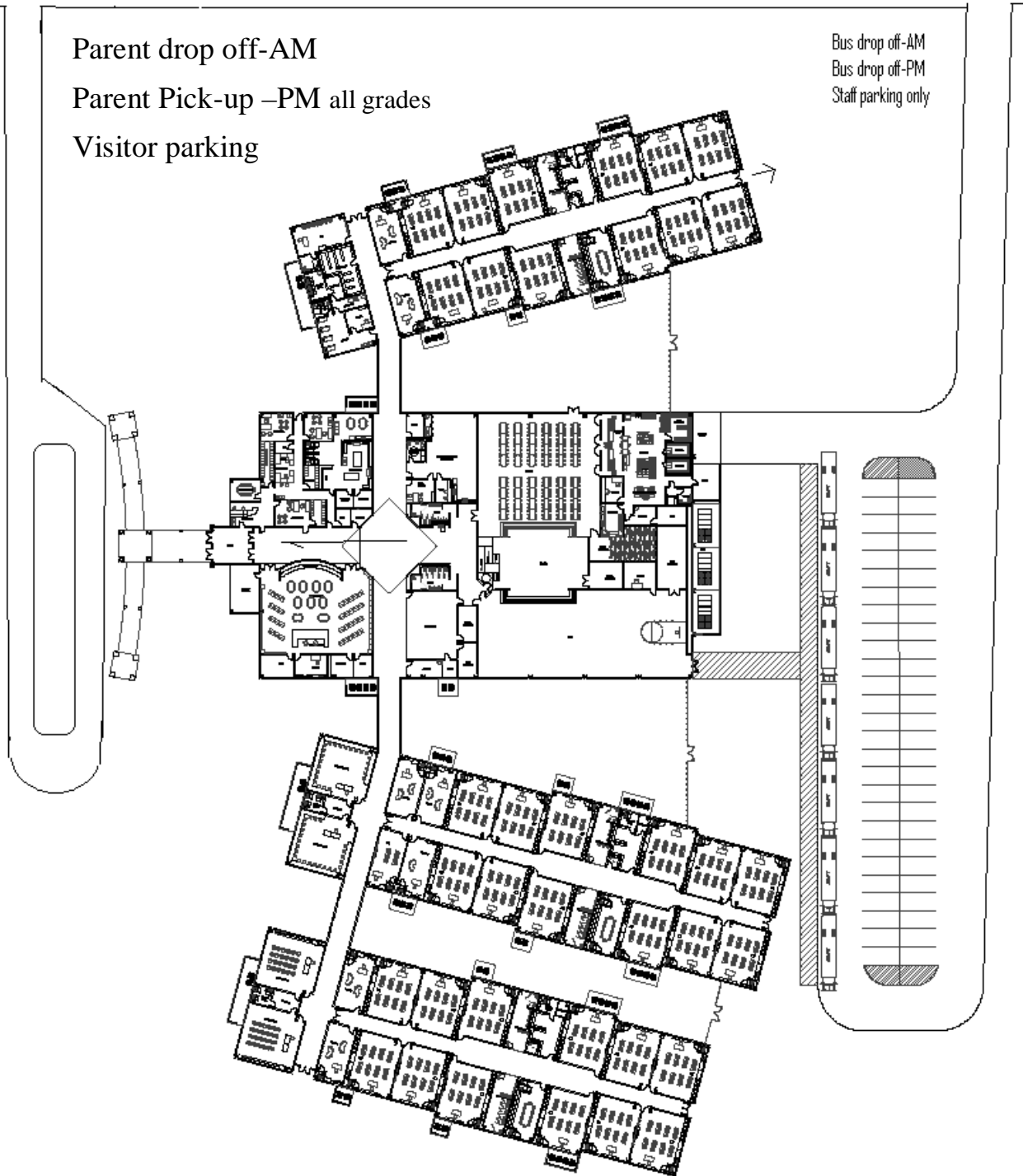
Roughrider drive

Parent drop off-AM

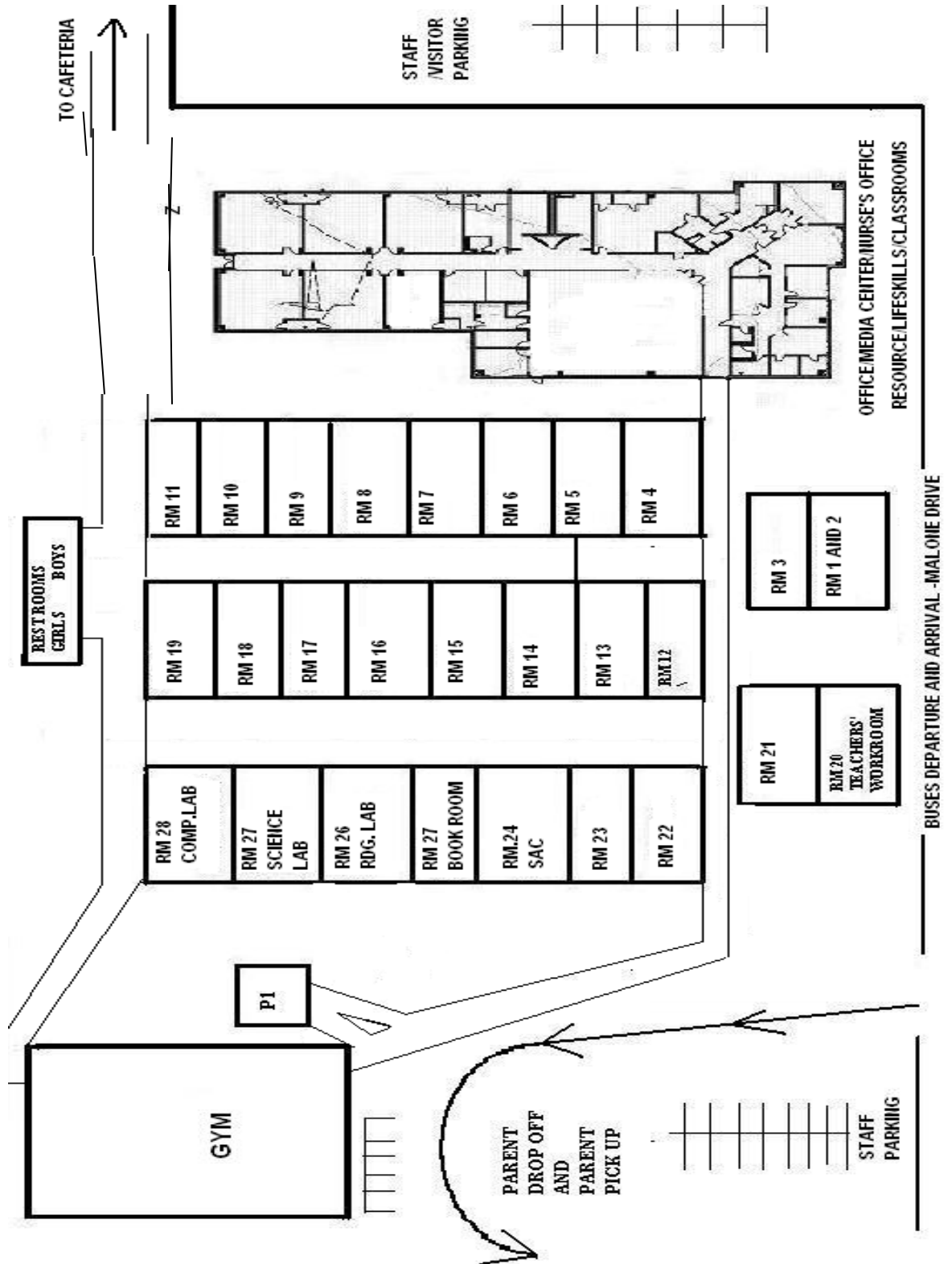
Parent Pick-up –PM all grades

Visitor parking

Bus drop off-AM  
Bus drop off-PM  
Staff parking only



# Center Intermediate School



## APPENDIX III:

# 2018-2019 CENTER ELEMENTARY GRADING GUIDELINES

### I. Introduction/Rationale

The campus will develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area and course and shall be coordinated with compensatory and accelerated services.

### II. Standards for Mastery

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final assessments or may be administered separately. Master of at least 70 percent of the objectives shall be required.

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average grade of 70 or higher shall be considered as a passing grade.

### III. Grade/Progress Reporting

Grade reports shall be issued every nine-weeks on student report cards. Progress reports shall be sent home with students after the third-week and sixth-week of each nine-week grading period. **If a student's grade falls below 70 at any time, the teacher will make every effort to contact the parent/guardian in writing or by phone.**

### IV. Grading Procedures

Student achievement shall be based on the degree of mastery of the District's curriculum which is based on the Texas Essential Knowledge and Skills (TEKS). Numerical grades will be recorded and reported with 70 representing mastery of 70% of the required objectives and the minimum passing grade. No grade over 100 shall be given unless the grade is for a course that is weighted according to policy.

