

Preface

To Students and Parents:

Welcome to school year 2003-2004! Teachers and other school staff members want this year to be an especially good one for each child. For this to happen, we all have to work together: students, parents, and teachers. This Student Handbook is designed to help us do this.

The PAISD Student Handbook (Secondary) contains information that both students and parents are likely to need during the school year. The handbook is divided into two sections.

Both students and parents also need to be familiar with the PAISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents and posted at the PAISD Administration Building and on each secondary campus.

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

We strongly recommend that you review the entire handbook with your child and keep it as a reference during this school year (2003-2004). If you or your child have questions about any of the material in this handbook, please contact the campus principal or the campus administrative staff. Also, please complete and return the acknowledgment form, so that we have a record of your signed form on file.

Please note that references to alphabetical policy codes are included so that parents can refer to current policy. A copy of the District's Policy Manual is available in the school office or on line at <http://www.paisd.org>.

Section I

Academic Achievement: Grading/Progress Reports to Parents **EIA(LOCAL)**

| | |
|--|---|
| <p>RELATION TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS</p> <p>so the</p> | <p>The District shall establish instructional objectives that relate to the Texas Essential Knowledge and Skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.</p> <p>Assignments, tests, classroom activities, and other instructional activities shall be designed that the student’s performance indicates the level of mastery of the designated District objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.</p> |
| <p>GUIDELINES FOR GRADING</p> | <p>The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned. Guidelines for grading shall be clearly communicated to students and parents. Teachers shall be required to record a minimum of two grades per week per core student.</p> |
| <p>PROGRESS REPORTING</p> | <p>Grade reports shall be issued every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE (LOCAL).</p> |
| <p>INTERIM REPORTS</p> | <p>Interim progress reports may be issued at the teacher’s discretion; however, notice of a student’s consistent unsatisfactory performance shall be issued in accordance with law. [See EIA(LEGAL)]</p> |
| <p>CONFERENCES</p> | <p>In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. Teachers are encouraged to have a conference with parents as often as possible and are required to schedule a conference with parents of students who receive a “D” or “F” for the grading period.</p> |
| <p>ACADEMIC DISHONESTY</p> | <p>Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged</p> |

in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

RECORDING The actual numerical grade earned shall be recorded in the student's

FAILING GRADES permanent records; however, the District shall record a 50 on the report card for any average numerical grade that is lower than 50 for the first five six-week reporting periods.

MAKE-UP Students shall make up assignments and tests after absences.

WORK Students shall receive a zero for any assignment or test not made up within the allotted time. [See FDD(LOCAL)]

Teacher(s) may assign additional work to ensure students who have been absent have sufficient opportunity to master the essential knowledge and skills or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than the routine make-up work.

SUSPENSION The District shall not impose a grade penalty for make-up work after an absence due to suspension.

Advanced Placement

Approved advanced placement examinations are provided for academic subjects in grades 6-12. Questions may be directed to the building principal. Education Code 28.051.

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 is 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.

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 actions. (See Student Code of Conduct for Standard Behaviors).

Attendance Regulations

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day’s learning on that of the previous day, and to grow as an individual. A child who is required to attend school shall attend school each day for the entire period the program of instruction is provided.

Compulsory Attendance

A student who has not reached his or her 18th birthday shall attend school for the entire period the program of instruction is offered: A student who voluntarily attends or enrolls after his or her 18 birthday is required to attend each school day. However, if a student 18 or older has more than five unexcused absences in a semester, the District may revoke the student’s enrollment. The student’s presence on school property is then unauthorized and may be considered trespass.

1. A student enrolled in the school district must attend an extended-year program for which the student is eligible that is provided by the district for students identified as likely not to be promoted to the next grade level or tutorial classes as required by the district.
2. A basic skills program to which the student is assigned in areas of the required curriculum as an opportunity to increase credits required for high school graduation under state or school district policy.
3. School employees must investigate and report violations of the state compulsory attendance law. A student absent from any class, from required special program, such as basic skills for ninth graders, or from required tutorials will be considered truant and subject to disciplinary action.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four week period.
- The student’s parent is subject to prosecution under Education Code 25.093.
- The student is subject to prosecution under Education Code 25.094, or
- Referral to a juvenile court in a county with a population less than 100,000.

