

SECTION I

REGISTRATION PROCEDURES

IMMUNIZATIONS

A student enrolling in school in the District must present satisfactory evidence of immunization against diphtheria, tetanus, poliomyelitis, haemophilus influenzae type B, measles, mumps and rubella.

Written proof of the above immunizations, including the dates, from the family physician, health department, or clinic, is kept on file as a part of the Cumulative Health Record of each student.

Students not properly immunized, unless exempted from immunization, must be excluded from school following regulations from the Department of Health.

Additional information regarding immunizations may be found in the Health Services section of this handbook.

VERIFICATION OF DATE OF BIRTH

Verification of a child's date of birth must be presented at the time of registration. If possible the state certified birth certificate should be furnished in order to verify the child's correct name, age, birthdate and race. A legal birth certificate may be obtained for a nominal fee through the Office of Vital Statistics in the state in which the child was born. A photocopy of the birth certificate is kept on file as part of the cumulative record folder.

The principal or their designee shall verify the age of a student who is enrolling in the District for the first time. If a birth certificate is not available, the principal or designee may accept other documents as proof of a student's age. These may include baptismal certificates, hospital certificates, letters from attending physicians, sworn statements from parents, transcripts from other schools, passports or other reliable proof of age.

When accepting a child for enrollment, the District shall inform the parent or other person enrolling the child that presenting false information or false records for identification is a criminal offense under Penal Code 37.10 and that enrolling the child under false documents makes the person liable for tuition or other costs (Texas Education Code 25.001h).

STUDENT REGISTRATION FORM

A Student Registration Form must be completed and signed by the parent or guardian for each student who registers for school. The form provides information concerning the student's birthdate, sex, age, address, phone numbers, previous school attendance and parents' names and places of employment. If there are changes in the information during the year, the school office should be notified immediately.

HOME LANGUAGE SURVEY

The Home Language Survey Form is completed by parents when a student is registered. If the survey indicates that a language other than English is spoken in the home, the child is then assessed for eligibility to receive free services in the bilingual program. Additional information on the bilingual program can be found in the Special Programs section of this handbook.

EMERGENCY CARE FORM

A Student Emergency Care and Health Inventory Form will be given to parents to complete and return to school at the beginning of each school year. The school nurse should be advised during the year of any changes in the information. Current phone numbers, addresses and medical information on the student are most important in the event of a serious illness or accident. Alternate names and telephone numbers should be listed in the event that it is necessary for a child be sent home due to illness. Please provide a copy of your child's medical insurance card for their cumulative record folder.

STUDENT RECORDS

With the exception of Directory Information, a student's school records are private and are protected from unauthorized inspection or use. A cumulative folder is kept on each student enrolled in a District school. Records concerning achievement, attendance, testing, grades and health screening are a part of this folder. As students transfer from one District school to another, this folder is forwarded to the receiving school.

If the sending school is not a District school, the parents are asked to sign a Release of Records form so that a student's permanent records can be forwarded to the receiving school. If a transfer student has been enrolled in a special program, the receiving principal should be informed at the time of registration. By law, both parents, whether

married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor who is a dependent for tax purposes, the student (if 18 or older) and school officials with legitimate educational interests are the only persons who have general access to a student's records. School officials include any employees, agents or Trustees of the District, cooperatives or contractual placement facilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or a handicapped student's individual education plan;
3. Compiling statistical data; or
4. Investigating or evaluating programs (Board Policy Manual, FL-L).

Notice is hereby given that Directory Information shall be released to any individual or organization that files a written request with the Superintendent or designee. The parent must notify the District in writing if he does not want any or all information designated as Directory Information released (Board Policy Manual, FL-HP). Family Educational Rights and Privacy Act of 1974 gives certain rights to parents. The right to appeal district decisions concerning release of records is one of those rights.

ATTENDANCE REQUIREMENTS

AGE REQUIREMENTS

The following are the age requirements for District elementary school programs:

1. Head Start serves children from low income families who are three or four years old on or before September 1.
2. Prekindergarten is designed for children from families whose incomes are at or below subsistence, as determined by applying the formula used to qualify students for free or reduced-price lunches under the National School Lunch Program, or who are unable to speak or comprehend the English language.
3. Kindergarten students must be at least five years of age on or before September 1 of the current school year.
4. First grade students must be at least six years of age on or before September 1 of the current school year or have been enrolled in the first grade or completed kindergarten in the public schools of another state prior to transferring to the District.

ATTENDANCE ZONES

All elementary students shall attend the school located in the attendance zone in which they live.

When a student moves into another school attendance zone within the District, the student will be expected to move to the new school. The following exceptions to the above may be made at the request of the parent, in writing, and on the approval of the principal of the original school:

1. If the student is in the fifth grade, the student may be allowed to complete the year in the original school.
2. The student may be allowed to complete the reporting period in the original school.

3. If the receiving school has a high enrollment in the particular grade involved, on agreement of the two principals, the student may be allowed to remain in the original school for the remainder of the school year. This action must be approved by the Superintendent or designee.

ATTENDANCE REGULATIONS

In Texas, children between the ages of 6 and 17 -- depending on when the child's birthday falls -- are required to attend school unless otherwise exempted by law. School employees investigate and report violations of the state compulsory attendance law.

In order to receive credit in a class, students must be in attendance for at least 90% of the days the class is offered. Students who are in attendance for fewer than 90% of the days shall not be given credit for the class unless the attendance committee finds that the absence(s) are the result of extenuating circumstances (Texas Education Code, 25.092a).

In grades PK-5, unexcused absences in both semesters shall be combined for loss of credit purposes so that a student shall not lose credit for the course or grade if he or she attends a total of 160 days.

Students are expected to be in regular attendance throughout the school day and year. Records are kept of excused and unexcused absences.

When returning to school after an absence, a student 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 be considered a forgery and the student will be disciplined. The note must be received within three days of the absence.

The student and the student's parent(s) or guardian(s) shall receive written notice prior to and upon the student's losing credit because of excessive unexcused absences. A student may initiate an appeal in accordance with Board Policy FNG (LOCAL) at any time after the maximum number of unexcused absences is exceeded.

An elementary attendance committee and a secondary attendance committee will be formed to hear appeals when a student's attendance fails to comply with Board Policy FDD. Annually the Assistant Superintendent for Instruction shall name three elementary

principals and three secondary principals to serve on the separate committees. If an appeal comes from the school of a principal on the committee, an alternate principal will be chosen to serve on the committee for this appeal.

If the attendance committee finds that there are no extenuating circumstances for the absence or conditions established by the committee for earning or regaining credit are not met, the committee shall deny credit for the class. Students whose petitions for credit are denied may appeal the attendance committee's decision to the Board of Trustees.

The District accepts the following as extenuating circumstances for the purposes of granting credit for a class:

1. An excused absence. Any student may be excused for temporary absences resulting from personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to the Superintendent, or to the teacher or principal of the school in which the student is enrolled. The reason for an excused absence must be stated in writing and signed by the parent or other person standing in parental relation to the student. The District may investigate any case in which an excused absence is requested (Education Code 25.087).

2. Days of suspension. If a student is suspended, the absences shall be considered as excused absences if the student satisfactorily completes the assignments for the period of suspension within a reasonable time determined by the District. The District may impose a grade adjustment on work made up by a student who has been suspended (Education Code 25,087).

3. Participation in a court proceeding or a child abuse/neglect investigation. The reason

for the absence must be stated in writing by the probation officer or case

worker

(19 TAC 129.62).

4. The late enrollment or early withdrawal of a migrant student as defined by 34 CFR 201.3.
5. Days missed as a runaway as defined by Family Code 5103.
6. Completion of a competency-based education program for students identified as at-risk.
7. The late enrollment or early withdrawal of a student placed in or having resided in a community care home by the Texas Youth Commission (TYC).
8. The absences of a teen parent due to caring for his or her child.
9. Participation in a substance abuse rehabilitation program.

The District shall excuse students from attending school for the purpose of observing religious holy days when it is a tenet of their faith that they must be absent from school during such time and if, before the absence, the parent, guardian or person having custody or control of the student submits a written request for the excused absence.