Responsibilities of Teachers :

- a) follow the CES and District guidelines
- b) accurately average grades
- c) accurately record grades for assignments
- d) verify accuracy of peer-graded work
- e) return graded work to students promptly
- f) provide opportunity for re-teach and retest on objectives not mastered

- g) not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity

Responsibilities of Students:

- a) complete each assignment within the time limits given by the teacher
- b) evaluate and review their work for accuracy prior to turning it in
- c) seek assistance from the teacher as needed
- d) ask for make-up work following absence(s)

## V. Grade Determination

Assessments and assignments must meet the rigor required by the TEKS. Each grade level core subject committee will determine the common assessments to be used.

Modifications/Accommodations on assessments and assignments are noted on the report card and assignment.

Each core subject area will have the following minimum number of grades each nine weeks:

ELA (Reading, Phonics, Writing, Grammar) – 12

Math – 12

Social Studies – 9

Science – 9

The nine-weeks grade for Math, Science and Social Studies will be the average of the grades recorded. The nine-weeks average for ELA will be based on 50% Reading and 50% Writing.

**Extra Credit** – The intent of extra credit is for enrichment in a class and to gain mastery of the TEKS objectives. If extra credit is offered, it should be academic, offered to all students in a class, and count no more than 5% of a student’s total six weeks grade.

**Cheating/Plagiarism** – Copying another student’s work or permitting work to be copied by another student will result in a zero for the student(s)

**Late work** – Late work will be due one day following the original due date of the assignment with a 25% reduction on the grade. Late work will not be accepted beyond the one day requirement. A student will receive a zero for any work not turned in during the required time.

**Make-up work** – Make-up work for excused absences shall be made available to all students. Make-up work shall provide the student with sufficient opportunity to master the TEKS or subject area requirements and shall be based on instructional objectives of the course. Students are responsible for asking for make-up work upon return to class. The number of days allowed for completion of make-up work shall be equal to the number of days missed. In the event of an extended absence, other arrangements approved by campus administration may be made. Any assignments not turned in during the allotted time will follow late work guidelines. Students will not be required to take an exam or turn in an assignment on the day of returning to school if the test or assignment was assigned

during the student's absence. Make-up work may be a revised version of the original assignment. Students eligible to attend Content Mastery must be allowed to attend Content Mastery for make-up work assistance.

**Unexcused absence** – A student with an unexcused absence may make up all work missed, but shall receive a 25% reduction in any grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

**Suspension** – A student suspended from his or her regular classes may make up work, but will receive a 25% reduction in grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

**Incomplete Grades** – Unusual circumstances may occur which cause a student to be unable to complete coursework/assignments by the end of a grading period. In such cases, the student may receive an "Incomplete" for that grading period. The student will have a minimum of one week upon his/her return to complete the assigned work. In unusual cases where the student has missed a quantity of work, the time may be extended. In all cases, the teacher must communicate to the student and parents the nature of the outstanding work and the time limitation for completing the work.

**Re-teach/Re-test/Re-assess for Mastery** – Students will be given a reasonable opportunity to make-up or redo a class assignment or examination for which the student received a failing grade according to the following criteria:

1. The student must request to re-do the assignment or examination within one week following return of the assignment or examination
2. Re-teaching and make-up work will occur before or after school
3. The student will receive a maximum score of 70 on any assignment or examination to be made up

**Student Transfers** – If a student transfers into the school from a school that uses letter grades, use the following conversion chart to assign grades:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
69 and below			=	F

## VI. Types of Assessments/Assignments

**Class work** – Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There may be occasions where class work becomes homework, which may include guided or independent practice.

Homework – Homework may be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child’s educational program. Homework should never be a disciplinary measure.

Quizzes/ Skill Checks – Quizzes and Skills Checks are short assessments designed by the teacher to evaluate a student’s level of understanding and progress toward unit objectives. These assessments do not have to be scheduled in advance.

Assessments –Assessments are designed to measure a student’s level of mastery of the TEKS. Assessments are considered to be a chapter, unit concept(s), or cumulative (weekly, three, six or nine weeks) tests. Major assessments shall be scheduled and announced in advance.

Research Paper/Projects – Research papers or projects are long-term assignments that may involve both class work and homework. Teachers may assign research papers or projects to an individual or to a group of students. Teachers will inform students of the research paper/project requirements and grading guidelines well in advance of the due date. **Students, who are absent on the due date, including school business, must meet the deadline.** Grades for each group member should not be affected by another group member’s non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade appropriate to his/her participation.

# 2018-2019 CENTER INTERMEDIATE GRADING GUIDELINES

## I. Introduction/Rationale

The campus will develop guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area and course and shall be coordinated with compensatory and accelerated services.