A student may be excused from attending school for the purpose of observing religious holy days, including traveling for that purpose. The District shall excuse a student for temporary absence resulting from health care professionals if that student commences classes or returns to school on the same day of the appointment. The appointment should be supported by a document such as a note from the health care professional. A student whose absence is excused under this provision shall be allowed a reasonable time to make up school work missed on those days. If the student satisfactorily completes the school work, the day of absence shall be counted as a day of compulsory attendance. Students may also be excused from school for symptoms of communicable diseases as authorized by the Texas Department of Health.

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reasons for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older.

Attendance For Credit

A student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered. If a student attends fewer than 90 percent of the days the class is offered, he/she may be referred to the attendance review committee, which will be comprised of classroom teachers, shall review the student’s attendance to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

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

1. An excused absence based on personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, any other unusual cause acceptable to the Superintendent, teacher, or principal.
2. Days of suspension.
3. Participation in court proceedings or child abuse/neglect investigation.
4. A migrant student’s late enrollment or early withdrawal.
5. Days missed as a runaway, as defined by Family Code 51.03.
6. Completion of a competency-based program for at-risk students.
7. Late enrollment or early withdrawal of a student under the Texas Youth Commission.
8. Teen parent absences to care for his or her child.
9. Participation in a substance abuse rehabilitation program
10. Certain religious holidays when it is a tenet of the student’s faith and observance is mandatory. (*Parents or guardians must submit a written request prior to absence.*)
11. **Only six parent notes will be accepted in a semester.**

In determining whether there were extenuating circumstances for the absences, the attendance committee shall consider all absences (excused/unexcused), except those for religious holy days and documented health care appointments for which routine make-up work has been completed, for review.

In the review of student's absences for earning or regaining credit before justification of credit denial for a class, the committee will base their decision on several factors:

1. Levels of academic performance for high school graduation which is tied to campus and district accountability.
2. Increased opportunities to master the essential knowledge and skills from student participation by regular and consistent attendance.

Students whose petitions for credit are denied may appeal the attendance committee's decision to the Board of Trustees.

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence; notes signed by the student, even with the parent's permission, will be considered forgery and the student will be disciplined. The note must be received by the attendance office within **three days** after the absence. However, if the student is 18 years or older, the note will be accepted.

Students absent from school or absent from any classes without proper permission are considered truant and subject to disciplinary action. Excessive tardies to school and to classes will result in disciplinary action.

Also, in Texas, children under the age of 17 – depending on when the child's birthday falls – are required to attend school unless exempted by law. School employees investigate and report violations of the state compulsory attendance law as well as the Texas Education Code on absences. A student who becomes 17 years of age during the school year must complete that school year.

Students may complete makeup work for all excused absences provided it is done within the time given by the teacher. It is the student's responsibility to arrange for makeup work with individual teachers.

Students who must leave school during the day must present a note from parents to the attendance secretary prior to the beginning of the first period. Students who become ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will determine whether or not the student should be sent home and will notify the student's parent.

Non-Extenuating Absences

Any non-extenuating absence under section #25.087 of the Texas Education code includes but is not limited to truancy, missing the bus, oversleeping, car trouble, hair appointments, reasons not approved in advance with the principal, etc. Work missed because of these absences cannot be made up for credit. A student will not be given credit for a class if the student has not been in class for the required 90% minimum of the days per semester.

- Students enrolling for the first time after the maximum number of absences may not receive credit for that semester due to excessive absences. This policy applies to each class period.
- Students involved in school-sponsored activities, present in SAC or detained by a school official will not be considered tardy or absent.
- Students who qualify for homebound instruction will not be affected by this policy.
- Non-Extenuating Absences are classified as follows:
 1. Truancy and being absent without parent or school consent.
 2. Missing the bus, oversleeping or car trouble.
 3. Reasons not approved in advance with the Principal.
 4. Preparation for parties, shopping, beauty parlor appointments, etc.