The District shall excuse the student for days on which the religious holy days are observed and for days on which the student must travel to and from the site where the holy days will be observed. Excused days for travel shall be limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days.

A student whose absence is excused for religious holy days shall not be penalized for the absence and shall be counted as having attended for purposes of calculating the average daily attendance in the District. Students excused under this provision shall be allowed a reasonable period of time to make up school work missed on those days. If the student fails to complete the work missed satisfactorily, the District may respond appropriately. If the student satisfactorily completes the work, the days of absence shall be counted as days of compulsory attendance.

A student may have only ten days or parts of days absence for which parents may write excuses for illness. All additional days or parts of days of absence for illness will require a physician's or dentist's excuse. Students may also be excused by the school nurse when excluded from school for symptoms of communicable diseases as authorized by the Commissioner of Health.

Students shall be permitted to make up assignments or tests after absences. Teachers shall inform their students of the time allotted for completing makeup work after an absence; however, the student shall be responsible for finding out about the assignments and making up the work in the allotted time.

Students approved to participate in school-related or school-sanctioned activities shall not be counted absent from school.

Absences that are not excused by law or that are not for approved extracurricular activities shall be designated as unexcused, even if a student has parental permission to be absent. Absence because of suspension shall be unexcused if the student does not make up missed assignments or tests within the allotted time.

Students absent from school without permission of parent(s) or guardian(s), or absent from class without the principal's permission, shall be considered truant and shall be subject to disciplinary action.

A student who must leave school during the day must bring a note from his or her parent that morning. Students who become ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

TRANSFERS

The District shall ascertain the race of each student requesting a transfer. Transfers will only be granted for one of the following reasons: (1) majority-to-minority (m-to-m) transfer; (2) specialized academic, vocational or special education curriculum is not offered in the student's zone of residence (3) the health of the student is in jeopardy; (4) the safety of the student is in jeopardy; (5) the parent/guardian is a full-time faculty member or administrator at the receiving school; or (6) exceptional hardship.

A student in a school where his or her race is in the majority may choose to attend a school where the student's race is in the minority. This transfer can be made only when

there is enough room at the receiving school.

There are two types of transfers from outside the District:

Students transferring into the District from accredited public, private or parochial schools after first grade will be placed initially at the grade level recommended by the sending school. After a period of observation and assessment, final placement will be determined by the principal.

Accredited schools are defined as those meeting the requirements of the Texas Education Agency or accrediting agencies in other states.

Students entering the District from nonaccredited public, private, or parochial schools shall be initially placed according to the child's age. After a period of observation and assessment, the child's teacher, supervisor and principal will make a recommendation to the Assistant Superintendent for Instruction concerning final placement. The principal will share the final decision with the parents.

SCHOOL HOURS

In the District elementary schools the hours of instruction are from 8:20 a.m. to 3:25 p.m. for all schools. Wheatley (PreK) hours are from 8:25 a.m.-12:00 p.m. and 12:00 p.m. to 3:00 p.m.

In order to receive maximum educational gains, children are expected to attend school regularly and arrive on time. Children arriving at school after 8:20 a.m. should report to the school office. Children are not permitted to leave the campus after they have arrived at school without approval through the school office. Supervisory personnel are not available before 7:45 a.m., it is recommended that the students not arrive before this time. It is also recommended that students vacate the campus within 30 minutes of school dismissal.

LEAVING SCHOOL EARLY

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission.

If it becomes necessary to take a child out of school prior to the regular dismissal time, the parent should send written notification to the child's teacher. Approval for early dismissal is given by the principal.

The parent should always come to the office before picking up the child from his or her classroom. The teacher will determine that permission has been granted before allowing the student to leave.

It is important that the number of early dismissals be kept to a minimum.

WITHDRAWALS FROM SCHOOL

When a student is withdrawn from school, the office should be notified at least one full day in advance. A Student Withdrawal Form is completed and sent with the child to the receiving school.

If a child is transferring to another District school, the cumulative folder and health records are forwarded to the receiving school. If the child is transferring to a school outside the District, the parents will receive the student's report card, withdrawal form and textbook card. All textbooks, library books and charges must be cleared before a student is withdrawn from the school.

REGULAR INSTRUCTIONAL PROGRAM

PREKINDERGARTEN

A prekindergarten program of one-half day is offered daily for four-year-olds who qualify for the program. The program is for students who are four years old on or before September 1, and who are from a family whose income is at or below subsistence level as determined by applying the formula used to qualify students for free and reduced price lunches under the National School Lunch program or who are unable to speak and comprehend the English language.

The curriculum is based upon the 1997-98 Texas Essential Knowledge and Skills (TEKS) established by Texas Education Code (TEC) 21.101. The areas of instruction are categorized into five major areas -- communication development, cognitive development, motor development, fine arts and social and emotional development. Prekindergarten activities are designed to develop skills which prepare children for success in kindergarten.

KINDERGARTEN

Children who are five years old on or before September 1, are eligible to attend

kindergarten. Students attend every day for the full day.

The curriculum includes the Texas Essential Knowledge and Skills (TEKS) of the Texas Education Code (TEC) 21.101. The areas of study include language arts, mathematics, social studies, science, fine arts, physical education and health.

Emphasis is placed on reading and math readiness skills including visual and auditory discrimination, spatial relationships, perception and number relations.

GRADES 1-5

A graded instructional program is taught in grades one through five. The curriculum is based on a skills continuum for prekindergarten through fifth grade. The basic subjects include language arts (reading, spelling, language), mathematics, social studies and science. Other subjects include fine arts (visual art, dramatics, music), physical education and handwriting. The 1997-98 Texas Essential Knowledge and Skills required by the state are taught and extended at each grade level. Student mastery of the required skills is determined by administering various tests as well as through teacher observation.

There are special teachers for music, physical education and library. Music is taught by special music teachers. Art and dramatics are taught by classroom teachers. Physical education is taught daily. A certified librarian teaches library skills on a regularly scheduled basis.

RETEACH POLICY

INDIVIDUALIZED LEARNING: GRADES PER-KINDERGARTEN THROUGH 12

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Implementation of the district procedure or reteaching does not have to be detailed or prescriptive. Reteaching may vary from subject to subject or from class to class, even from student to student. It may be as simple as repeating the concept if the student still does not understand the concept. If the initial instruction

was primarily visual, the reteach activity might be manipulative. If the teacher used the deduction approach was primarily visual, the reteach activity might use an inductive approach. In this way, the student will gain a new perspective on the task.

Some examples include:

- During direct teaching as a teacher checks for understanding;
- Guided practice as a teacher monitors:

- During independent practice as students work individually or in cooperative learning groups.

PLANNING INSTRUCTION

Teachers should plan for reteaching at the same time that they are planning initial instruction. When this is done, alternative instructional strategies are immediately available, if needed. Planning for reteaching may or may not be written and should not require excessive time or documentation. If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of a student's needs, including the identification of deficient prerequisite skills. Remediation may occur in many different situations. Reteach may include, but will not be limited to, the following techniques:

1. The student may be required to correct or rework unsatisfactory papers. These grades replace the original grade.
2. The student may be required to retake a major exam. This new grade will replace the original grade.
3. The teacher may require the student to attend a tutorial program or remedial classes. Co-curricular or extracurricular activities will not be allowed to interfere with a teachers requirement to attend these tutorial classes.
4. The teacher may assign additional work on this unit for the student to complete.
5. The teacher may work with small groups during class time while other students work independently.

HOMEWORK

Homework is given when a teacher feels it can be helpful and meaningful. Independent practice consists of carefully planned activities such as completing an individual project, practicing or reinforcing a skill and making up work missed due to absences. Some activities are designed to extend and enrich class work.

TUTORIALS

Each school is required to offer a remedial tutorial program of additional instruction for those children whose grades fall below 70. Tutorial sessions are taught each Tuesday and Thursday. Other students may attend tutorials if they are having difficulty. Tutorials

in elementary schools are usually taught by the child's regular classroom teacher. This is an advantage for the child since the teacher is aware of the child's individual needs. It is the parent's responsibility to see that the child is in attendance of tutorial classes. (Board Policy Manual, EHB, D-L).