## II. Standards for Mastery

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final assessments or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average grade of 70 or higher shall be considered as a passing grade.

## III. Grade/Progress Reporting

Grade reports shall be issued every nine-weeks on student report cards. Progress reports shall be sent home with students after the third-week and sixth-week of each nine-week grading period. **If a student's grade falls below 70 at any time, the teacher will make every effort to contact the parent/guardian in writing or by phone.**

## IV. Grading Procedures

Student achievement shall be based on the degree of mastery of the District's curriculum which is based on the Texas Essential Knowledge and Skills (TEKS). Numerical grades will be recorded and reported with 70 representing mastery of 70% of the required objectives and the minimum passing grade. No grade over 100 shall be given unless the grade is for a course that is weighted according to policy.

Responsibilities of Teachers:

- a) follow the CIS and District guidelines
- b) accurately average grades
- c) accurately record grades for assignments
- d) verify accuracy of peer-graded work
- e) return graded work to students promptly



- f) provide opportunity for re-teach and retest on objectives not mastered
- g) not increase or decrease a classroom grade for participation or lack of participation in any extracurricular activity

Responsibilities of Students:

- a) complete each assignment within the time limits given by the teacher
- b) evaluate and review their work for accuracy prior to turning it in
- c) seek assistance from the teacher as needed
- d) ask for make-up work following absence(s)

## V. Grade Determination

All assignments and assessments must meet the rigor required by the TEKS and each grade level core subject committee will determine the common assessments to be used. Modifications/Accommodations on assessments and assignments are noted on the report card and assignment.

Each core subject area will have the following minimum number of grades each nine weeks:

Writing - 12

Reading – 12

Math – 12

Social Studies – 9

Science – 9

The nine-weeks grade for all subjects will be the average of the grades recorded.

**Extra Credit** – The intent of extra credit is for enrichment in a class and to gain mastery of the TEKS objectives. If extra credit is offered, it should be academic, offered to all students in a class, and count no more than 5% of a student’s total six weeks grade.

**Cheating/Plagiarism** – Copying another student’s work or permitting work to be copied by another student will result in a zero for the student(s)

**Late work** – Late work will be due one day following the original due date of the assignment with a 25% reduction on the grade. Late work will not be accepted beyond the one day requirement. A student will receive a zero for any work not turned in during the required time.

**Make-up work** – Make-up work for excused absences shall be made available to all students. Make-up work shall provide the student with sufficient opportunity to master the TEKS or subject area requirements and shall be based on instructional objectives of the course. Students

are responsible for asking for make-up work upon return to class. The number of days allowed for completion of make-up work shall be equal to the number of days missed. In the event of an extended absence, other arrangements approved by campus administration may be made. Any assignments not turned in during the allotted time will follow late work guidelines. Students will not be required to take an exam or turn in an assignment on the day of returning to school if the test or assignment was assigned during the student's absence. Make-up work may be a revised version of the original assignment. Students eligible to attend Content Mastery must be allowed to attend Content Mastery for make-up work assistance.

**Unexcused absence** – A student with an unexcused absence may make up all work missed, but shall receive a 25% reduction in any grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

**Suspension** – A student suspended from his or her regular classes may make up work, but will receive a 25% reduction in grade(s). Students shall receive a zero for any assignment or test not made up within the allotted time.

**Incomplete Grades** – Unusual circumstances may occur which cause a student to be unable to complete coursework/assignments by the end of a grading period. In such cases, the student may receive an "Incomplete" for that grading period. The student will have a minimum of one week upon his/her return to complete the assigned work. In unusual cases where the student has missed a quantity of work, the time may be extended. In all cases, the teacher must communicate to the student and parents the nature of the outstanding work and the time limitation for completing the work.

**Re-teach/Re-test/Re-assess for Mastery** – Students will be given a reasonable opportunity to complete an alternative assessment for an assessment in which the student received a failing grade (excluding nine-weeks, semester and final exams) according to the following criteria:

1. The student must request an alternative opportunity within one week following return of the assessment.
2. Successful completion of re-teach review activity.
3. A student can earn a maximum score of a 70 on a re-assessment.

In the event the grade on the alternative assignment is lower than the original assessment. The higher of the two grades will be used for recording purposes.

**Student Transfers** – If a student transfers into the school from a school that uses letter grades, use the following conversion chart to assign grades:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C

69 and below = F

## VI. Types of Assessments/Assignments

**Class work** – Class work is any instructional activity defined/planned by the teacher to be completed during a class period to facilitate the learning process. There may be occasions where class work becomes homework, which may include guided or independent practice.