Academic Programs

The school counselor provides students and their parents' information regarding academic programs to prepare for higher education and career choices. The information should be stressed for regarding the importance of higher education, coursework designed to prepare students for higher education, financial aid availability and requirements.

Counselors are required to provide information relating to higher education during the student's first year and senior year in high school regarding:

- the importance of higher education;
- the advantages of completing the recommended or higher high school program;
- the disadvantages of taking courses to prepare for a high school equivalency;
- coursework designed to prepare students for higher education;
- financial aid availability and requirements;
- the eligibility and academic performance requirements for the Texas Grant;
- information concerning the financial aid center operated by the Texas High Education Coordinating Board un TEC Section 61.0776; and
- the automatic admission of students who graduate with a grade point average in the top 10 percent of the student's graduating class as provided by TEC Section 51.803.

The District offers the following academic programs for higher education and career choices as

specified by the Texas Education Agency:

| <u>Programs</u> | <u>Number of Credits</u> |
|-------------------|--------------------------|
| • Minimum Program | 25 |

Available to all ninth grade students for 2003-2004 school year. From the total credits of 25, the state requires 22 credits and the District requires 3 credits.

| | |
|-----------------------|----|
| • Recommended Program | 25 |
|-----------------------|----|

Available to all ninth grade students for 2003-2004 school year. from the total credits of 25, the state requires 24 credits and the District requires 1 credit.

| | |
|-------------------------------------|----|
| • Distinguished Achievement Program | 25 |
|-------------------------------------|----|

Available to all ninth grade students for 2003-2004 school year. From the total credits of 25, the state requires 24 credits and the District requires 1 credit.

The District strongly recommends that every ninth grade student select the Recommended program because of the opportunities and advantages affordable to students in preparation for higher education and career choices. If after entering ninth grade, a student who desires to rescind the Recommended program for the Minimum program must request permission for the change of program status. Permission in writing to complete the Minimum Program would be granted only if a written agreement was reached among:

- The student
- The student's parent
- The counselor/instructional service manager and
- Campus principal.

Award of Credit or Grade

Students, who, through no fault of their own, are not enrolled for an entire grading period, semester, or course, shall be provided opportunities to earn credit for the semester or course, or a grade for the grading period. Teachers shall take into consideration a student's particular circumstances in determining appropriate opportunities. These opportunities shall include, but not be limited to:

1. Testing (advanced placement or mastery tests) to verify mastery of essential elements.
2. Tutorial sessions for students who enroll late to catch up on essential elements already covered in the class.

3. Early final examinations.

4. Individualized work for students who must withdraw early, such as migrant students that will enable them to work ahead and gain exposure to and mastery of essential elements. (Board Policy Manual, EI-L)

Credit By Exam – If a Student Has Taken the Course

A student who has received prior instruction in a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher and counselor or principal, be permitted by the District to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam.

The attendance review committee may offer a student with excessive absences an opportunity to receive credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. See Policy EEJA(LOCAL).

Credit By Exam – If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The passing score required to earn credit on an exam is 90. Tests shall be administered according to procedures approved by the Superintendent or designee.

Backpacks

All secondary students in grades 6-12 will only be allowed to carry clear, plastic, mesh see-through backpacks in classroom or any other area of the campus. Oversized purses and duffle bags are prohibited.

Character Education

Declared from the 77th Legislative Session, Chapter 478, House Bill 946, Section 29.903 passed for Character Education Programs to be provided for student in stressing positive character traits, such as;

- Courage;
- Trustworthiness, including honesty, reliability, punctuality, and loyalty;
- Integrity;
- Respect and courtesy;
- Responsibility, including accountability, diligence, perseverance, and self-control;
- Fairness, including justice and freedom from prejudice;
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and
- School pride.