TEXTBOOKS

State adopted textbooks are provided at all grade levels. All students in grades three through five will be issued spelling, language and mathematics textbooks, which they may take home to complete assignments. Other books and learning materials may be checked out on an individual basis for the child to complete an assignment. A book card will be made out for every child who is issued a state textbook. All textbooks are to be kept covered at all times. Children are responsible for all books checked out from school.

There are some state regulations concerning state adopted textbooks. Pupils who have previously enrolled in a Texas public school shall not be issued state textbooks until a cleared book card from the previous school is presented. If a state adopted textbook is lost, the full price of the book is charged as listed in the Current Adoption Textbooks booklet.

PROMOTION AND RETENTION

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level., The earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

Please be aware that, effective in the school years set out below, a student's satisfactory performance on state exams, called the Texas Assessment of Knowledge and Skills (TAKS) will be required for promotion. This requirement will be effective for the following students:

- Third graders in the 2002-2003 school year.
- Fifth graders in the 2004-2005 school year, and
- Eighth graders in the 2007-2008 school year.

A student who does not perform satisfactorily will participate in special instructional programs designed to help improve performance and will also have additional opportunities to take the test. if the student fails a second time, a grade replacement committee, consisting of the principal or designee, the teacher, and the student's

parents, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; the parent can appeal this decision however, to the grade placement committee. Whether the student is retained or promoted, a education plan for the student will be designed for the next school year to enable the student to perform at grade level.

TESTING PROGRAM

Effective student evaluation includes assessment of each pupil's strengths, needs, abilities and intellectual growth. The District's evaluation program includes the tests described below:

The Chicago Early Assessment is administered at the Head Start and Prekindergarten levels. It is designed to measure achievement in areas regarded as necessary for success in school. The testing is administered as a pretest at the beginning of the school year and as a posttest at the end of the year. A comparison of the two tests is used as one method of determining pupil growth.

The Chicago Early Assessment and Remediation Laboratory includes the following areas:

Body image/gross motor skills Perceptual motor skills
Arithmetic skills Language skills
Music and art

The Iowa Test of Basic Skills (ITBS) is administered at K-2nd grade. This is an achievement test battery the results of which are reported in informative score reports for teachers and parents.

The Texas Assessment of Knowledge and Skills (TAKS) as mandated by the 75th Texas Legislature will be administered for the first time in grades 3-5 for the spring of 2003.

Beginning with the 2003 assessment, all students in grade 3 must pass the reading assessment to be promoted.

An individual record of each child's performance on the TAKS reading and math assessments will be sent home and a copy placed in the child's permanent record folder.

The TAKS will test the following:

Subject	Grade
• Reading	3-5
• Writing	4th only
• Math	3-5
• Science	5th only

The Otis-Lennon School Ability Test (OLSAT) is administered to all students in the third grade in the fall. This test is designed to measure school related abilities in both verbal and nonverbal areas.

A standardized achievement test is administered to all students in kindergarten through second grade in the spring. It measures growth in basic skills areas. An individual record of each child's results is sent home and a copy is placed in the child's permanent record folder.

REPORTING TO PARENTS

SIX WEEKS BENCHMARK

Exams are issued six times a year at the close of each six-week period. The report shows the child's progress in mastering the Texas Essential Knowledge and Skills (TEKS) of each subject.

REPORT CARDS

Report cards are issued six times a year at the close of each six-week period. The report

shows the child's progress in mastering the Texas Essential Knowledge and Skills (TEKS) of each subject. Head Start report cards use:

S = Sometimes

M = Most of the time

N = Not introduced

Prekindergarten report cards use:

S = Satisfactory Mastery

N = Needs Improvement

U = Unsatisfactory Mastery

Kindergarten grades in the basic subjects and personal growth are recorded as:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

In grades one through five, the grades are recorded in numerical scores for the basic subjects: mathematics, social studies, science and language arts (reading, spelling and language).

90 - 100 = A Excellent

80 - 89 = B Above average

75 - 79 = C Average

70 - 74 = D Poor but passing

69 and below = F Failing

Other subjects and personal growth are recorded with the following grade codes:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Grade averages lower than 50 are recorded on the report card as 50 for the first five reporting periods. For the sixth reporting period, the grades are recorded as earned.

Students who are functioning below the expected grade level may be placed in one or more of the following alternative education programs: special education, tutorials, optional extended day, summer school, classroom instructional grouping, bilingual, homebound instruction or retention.

The purpose of the report card is to keep parents informed of the child's academic and social progress. Continual monitoring of student progress is essential to the overall growth of the child. Parents are requested to sign and return the report card envelope within three days after each reporting period.

PARENT CONFERENCES

Two parent conferences, one during the first semester and one during the second semester, are scheduled for teachers to discuss with parents a student's progress in school. Report cards for the six weeks period are issued at the conferences. Parent attendance at the conferences is most important.

Periodically, teachers will notify parents of a student's behavior and/or progress in school and will request a conference. Parents may request a conference with a teacher to discuss concerns at any time.

INDICATION REPORTS

Indication reports are sent to parents to notify them that a child is not succeeding in social/academic areas and the reason for failure. At the end of the first three weeks of a grading period, the school will provide a notice of progress to the parent or guardian of a student whose grade average in any subject is lower than 70. This report is recorded on an indication report. The teacher will indicate a time for a conference to be held should the parent desire a conference. Parents are requested to sign and return the report to the school.

COMMENDATION REPORTS

Commendation reports are sent home to commend students for improvement in school work. The area of improvement is indicated. A conference may be scheduled at the parent's request.

SUMMATIVE CONFERENCE

If the student is to be retained or is to attend summer school, the teacher will schedule a conference with the parent to discuss the placement decision.

TEACHER CERTIFICATION

Every effort is made to provide certified teachers in all subjects. Should staffing difficulties occur, the District will give written notification to parents of students of teachers who are teaching in a subject for which they are not certified. This notification will be made no later than 30 days after staffing changes. Questions may be directed to the school principal (Board Policy Manual, DPB).

STUDENT RESPONSIBILITIES

STUDENT CODE OF CONDUCT

As required by law, the District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior--both on and off campus--and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

DISRUPTIONS

In order to protect student safety and sustain an educational program free from disruption, state law permits the District to take action against any person--student or nonstudent--who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes 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; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.

- Interferes with the transportation of students in District vehicles.

RADIOS, CD PLAYERS, AND OTHER ELECTRONIC DEVICES AND GAMES

Students are not permitted to possess such items as radios, CD players, tape recorders, camcorders, DVD players, cameras, or electronic devices or games at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parents will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct.

DRUG FREE/GUN FREE SCHOOLS

No student shall possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any of the following substances on school premises at a school-related activity, function or event:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotics drug, hallucinogen, stimulant, depressant, amphetamine or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint or any other volatile chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering or behavior-altering drugs.

The transmittal sale or attempted sale of what is represented to be any of the above-

listed substances is also prohibited under this policy.

"Use" means a student has smoked, ingested, injected, imbibed, inhaled, drunk or otherwise taken internally a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath or speech.

"Under the influence" means a student's faculties are noticeably impaired, but the student need not be legally intoxicated.

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be considered to have violated this policy. (Board Policy Manual FNCF).

Students who violate this policy shall be subject to disciplinary action (Board Policy Manual FOA, FOD).

Cars and lockers may be searched for alcohol and drugs in accordance with Board Policy (Board Policy Manual FNF).

The Gun Free School Zones Act of 1990 provides that it is a federal criminal violation to possess or discharge a firearm on public, private or parochial school property; or within 1,000 feet of a campus. Violators are subject to federal prosecution.

BOMB THREAT

Persons found guilty of bomb threats will be prosecuted according to the statutes of the State of Texas, City of Port Arthur, Texas, and the Port Arthur Independent School District.

SEXUAL HARASSMENT

Students shall not engage in sexual harassment toward another student or a District employee. A substantiated charge of sexual harassment against a student shall result in disciplinary action. FNCJ (LOCAL) The District encourages parental and student support in its efforts to address and prevent sexual harassment.

DISCIPLINE

Disciplinary actions will depend upon careful assessment of all circumstances including the nature and severity of the offense.