**Homework** – Homework may be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents to become aware of the instructional program and their child’s educational program. Homework should never be a disciplinary measure.

**Quizzes/ Skill Checks** – Quizzes and Skills Checks are short assessments designed by the teacher to evaluate a student’s level of understanding and progress toward unit objectives. These assessments do not have to be scheduled in advance.

**Assessments** – Assessments are designed to measure a student’s level of mastery of the TEKS. Major assessments are considered to be a chapter, unit concept(s), or cumulative (weekly, three or six weeks) tests. Major assessments shall be scheduled and announced in advance.

**Research Paper/Projects** – Research papers or projects are long-term assignments that may involve both class work and homework. Teachers may assign research papers or projects to an individual or to a group of students. Teachers will inform students of the research paper/project requirements and grading guidelines well in advance of the due date. **Students, who are absent on the due date, including school business, must meet the deadline.** Grades for each group member should not be affected by another group member’s non-participation. Conversely, a student who does not fully participate, but participates to a limited degree, will receive a grade appropriate to his/her participation.

## APPENDIX IV

### District Parent/Family Involvement Policy

Center ISD recognizes that each child's education is a responsibility shared by the school district and the child's family. To support the goal of the school district to effectively educate all students to succeed, the campuses and parents/families must work together as knowledgeable partners.

Although parents/families are diverse in culture, language and needs, they share a common commitment to the educational success of their children. Center ISD and the campuses, in collaboration with parents/families will work towards establishing programs and practices that enhance parent/family involvement and reflect specific needs of students and their families.

To this end, the District supports working towards the development, implementation and regular evaluation of parent involvement programs on each campus and at the district level, which will involve parents/families in the decisions and practices at all grade levels. The parent/family involvement programs to be developed will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school should be regular, two-way, and meaningful.
- Parenting skills are promoted and supported.
- Parents/families play an integral role in assisting with student learning.
- Parents/families are welcomed at the campus and district levels and their support and assistance are sought in the decisions that affect their children and families.
- The district and campuses support parents/families in their roles as the child's first and most important teacher.
- Community resources are used to strengthen school, family and student learning.

Center ISD supports the implementation of professional development opportunities for staff members to enhance understanding of effective parent/family involvement strategies. The District also recognizes the importance of administrative leadership in setting expectations and creating a climate that encourages parental participation.

## Parental Involvement Policy

### Center Elementary School and F.L. Moffett Primary School

Center Elementary School seeks to chart a course that will advance the partnership between home and school for the improvement of education of children. In this partnership, we will assure that parents have input into the planning, design, and implementation of the program. Communication with families will be organized, systematic, ongoing, informative, and timely in relation to decisions about the instructional program.

To ensure a family-school partnership that supports the instructional program we will:

1. Inform parents of the instructional program through a comprehensive range of activities, such as, annual meetings, monthly newsletters, letters home, parent meetings, family nights, parent teacher conferences, etc.;
2. Consult with parents on how to work together to meet the program's objectives;
3. Provide parents with timely and meaningful reports on their child's academic progress through parent-teacher conferences, progress reports, report cards, and reasonable access to staff.

To promote two-way communication between families and schools we will:

1. Train principals, teachers, and encourage parents, on building bridges to form home/school partnerships;
2. Offer training to parents to work more effectively with their children;
3. Train school staff to work effectively with parents;
4. Make parents aware of parental involvement policy and requirements in a language the parents understand.
5. Provide conference time for parents to meet with teachers.
6. Provide opportunities and training for parent volunteers.

## Center Intermediate School

Center Intermediate School seeks to chart a course that will advance the partnership between home and school for the improvement of education of children. In this partnership, we will assure that parents have input into the planning, design, and implementation of the program. Communication with families will be organized, systematic, ongoing, informative, and timely in relation to decisions about the instructional program.

To ensure a family-school partnership that supports the instructional program we will:

1. Inform parents of the instructional program through a comprehensive range of activities, such as, annual meetings, monthly newsletters, letters home, parent meetings, family nights, parent teacher conferences, etc.;
2. Consult with parents on how to work together to meet the program's objectives;
3. Provide parents with timely and meaningful reports on their child's academic progress through parent-teacher conferences, progress reports, report cards, and reasonable access to staff.

To promote two-way communication between families and schools we will:

1. Provide training for parents, principals, and teachers on building bridges to form home/school partnerships;
2. Encourage parents to work more effectively with their children;
3. Train school staff to work effectively with parents;
4. Make parents aware of parental involvement policy and requirements in a language the parents understand.