These character traits can be integrated and infused in the daily instruction through teaching strategies employed by the teacher. Traits for all students will be planned and implemented according to age appropriateness. See Policy EHBK(LOCAL).

Civil Penalties (Citations)

Civil penalties (citations) may be issued by the police when considered necessary.

Class Ranking/Top Ten Percent

Each member of the graduating class will be ranked according to grade averages, which will be recorded on the student's Academic Achievement Record. Grades for each semester in the ninth, tenth, and eleventh grades through the fifth six weeks of the twelfth grade will be used in the computation of class rank (See Course Selection Guide).

Valedictorian and Salutatorian: At the close of the senior year, the top ten seniors who have the highest scholastic averages will be ranked by using the grades for all semesters of grades nine through twelve ending with the sixth six weeks. The student with the highest scholastic average will be the valedictorian, and the student with the second highest average will be salutatorian. In order to be considered for the position of Valedictorian and Salutatorian, a student must have taken a full class load, the entire school year, with a minimum of six credits.

In order for a student to be eligible for the position of valedictorian and salutatorian, a student must have been enrolled in both the eleventh and twelfth grades at the high school from which the student will be graduated.

- **Honor Graduates**

The top ten percent of the graduating class having the highest scholastic averages based on weighted marks by the end of the fifth six-week grading period of the senior year shall receive the cum laude award. From this group the magna cum laude students shall be selected.

The top three percent of the graduating class who have the highest scholastic averages shall receive the magna cum laude award.

Any senior who is in the Advanced Honors or Distinguished Achievement Program who has earned an "A" in each course during the ninth, tenth, eleventh, and twelfth grades shall receive the summa cum laude award. This is one of the highest honors that can be bestowed upon a student.

- **Computation of Class Rank and Grade Point Average**

Grades are weighted for computation of class rank and grade point averages as follows:

| Advanced Placement/Dual Enrollment/ Pre-AP/ Academic College Level Courses | Honors/VEGA | Regular/Resource |
|---|--------------|------------------|
| A = 7 points | A = 6 points | A = 5 points |
| B = 6 points | B = 5 points | B = 4 points |
| C = 5 points | C = 4 points | C = 3 points |
| D = 4 points | D = 3 points | D = 2 points |

Any course taken or repeated in grades 9 – 12 will be recorded, and both grades earned will be used in the calculation of GPA and class rank. Credit is earned the first time a course is passed. When the course is repeated, credit is not awarded. However, if a student retakes Algebra I, after taking it in the 8th grade, the grade earned in the 8th grade will not be used in the calculation of GPA and class rank in high school.

Academic college concurrent enrollment course taken either at the high school or the college will receive the same weight as Advanced Placement courses.

Clubs

Student clubs and performing groups such as the band, choir, drill and athletic teams may establish rules of conduct—and consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization. Each student member of a group imposing stricter standards shall be notified of the standards of behavior and the specific consequences of violating the standards. Parents will be required to sign an acknowledgment of this policy (See local campus guidelines for specific details).

College Preparatory Courses

The State Board of Education requires that the school district inform students and their parents about recommended college preparatory courses. Because entrance requirements vary, college-bound students and their parents must accept responsibility for knowledge of the requirements of the chosen college and for enrollment in the required high school subjects.

Parents and students are responsible for an early review of the entrance requirements of the appropriate college. Building counselors and instructional service managers will be happy to assist in planning.

College Requirements

Most colleges require either the American College Test (ACT) or the Scholastic Aptitude test

(SAT) for admission. Students are encouraged to talk with the counselor/ISM during their sophomore year to determine the appropriate exam to take, entrance exams are usually taken during the junior year, but can begin as early as the end of the sophomore year. Prior to enrollment in a Texas public college or university, students must take the Texas Academic Skills Program (TASP) test.