The Student Code of Conduct is published in Section II of this handbook. The rules established in the Code of Conduct should be carefully reviewed with each child at home.

Handicapped students shall be responsible for standards of conduct as established for their non-handicapped peers. The exceptions to standards of conduct or the procedures for handicapped students are contained in the Texas Administrative Code.

The Admission Review and Dismissal (ARD) committee must be convened to determine if behavior is linked to the handicapping condition. If it is determined by the ARD committee that there is no link between the behavior and the handicapping condition, the same procedures are applicable as in non-handicapped cases. In the case of suspension, the ARD committee must design a program to assist a student in returning to school and to prevent significant regression. Handicapped students can be assigned to home-based instruction by the ARD committee.

CORPORAL PUNISHMENT

Corporal punishment is limited to spanking or paddling the student and occurs only in accordance with the following guidelines:

1. Corporal punishment shall be administered only after less stringent disciplinary measures have been attempted.
2. The student will be told of the reason corporal punishment is being administered.
3. Corporal punishment may be administered by the school principal or the assistant principal, and shall take place in a designated place out of view of other students and with a witness present.
4. The instrument to be used in administering corporal punishment shall be approved by the principal or designee.

A record shall be maintained of each incident of corporal punishment (Board Policy Manual, FO - LOCAL).

DETENTION

Students may be detained outside of school hours on one or more days if a student violates the school's rules of conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and day(s) of the detention. Notification may be written or by telephone.

Other Discipline Remedies (See pp. 35-41).

ALTERNATIVE EDUCATION PLACEMENT

An alternative education program is available at Franklin Elementary for those students with behavioral concerns. It is designed to help students reach their full potential by providing a consistent and highly structured alternative instructional environment. Transportation will be provided to and from the home school.

DRESS AND GROOMING

Student dress and grooming should not cause disturbance or loss of time or interfere with the instructional program. It should reflect a seriousness of purpose toward learning.

The following regulations shall govern student dress and grooming:

1. Clothing and general appearance must not constitute a health or safety hazard.
2. Student clothing should be properly fitted to allow the freedom of movement necessary for normal school activity.
3. Cleanliness of body and clothing is expected of all students at all times.
4. Hair may be worn any length as long as it is neat, presentable, clean and out of the eyes. Mustaches may be grown if they are kept neatly trimmed. Sponsors of extra-curricular activities have the authority to impose a more limited dress and hair code for assigned students.

5. Footwear will be worn by all students. Beach thongs or shoes with metal taps are not acceptable for school wear except when specifically authorized by the principal. Shoes with laces or buckles shall be tied or buckled at all times. Shoes without heel strap are not allowed. (backless shoes)
6. Sunglasses may not be worn in the classroom, except when the doctor's authorization is on file in the nurse's office.
7. The following rules govern specific items of clothing:
 - a. Shorts: Shorts are permissible in elementary schools (prekindergarten through grade 5) provided they are hemmed and the length and fit are in good taste. Shorts are permissible in secondary schools provided they are hemmed and no shorter than knee length.
 - b. Shirts and blouses: See-through blouses or shirts, low-cut, strapless or bare-midriff tops or clothing that exposes the chest or torso are not permissible unless an adequate cover-up is worn. Underwear-type shirts may not be worn as outer garments.
 - c. Skirts, dresses: For secondary students, skirts and dresses should be knee-length or longer and properly fitted.
 - d. Wearing of clothing bearing printed obscene, inappropriate, vulgar or blatantly offensive words or pictures is not permissible.
 - e. Hats/caps may not be worn in the buildings except when

specifically authorized by the
principal.

8. Makeup and jewelry should be in good taste and limited in quantity. The District cannot be responsible for loss of jewelry worn to school. Jewelry should be removed for safety's sake when using equipment or participating in athletics.
9. School uniforms ordinarily worn for extracurricular performances may be worn in the classroom on approved days.
10. Within these limits the District affirms and encourages freedom of expression and personal choice among students in the matter of dress.

From PAISD Board Policy Manual, FNCA. Amended by Board of Trustees, FNCA (LOCAL) 4/23/01.

ASSEMBLIES

Students are required to conduct themselves in assemblies as they do in class. Students who are tardy or who do not abide by District rules of conduct shall be subject to disciplinary action (Board Policy Manual, EME-L).

BOOKS AND SUPPLIES

State-approved textbooks are provided free of charge for each subject or class; students are required to use these books carefully. Books must be covered by the student, as directed by the teacher; students who are issued a damaged book should report that fact to the teacher. Any student failing to return a book issued by the school shall lose the right to free textbooks until the book is returned or paid for by the parent or guardian.

Children are required to furnish notebook paper and pencils. Those who wish to furnish other supplies such as crayons, rulers, glue and erasers may do so. There will be supplies available in the classroom for groups of children to use.

All children's personal belongings should be labeled with the name and room number.

When it is necessary to send money to school, it should be enclosed in an envelope with the child's name and room number on it.

It is the policy of PAISD that only clear backpacks be allowed for use by PK - 12th grade students in PAISD starting in August, 1999.

All library books and textbooks checked out to students must be returned in good condition. Textbooks are to be covered at all times. Students are responsible for paying for lost or damaged library books and textbooks.

FEES

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide supplies of pencils, paper, erasers and notebooks, and may be required to pay certain other fees or deposits, including:

- materials for a class project the student will keep.
- personal physical education and athletic equipment and apparel.
- voluntary purchases of pictures, publications, etc.
- student accident insurance and insurance on school-owned instruments.
- fees for damaged library books and school-owned equipment.

STUDENT SAFETY

Safety education and accident prevention are taught and practiced in all elementary schools to help students develop appropriate behaviors.

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

Emergency bells: 3 bells Fire, leave the building
 1 bell Halt, stand at attention
 2 bells Return to room.

Emergency closing information may be found in the PAISD Emergency Procedures Handbook. In the event of an emergency, parents should contact the Director of Public Relations for information.

Safety and conduct rules for bus riders will be found in the Transportation section of this

handbook. Bus drivers regularly practice emergency procedures. As new buses are purchased, seat belts will be standard equipment.

Students will be expected to follow these safety rules at all times:

- Cross the streets at the corners or designated walkways.
- Walk facing the traffic.
- Look carefully before crossing the street.
- Observe all traffic rules when riding a bicycle on and off the school grounds.
- Obey the school guard and safety patrolmen.

Students are expected to leave the school grounds when school is dismissed.

Parents can help in the development of safety practices by:

- reviewing basic traffic safety rules.
- dropping off and picking up children on the school side of the street.
- making plans in advance for bad weather so that phone calls will not have to be made.
- warning children never to leave the school with strangers.
- learning and supporting the school rules for entering and leaving the building.
- planning for children to arrive and leave the school near the times the school day begins and ends.
- keeping emergency care forms up to date with current phone numbers.
- watching for announcements on the local media concerning the closing of school during threatening weather.
- avoiding driving any motorized vehicle onto school property in prohibited areas.

To provide for student safety and the normal flow of traffic, these parking regulations have been established through School Board policy:

- No person shall be allowed to park a vehicle on any school property except in the manner provided by the Board and in the spaces which have been

designed and

marked.

-- No person shall be allowed to block or impede traffic through any driveway on school

property.

-- Motorized vehicles will not be permitted on school campuses except on designated

streets or roads.

-- All posted traffic signs shall be observed by motorists operating vehicles.

Vehicles parked on school property are under jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. Searches of vehicles, as well as general searches of school property, may be conducted at any time there is reasonable cause to do so, with or without the presence of the owner (Board Policy Manual, CLC-LOCAL).

LOCKERS

Lockers remain under the jurisdiction of the school, notwithstanding the fact that they are assigned to individual students. The school reserves the right to inspect all lockers at any time. Students have full responsibility for the security of lockers and will make certain they are locked and that the combination is not given to others. Searches of lockers, as well as general searches of school property, may be conducted at any time there is reasonable cause to do so with or without the presence of students.

STUDENTS RIGHTS AND RESPONSIBILITIES: FNG STUDENT AND PARENT COMPLAINTS (LOCAL)

The purpose of this policy is to secure at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints. Except as provided below, all student or parent complaints shall be presented in accordance with this policy.

CERTAIN policies that COMPLAINMENTS
Complaints regarding certain topics are addressed by specific modify this complaint process or require an alternative process:

1. Discrimination on the basis of gender: FB
2. Sexual abuse or sexual harassment of a student: FNCJ
3. Loss of credit on the basis of attendance: FDD
4. Teacher removal of a student for disciplinary reasons: FOAA
5. Removal of a student to a disciplinary alternative education program: FOAB
6. Expulsion of a student: FOD
7. Identification, evaluation, or educational placement of a student with a disability within the scope of Section 504: FB
8. Identification, evaluation, or educational placement of a student with a disability within the scope of IDEA: EHBA and the parents' rights handbook provided to parents of all students referred to special education
9. Instructional materials: EFA
10. On-campus distribution of nonschool materials to students: FAM
11. Complaints against District peace officers: CKE

(LOCAL)

program: FOAB

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GENERAL
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Unless otherwise provided by a policy referenced above, students be entitled to informal conferences with administrators to resolve

If such attempts are unsuccessful, the students or parents may complaint to the Board. If a complaint involves a problem with a or parents in most circumstances shall be expected to discuss the the teacher before requesting a conference with the principal at

The student may be represented by an adult at any level of the

For purposes of this policy, "days" shall mean calendar days.

Announcement of a decision in the student's or parent's presence

communication of the decision.

LEVEL ONE A student or parent who has a complaint shall request a conference with the principal within ten days of the time the student or parent knew, or should have known, of the event or series of events causing the complaint. The principal shall schedule and hold a conference with the student or parent within seven days of the request.

LEVEL TWO If the outcome of the conference with the principal is not to the student's or parent's satisfaction, the student or parent may request, within ten days, a conference with the Superintendent or designee, who shall schedule and hold a conference. Prior to or at the time of the conference, the student or parent shall submit a written complaint that includes a statement of the complaint, any evidence in its support, the solution sought, the student's or parent's signature, and the date of the conference with the principal.

LEVEL THREE If the outcome of the conference with the Superintendent or designee is not to the student's or parent's satisfaction, the student or parent may submit to the Superintendent a written request to place the matter on the agenda of the next regular Board meeting.

The Superintendent shall inform the student or parent of the date, time, and place of the meeting.

The presiding officer shall establish a reasonable time limit for complaint presentations. The District shall make an audiotape record of the Level

Three proceed-

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ing before the Board. The Board shall hear the complaint and action it deems appropriate. The lack of official action by the Board administrative decision at Level Two.

employee, it shall be

whom the complaint

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be public.

STUDENT SERVICES

ASBESTOS

An asbestos management plan was developed for each school and submitted to the Texas Department of Health for approval. A copy of the plan is kept in the District's administration office and is available for inspection by EPA, the state, and the public, including teachers, school personnel, employee representatives and parents.

Updated management plans for each school are also available for inspection during normal business hours in the administrative office (maintenance building) and at the school itself. Individual school plans may be made available for inspection within at least five working days after a request is received.

HEALTH SERVICES

Nurses are on duty in all District elementary schools. A most important duty of the nurses is promoting the health and well-being of each child. Parents are required by state law and local health department regulations to furnish proof of required immunizations when a child is enrolled. Dated immunization records must be validated by a physician or the public health clinic.

The immunizations required are:

Three doses polio vaccine including one received on or after the fourth birthday.

Four doses DTP/DTaP vaccine including one received on or after the fourth birthday (see note at left). If fourth dose in series not given, student must have five doses. Children 18 months through 3 years of age are required to have 4 doses of DTP/DT/DtaP, and children 4 years of age are required to have 5 doses. (The fifth dose is not necessary, however, if the fourth dose in the series was given on or after the 4th birthday.) This new vaccine requirement is effective immediately and may apply to some pre-kindergarten and kindergarten students this school year. TDH expects all public and private schools to enforce this requirement in addition to all other age-appropriate vaccine requirements.

One dose MMR vaccine received on or after the first birthday*. Children born on or after September 2, 1991 must have two doses of measles vaccine (this dose may be received as part of a second MMR).

(EFFECTIVE 8/1/98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine.

7 years and Older Three doses polio vaccine including one received on or after fourth birthday.

Three doses DTP/DPaP vaccine including one received on or after fourth birthday and one dose within the last 10 years.

One dose MMR vaccine received on or after first birthday*.

Children born on or after September 2, 1991 must have two doses of measles vaccine (this does may be received as part of a second MMR)

Children born between September 1, 1978 and September 1, 1991 (inclusive) must show proof of two doses of measles vaccine within 30 days after their 12th birthday (this does may be received as part of a second MMR)

(EFFECTIVE 8/1/98) Children born on or after September 2, 1992 must have three doses hepatitis B vaccine.

Immunizations may be obtained from a physician at the

Port Arthur Health Department: 605 Fifth Street, Port Arthur, TX.

Phone: 983-8880 -- Hours: 8:00 - 4:30 -- Monday - Friday

NOTE: *MMR (or one dose of each of its components) must have been received on or after the first birthday if the vaccine was administered on or after September 1, 1990. Measles vaccine received prior to September 1, 1990 may have been administered in the calendar month of the first birthday.

Provisional Enrollment: All immunizations should be completed by the first date of attendance. However, if this is not possible and if permitted by local school district policy, a child/student may be provisionally enrolled and allowed to attend a child-care facility or school, provided at least one immunization in each series has been received. The remaining required immunizations must be completed as soon as medically possible in order for the child/student to remain in attendance.

Documentation: Since many types of personal immunization records are in use, any document will be acceptable, provided it has been validated by a physician or public health personnel. The month, day and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

Exclusions: Texas law provides for exclusions from these minimum mandatory requirements for medical or religious reasons. Persons on active duty with the United States armed forces are also exempt from these requirements. Please consult §97.62 for more information.

Application forms for conscientious and religious exemptions are available from the TDH in writing. For further information please call (888) 963-7111 ext.6470.

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

Parents of a student with a communicable or contagious disease should notify the school nurse/principal so that the appropriate measures may be taken to safeguard the health of other students. The nurse will also explain the required home convalescent period and readmission procedures required by the Texas Department of Health.

Readmittance to school can be in one of the following manners:

1. With a doctor's statement confirming that the child either does not have a communicable disease or is noninfectious.
2. With a permit of readmission issued by a local health authority.

3. After an absence of the number of days recommended by the local health department. Conditions for which a student may be excluded from school include, but are not limited to:

*AIDS, HIV Infection Impetigo Ringworm of the Scalp
 Chickenpox Influenza Salmonellosis
 Common Cold with Fever Measles (Rubeola) Scabies
 Diphtheria Meningitis, Bacterial Shingellosis
 Fever 100.4 or above Meningitis, Viral Sore Throat
 Fifth Disease Mumps and Scarlet Fever
 Gastroenteritis, Viral Pink Eye Streptococcal
 German Measles (Ruebella) (Conjunctivitis) Tuberculosis, Pulmonary
 Head Lice Poliomyelitis Whooping Cough
 Hepatitis, Viral, Type A (Polio) (Pertussis)

*Students with the AIDS/HIV infection shall be excluded when: 1) a medical advisor determines that open sores or skin eruptions, behavior (e.g., biting), or lack of toilet training pose a risk to others; 2) cases of measles, rubella, or chicken pox are occurring in the school (Board Policy Manual, FFAD & FFAD-E).

The District provides screening services to assist in identifying possibly health problems of students.

The screening services include:

Height, weight, teeth, skin and posture All grades annually

Scoliosis (curvature of the spine) Grade 5-8

Vision Early Childhood, Prekindergarten,
 Kindergarten, Grades 1, 3 and 5
 (also grades 2 and 4 as time permits)
 All new and referred students

Hearing Early Childhood, Prekindergarten,
 Kindergarten, Grades 1, 2 and 4
 (also grades 3 and 5 as time permits)
 All new and referred students.

Speech and Language Early Childhood, Prekindergarten,
 Kindergarten. All new and referred
 limited English proficient students.

Results of the screening services may indicate a need for further evaluation. Any findings which appear to vary significantly from expected development will be reported to the parents.

HEALTH RECORDS AND FORMS

Immunizations, screening for height, weight, hearing, vision and physical fitness information are recorded on the Cumulative Health Record. Additional health forms which are kept for students are described below:

-- **Emergency Care and Health Inventory Form**

Care and Health
Each fall parents are requested to complete and return the Emergency
Inventory form so that the school staff may have a better understanding
of the child's
health status. In cases of illnesses, accidents and emergencies this form
assists the
school in contacting the parents and providing emergency care for the
child.

-- **Accident Reports**

physician's care. The
report is filed with the Assistant Superintendent for Instruction and a copy
is placed in
the student's permanent record folder.

-- **Administration of Medication Form**

administer
No school employee, including the school nurse, is authorized to
medication to students unless all of the following conditions are met:

1. The school must have a written request from the parent or legal guardian before any medication is administered.
2. When prescription and nonprescription medication is to be administered, the school must have written authorization from a licensed physician

or dentist before

prescription or

original

medication to give at

morning, or

bedtime, if

such a medication can be administered. Authorization must be by written request from the physician or dentist.

3. All medications brought to school for administering must be in the container and properly labeled with

- a. the student's name
- b. the time or times the medication is to be given
- c. the amount to be taken
- d. the name of the medication
- e. the name of the physician/dentist

4. The parent or designated person may:

- a. send the medication in the original bottle with only enough school, or
- b. pick up the medication each day after school and return it each
- c. give medication at home: before school, after school and at medication is to be given three times a day.

District forms for a request to administer medication are provided to parents by the school nurse.

Parents who report that their child has a chronic health problem are required to have a physician verify the diagnosis and specify educational implications. District forms for verifying chronic health problems are also provided by the school nurse (Board Policy Manual, FFAC, FFAC-E-L).

The school nurse provides first aid treatment for minor injuries that occur at school. Major injuries are referred to a physician or hospital.

Students who have head lice are excluded from school until the recommended treatment has been administered and no lice remain (necks, etc.). Parents are requested to work cooperatively with the school nurse to follow the proper procedures for treatment and to

prevent recurrence.

Parents will be contacted by the school nurse when a child becomes ill, has fever, has vomited at school, has diarrhea, or has symptoms of a contagious disease. Parent or parent designee are required to come to the school and sign child out from the clinic.

Nurses are available for parent conferences regarding the child's health needs. Home visits by a nurse may be made if necessary.

Parents are requested to provide a written notice if a child is unable to participate in physical education classes. If the child is unable to participate for five or more days, a doctor's written statement is needed.

Child Nutrition & Food Services

Nutritious, economically-priced lunches are served daily at each campus through the school's participation in the National School Lunch Program. The same lunches are available at a reduced price and free for students who qualify. Information and applications for reduced-price and free lunches are distributed at the beginning of the school year. To apply for free/reduced-price lunches, the application must be completed and returned to the school or the Child Nutrition office at Sims Center, 5600 25th Street, Groves, Texas 77619.

In an effort to provide all students with the many benefits of eating breakfast, one free breakfast is offered to ALL PAISD students daily. Research shows that participation in the school breakfast program is associated with improved test performance, reduced tardiness and absence rates, increased attention, improved behavior and emotional adjustment. Check with your campus cafeteria or campus office for serving times.

New menus have been developed for elementary and secondary schools based on student preferences and other factors. The menu will "cycle" or repeat every 2/4 weeks with some minor changes based on availability of food and special events. After 3 months a new 2/4 week menu will be announced and cycled for another 3 months. A copy of the menu including a cycle schedule will be sent home every 3 months. Menus are also printed in the newspaper each week and are shown on cable TV.

Each student has a meal account number set up on the cafeteria computer system. Students may pay daily or prepay (for their lunches) weekly or monthly. If the student chooses to prepay, he will be able to see his updated balance each day as he goes through the line. Students choosing not to go through the lunch line may bring a lunch

from home and eat in the cafeteria with their class. A la carte items are also available for purchase.

BUS TRANSPORTATION

The District provides bus transportation for students who live two or more miles from the school they attend. The buses are operated to and from school on approved routes and no variations will be made from the routes. Information about routes and schedules may be obtained from the school or through the local newspapers.

Free bus transportation for eligible handicapped students is provided to and from school.

Students involved in special programs, such as Bilingual Education and Summit I and AEP are provided free bus transportation from their home schools to the elementary school buildings where the special programs are held and back to their home schools.

Student conduct and safety rules are designed to protect the riders of the bus and shall be observed at all times. Bus conduct and safety rules shall include, but not be limited to the following:

1. The bus driver is in charge of students on the bus. The student must accept and follow directions given by the driver.
2. The student must wait for the bus by staying on the sidewalk, if there is a sidewalk, or by staying on the extreme edge of the street if there is no sidewalk.
3. The student must wait until the bus comes to a full stop before attempting to enter the bus.
4. The student should use the handrail when entering the bus, going up one step at a time.
5. The student must be seated when the bus is in motion.
6. The student should sit quietly in his or her seat. If there is conversation, the student

must speak softly so as not to disturb the concentration of the driver.

7. The student must sit without putting his or her arms or legs out in the aisles.
8. The student must not extend his or her head, hands or legs out the window. The student must not hold any object out the window.
9. Upon leaving the bus, the student must not cross immediately in front of the bus. The driver of the bus or the driver of an oncoming car may not see the student.

Each student who is eligible to ride the school bus free of charge must have an identification card. This card must be carried by the student at all times. The card may be obtained from the principal or a designated representative. Each student must show the identification card upon boarding the bus or upon demand by the bus driver. Any student refusing to show the identification card will be denied the privilege of riding the bus, and the incident will be reported to the principal and the Director of Transportation.

Any student misconduct while riding the bus will be reported by the bus driver to the school principal and to the Director of Transportation. Disciplinary action will be taken when indicated. Vandalism, rowdiness, vulgarity, abusive language, fighting, disrespect to the bus driver and other forms of misbehavior will not be tolerated.

Each student who rides the bus will be given a copy of the adopted Board policy regarding conduct on school buses. The signature of the parent and the student will be required to indicate that the policy has been read. The policy is available at all campuses.

Students not complying with the adopted Board policy regarding conduct on school buses may be excluded from riding the bus by the principal after a conference with the student and the parents (Board Policy Manual, FFFF-L).

STUDENT INSURANCE

At the beginning of the school year, the District will make available to students and parents a low-cost student accident insurance program. Premiums will be paid to and claims will be submitted through the insurance carrier company. The District shall not be responsible for costs of treating personal injuries or assume liability for any other costs associated with a

personal injury.

SPECIAL PROGRAMS

SUMMIT I

Summit is a magnet program for high achievers in grades 2-5. To be considered for Summit a student in first grade must score at or above the upper 75th percentile (CORE total) of Port Arthur Independent School District students in district achievement test. Parents of these students are invited to attend an orientation meeting and to sign a registration form for the student to be considered for the program. Teachers in the home school then prepare a screening packet for each of the identified students. From these materials a selection committee chooses the students for the classes. There are four classes at each grade level with no more than twenty-two students per class in order to ensure an individualized instructional program.

The instructional program includes, in addition to the basic skills, the following areas:

- Skills for independent learning
- Computer instruction
- Band or stringed instruments
- Mini-units
- Foreign language
- Various elective subjects

An outdoor education component is provided for grades four and five. These students are instructed in survival in the out-of-doors through a camping experience, as well as in environmental and ecological studies.

Students who enter the program after the second grade level must meet the guidelines established for first grade students. Most of these students are chosen from a waiting list.

Summit classes are located at Franklin and Washington Schools. Students from Austin, DeQueen, Sam Houston, Travis and Franklin are considered for placement at Franklin School. Students from Lee, Tyrrell and Washington are considered for placement at Washington School.

PEER MEDIATION

Peer Mediation is an innovative preventive approach for handling conflicts in schools. Staff and students learn specific skills in communication, dispute resolution, and socialization, which they then apply in the school, family, and community setting.

Mediation redefines conflict in such a way that no one has to lose. It reduces the number of disputes that occur and the amount of staff time spent on discipline, resulting in a dramatic improvement in the school environment. The process allows teachers to spend more time teaching and administrators to function as instructional leaders.

Peer Mediation empowers students to resolve conflicts through improved and specific communication and problem-solving skills. The mediation program includes development of skills in anger and conflict management, practiced within a safe and structured process.

Mediation is voluntary. Unless both disputants agree to try to solve their problem, the mediation will not go forward. The mediator is pledged not to give advice, take sides, find fault, or take responsibility for solving the problem. Rather, the mediator helps parties find their own solutions and reach agreements that will allow them to continue their relation.

The adoption of peer mediation has been in existence since 1992 as authorized by the office of the Texas Attorney General.

Evaluation of the Peer Mediation program was conducted by Sam Houston State University on 200 schools which showed an immediate significant reduction in classroom conduct problems and campus conflicts and significant improvements in student attitudes and sense of personal safety at school. When the program is in operation four semesters or more, there are significant reductions in school disciplinary referrals and delinquent and violent acts.

VEGA

VEGA, Varied Experiences for the Gifted in Academics, is the District program for gifted students in grades K-12. Students go through a nomination and screening process in order to be identified for this program. Standardized test scores, teacher and parent check lists and grades are some of the criteria examined for each student who is nominated for VEGA. Identified students are those who score consistently high on these criteria.

Kindergarten and first grade VEGA students are served in the home schools by an itinerant teacher. Students in grades 2-5 are part of Summit I. At the secondary level, VEGA students are placed in appropriate academic classes as scheduled at designated campuses.

Instruction at all levels is differentiated in order to meet the educational needs of gifted students. After determining that basic skills have been mastered, teachers coach students through activities that require creative and individual research in areas of special interest.

SPECIAL EDUCATION

Special education services in the elementary schools are provided for students who are physically handicapped, mentally retarded, emotionally disturbed, learning disabled, speech, hearing or visually handicapped. Placement in a special program begins with a referral which may be initiated by a parent, physician, community agency or school personnel. Parents are involved in providing information and giving approval for a child to be considered for special education services. Students are tested and recommended for special education services if they qualify according to the state and local guidelines. An Admission, Review and Dismissal (ARD) Committee makes decisions about the educational program of a student referred for special services. This committee also insures that each Individual Education Plan (IEP) is in compliance with federal, state and District guidelines. The ARD Committee members include the building principal or designee, the parents, the diagnostician, the regular classroom teacher, the special education teacher and other persons at the discretion of the parents or the District.

The services described below are available to meet the varied needs of those students who qualify for special education.

The Preschool Program for Children w/Disabilities (PPCD) is located on the Wheatley School of Early Childhood Programs Campus. It is designed to provide learning experiences for children three, four and some five years old who may be predicted to experience academic motor and/or social difficulty upon entering regular education programs. Bus transportation is provided for eligible children.

The Elementary Resource Program provides modified instruction using individualized instructional materials for students in grades K-5 who are in the regular program but who are deficient in the acquisition of specific academic areas. The resource program offers additional, supplementary services which differ from those provided in the regular classroom to meet the specific needs of exceptional children.

The Applied Life Skills Programs are designed to provide modified developmental, special or compensatory instruction for children who are unable to function in a regular educational setting. Students often are mainstreamed into the regular classroom in areas where they can successfully function, but spend more than fifty percent of the

instructional day in classes designed to meet their specific needs.

The Life Skills Program - These students are unable to perform in the regular education classroom. This is a smaller classroom setting and students are taught self-help skills, such as feeding themselves, personal grooming, and living skills.

The Hughen Bob Hope School is designed to serve orthopedically handicapped students who cannot safely be educated in the traditional school setting. Classrooms are self-contained and provide educational services for ages 3 through 21 years.

The Homebound Program is designed to serve all regular and special education students who are physically or mentally health impaired. Students receive instruction from a special teacher who travels to the home or the hospital room. The homebound program is an interim program which offers the same curriculum as the regular program.

The Golden Triangle Cooperative Program for the Deaf is a county-wide day-school service for eligible deaf and hard-of-hearing students from birth through 21 years of age. This program is designed for students who cannot be adequately educated in the regular classroom without provision for special services. Communication is the core educational consideration with the hearing impaired students. The office for the Deaf Cooperative Program is located at 1025 Woodrow St. Beaumont, TX 77705.

The Speech Therapy Program is an integral part of the total educational program in each school. Individual therapeutic plans are established for each child identified as qualifying for services. Speech therapists are assigned to serve specific schools and provide for each child enrolled in the program.

The Visually Handicapped Program provides individual assistance to students ranging in age from birth to 22 years. Assistance is also provided for teachers and parents in the use of modified materials such as low-vision aids, large print materials and large print typewriters.

The Adaptive Behavior Program is designed to provide an appropriate instructional arrangement for children whose emotional or behavioral condition is determined through psychological testing to be such that they cannot be adequately and safely educated in the regular classroom. The program provides a systematic modification of behavior and social adaptation through the use of modified instructional techniques, materials, and equipment.

The Content Mastery Labs are designed to keep special education students in their

regular classroom for all content presentations. If needed, these students may access the lab for additional support and then return to their regular classrooms to work with their peers.

The Extended Year Services (EYS) - Students are recommended to participate in this extension of the school program (summer) to prevent significant regression in acquired critical skills.

DYSLEXIA

The District follows the state-mandated requirements for the education of students who exhibit symptoms of dyslexia. There is a program at all grade levels for students who have characteristics of dyslexia.

HEAD START

Head Start provides a consistent structure for good developmental experiences. It encourages diversity, as the program reflects the interests, abilities and needs of the children, parents and staff. The half-day program provides for learning experiences that promote the growth of the whole child, addressing all areas of a child's development -- cognitive, social, emotional and physical.

In order to be eligible, a child must be 3 or 4 years of age on or before September 1 and the family must meet the income criteria. Nutritional meals and bus transportation are provided. The overall goal of the Head State program is to encourage a greater degree of social competence in children. Head Start offers a full program of educational, health, nutrition and social services to meet their needs and enrich their lives.

Title I, Part A

Intent and Purpose: Title I, Part A provides supplemental resources to local education agencies to help school with high concentrations of students from low-income families provide high-quality education which will enable all children to meet the state student performance standards. Title I, Part A support campuses in implementing either a schoolwide program or a targeted assistance program.

Port Arthur Independent School District has two secondary Title I schoolwide campuses. Edison Middle School and Wilson Middle School.

TITLE II, PART A - Teacher and Principal Training and Recruiting Fund (TPTR)

Intent and Purpose: Provide financial assistance to LEAs to:

1. Increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools, and
2. Hold local education agencies and schools accountable for improving student academic achievement.

TITLE II - PART D -- Enhancing Education Through Technology

Intent and Purpose: The purpose of Title II, Part D is to improve student academic achievement through the use of technology in elementary and secondary schools. It is designed to assist every student-regardless of race, ethnicity, income, geographical location, or disability-in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated. All campuses receive funding.

TITLE VI - Part A -- Safe and Drug-Free School and Communities Program

Intent and Purpose: The purpose of the Safe and Drug-Free Schools and Communities program is to support comprehensive (EE-12) drug use prevention and violence prevention programs that: (1) prevent violence in and around schools; (2) prevent the illegal use of alcohol, tobacco, and drugs; (3) involve parents and communities; and (4) coordinate with related federal, state and community efforts and resources to foster safe and drug-free schools and communities as required by the principles of Effectiveness. All campuses receive these funds. Included in this part of the funding is the D.A.R.E. program.

TITLE VI - PART A -- Innovative Programs

Intent and Purpose: The purpose of Title V-Part A Innovative Programs is to:

- support local education reform efforts that are consistent with and support statewide education reform efforts;
- provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement

programs based on scientifically

based research;

- provide a continuing source of innovation and educational improvement,

including support programs to

provide library services and instructional and media materials;

- meet the educational needs of all students, including at-risk youth and

- develop and implement education programs to improve school, student,

and teacher performance,

including professional development activities and class-size reduction

programs. All campuses receive

funding.

Special programs personnel, when used, and regular program instructional personnel shall be jointly responsible for the cooperative delivery of effective instruction in essential elements, as appropriate.

PARENTAL INVOLVEMENT INFORMATION IN ENGLISH, SPANISH AND VIETNAMESE ARE FOUND ON THE FOLLOWING THREE PAGES.

BILINGUAL

The District offers a bilingual program to students who do not speak or comprehend the English language. The Home Language Survey form is completed for each student at registration. All students who speak a language other than English are given an oral language proficiency test. Those students whose scores on the test qualify them as limited English proficient (LEP) are provided an opportunity to participate in the bilingual program.

Bilingual education is a full-time program in which both the student's home language and English are used for instruction in the basic skills and for mastery of the essential elements.

Lee School serves Asian bilingual students. Franklin School serves all qualifying Hispanic students from the District schools.

SUMMER PROGRAMS

ACCELERATED SUMMER SCHOOL

An elementary tuition-free accelerated summer school program is offered for several weeks to students in grades K-5. Instruction is provided in language arts and mathematics. Students are selected to attend summer school based on their academic performance during the school year.

Students who are required to attend summer school are those whose grades are below 70 in mathematics or language arts.

Those recommended to attend summer school are those students who have:

1. made a final average of D in math and/or language arts.
2. been classified as TAAS non-masters in one or more area; or scores below the 50% percentile or ITBS test.
3. already failed one time in grades PK-4 and earned a grade of F in either math or language arts.

Summer school attendance may be required or recommended to parents during a conference. Parents are asked to sign a conference form which states that the decision has been explained and that they understand the requirements or recommendations.

The summer school program provides for class periods in reading, writing and math. A progress report is issued twice during the summer school period. A student who is required to attend summer school must have regular attendance.

BILINGUAL SUMMER PROGRAM

The District offers a voluntary summer program for children of limited English proficiency who will be eligible for admission to kindergarten or first grade at the beginning of the

regular school term. The program focuses on language development and essential elements appropriate for the level of the students.

504

The purpose of the Act and these procedures is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled student.

An eligible student is a student who (a) has, (b) had a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks.

A substantial limitation on learning must be demonstrated by an educational need, i.e. a serious academic deficit and/or serious behavior problems resulting from the student's disability and not from other causes.

Parents or guardians who allege that the school district has violated the provisions of Section 504 may: (1) initiate a local complaint with Janice Underwood, 504 Coordinator who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution; or file a complaint with the Office of Civil Rights. The address of the Regional Officer which covers Texas is:

Taylor August, Director - Office of Civil Rights, Region VI
1200 Main Tower Building, Room 1935
Dallas, TX 75202
(214) 767-3959

EXTENDED YEAR SERVICES (EYS)

Students are recommended to participate in this extension of the school program (summer) to prevent significant regression in acquired critical skills.

COMMUNITY RELATIONS

PARENT-TEACHER ASSOCIATION

The Parent-Teacher Association has a long tradition in Port Arthur and has enjoyed the

strong support of school officials at every level. Local units are organized in each school. Representatives of these local units form the Port Arthur City Council PTA. All local units are also affiliates of the Texas Congress of Parents and Teachers and the National PTA.

Parents will be contacted by each local PTA unit during the fall membership drive. Parents are urged to join the PTA each year and are encouraged to volunteer to serve as officers or on committees. The school office can provide information pertaining to the local PTA unit and officers.

Each local school unit meets at least five times during the school year. In addition, each school's executive board, composed of officers, committee chairmen and school principal, meet regularly to plan and carry out specific educational and fund-raising projects.

The principal assists the PTA in arranging for a photographer to take pictures of participating children at school at a modest price. This affords an opportunity to keep a yearly record of a child's growth during the elementary years.

Money raised by the PTA is allocated, with the advice of the school personnel and the majority approval of the membership, for a variety of educational purposes.

Classroom parties are another way the PTA helps at school. One homeroom mother in each classroom plans the parties with the teacher and organizes other volunteers to help. Only two parties are held during the year: one for Christmas and one for Valentine's Day.

PARENT WORKSHOPS

Meetings and parent workshops are held for parents at each school. Every effort should be made to attend the workshops and become better informed.

VISITORS

Visitors are required to check in the office before visiting any classroom area, and to conduct themselves according to the rules for students. Students absent from one school may not visit another. The principal may request identification from any person on school property and may ask any person not having legitimate business to leave. Trespassers will be prosecuted.

Parents and guardians are welcome to visit schools at any time. During American

Education Week in the fall and Texas Public Schools Week in the spring, special plans are made for visitors.

Although students will not usually be permitted to bring a child visitor, there may be occasions when teachers and principals will approve special visits or presentations of educational value by students not enrolled in the school.

MEDIA COMMUNICATIONS

The schools use the public media to channel information to parents such as important notices like dates for school registration and District bus routes near the end of the summer vacation each year. Cable television features general school information and announcements every day on Channel 7.

The Department of School-Community Relations also publishes an annual report on school activities.

In addition, principals send home notices and newsletters periodically about specific events and concerns in individual school.

When weather conditions or other emergencies threaten and the Weather Bureau or Civil Defense authorities advise that the schools be closed, the Superintendent's Office will determine the time for closing and notify each principal. Parents will be notified of the time and extent of school closings through the local radio and television stations and newspapers. Announcements concerning the closing of public offices and schools in other districts do not apply to District schools unless specifically stated.

DISTRIBUTION OF MATERIALS

All written material over which the school does not exercise editorial control that is intended for distribution to students must be submitted to the building principal for prior review (Board Policy Manual, FFFF-L).

SECTION II

PHILOSOPHY

All students have the right to an educational school setting that is orderly and efficient, free from disruption of normal teaching/learning functions. The following procedures were created to accomplish that goal. These procedures are designed to protect the

individual rights of students whose conduct is alleged to be disruptive or dangerous while at the same time protecting the rights of all students to an educationally efficient school setting that promotes teaching and learning in a safe and orderly setting.

PARENTS' RESPONSIBILITIES

PARENTS SHALL:

1. Make every effort to provide for the physical needs of the child.
2. Strive to prepare the child emotionally and socially to be receptive to learning and discipline.
3. Ensure their child's compliance with school attendance requirements and promptly report and explain absences and tardies to the school.
4. Encourage and lead the child to develop proper study habits at home.
5. Work for success and improvement of the school program.
6. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare at least twice a year, and otherwise when need arises (Texas Education Code 21.702 6A).
7. Attend parent training workshops for home reinforcement of study skills and specific curriculum objectives (Texas Education Code 21.702 6B).
8. Keep informed of school policies, administrative decisions and academic requirements of any school program.
9. Participate in parent-school organizations.
10. Ensure their child is appropriately attired at school and school-sponsored activities.
11. Discuss report cards and work assignments with their child.
12. Bring to the attention of school authorities any learning problem or condition that may relate to their child's education.
13. Maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school.
14. Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school system through positive reinforcement.
15. Ensure their child's attendance at school tutorials as required or as the

need

arises.

16. Submit a signed statement that they understand and consent to the responsibility outlined in this section (Texas Education Code 21.702C).
17. Assume responsibility for their child's actions. A student's parent is liable for property damage caused by (a) the negligent conduct of the student if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or (b) the willful or malicious conduct of a student (Texas Family Code 33.01).

STUDENTS' RESPONSIBILITIES

STUDENTS SHALL:

1. Attend school daily, except when ill or otherwise lawfully excused, and be on time to all classes.
2. Pay required fees and fines, except as exempted by law.
3. Pursue and attempt to master the essential knowledge and skills of the curriculum prescribed by the District and the state.
4. Express opinions and ideas in a respectful manner so as not to slander others.
5. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
6. Dress and appear in accordance with the District's standards of safety, health and good grooming.
7. Cooperate with school staff in investigation of disciplinary cases and volunteer information should they have knowledge relating to an offense.
8. Assist the school staff in operating a safe school.
9. Be prepared for each class with appropriate materials.
10. Exhibit an attitude of respect toward individuals and property, and conduct them-

selves in a responsible manner.

11. Refrain from making profane, insulting, threatening or inflammatory remarks, or cheating. engaging in disruptive conduct and