College Entrance Test Dates: SAT I and SAT II: Subject Tests

Saturday Administrations

| National Test Dates | Test | Registration Deadlines | |
|---------------------|--|--------------------------|----------------|
| | | U.S. and International** | U.S. Late |
| October 11, 2003 | SAT I and SAT II | September 9, 2003 | Sept. 13, 2003 |
| November 1, 2003 | SAT I, SAT II, and Lang. Tests with Listening (including ELPT) | September 26, 2003 | Oct. 8, 2003 |
| December 6, 2003 | SAT I and SAT II | October 30, 2003 | Nov. 12, 2003 |
| January 24, 2004 | SAT I, SAT II, and ELPT | December 22, 2003 | Dec. 31, 2003 |
| March 27, 2004* | SAT I only | February 20, 2004 | Mar. 4, 3004 |
| May 1, 2004 | SAT I and SAT II | March 25, 2004 | April 7, 2004 |
| June 5, 2004 | SAT I and SAT II | April 29, 2004 | May 12, 2004 |

Additional information may be found at the website for college planning: www.collegeboard

Communicable Diseases

Parents of students with a communicable or contagious disease are asked to telephone the school nurse/principal so that other students who have been exposed to the disease can be alerted; convalescing students are not allowed to come to school until the disease is no longer contagious. These diseases include:

- Amebiasis
- Camphylobacteriosis
- Chickenpox
- Common Cold with fever
- Fifth disease (erythema infectisoum)
- Gastroenteritis, Viral
- Giaidiasis
- Head Lice (Pediculosis)
- Hepatitis, Viral
- HIV/AIDS's
- Impetigo

- Infectious Mononucleosis
- Influenza
- Measles(Rubella)
- Meningitis Bacterial
- Meningitis, Bacterial
- Meningitis, Viral
- Mumps
- Pink Eye (Conjunctivitis)
- Ringworm of the scalp
- Rubella (German Measles), including congenital
- Salmonellosis, including typhoid fever
- Scabies
- Shigellosis
- Streptococcal disease, invasive (sore throat and Scarlet Fever)
- Streptococcus pneumoniae
- Tuberculosis Pulmonary
- Whooping Cough (Pertussis)

Students with HIV/AIDS may be excluded when the child's physician determines that a severe or chronic skin eruption or lesion that cannot be covered poses a threat to others. The child's parents and physician should be advised in the case of measles, rubella, or other chickenpox outbreaks in the school that may pose a health threat to the immunosuppressed child. (Board Policy Manual, FFAD)

Bacterial Meningitis

State law requires the District to provide the following information: Senate Bill 31, Education Code 38.0025.

What is Meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What Are the Symptoms?

The following are symptoms of bacterial meningitis:

- High fever
- Rash or purple patches on skin
- Light sensitivity

- Confusion and sleepiness
- Lethargy
- Severe headache
- Vomiting
- Stiff neck
- Nausea
- Seizures

These symptoms can occur anywhere on the body and can develop in children over one year old as well as adults. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours.

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

How Serious is Bacterial Meningitis?

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

How Is Bacterial Meningitis Spread?

The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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

How Can Bacterial Meningitis Be Prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (89-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

What You Should Do If You Think You Or A Friend Might Have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

- Contact your school nurse.
- Contact your family doctor.
- Contact the Port Arthur Health Department (409) 983-8600 or the regional Texas Department of Health office (713) 767-3000 and request information about meningococcal vaccine.
- Contact web sites: www.cdc.gov Center for Disease Control and Prevention; www.tdh.state.tx.us Texas Department of Health.
- This information is also on the Port Arthur Independent School District web site, www.paisd.org.

Computer and Internet Privileges

Internet access will be available in the Port Arthur Independent School District schools. Many benefits of this system can be gained from access to the World Wide Web, but students using it must follow the guidelines set by the District. **Student using this learning tool must have a letter on file in the school office signed by a parent or guardian granting the student access to the Internet.** In order to ensure the correct use of the internet, students and employees must abide by the rules outlined below.

Individual User Responsibilities – The following standards will apply to all users of the District’s electronic information/communications systems, including District administrators, faculty, staff, and students. All technology equipment shall be used under the supervision of the site administrator.

On-Line Conduct

1. Users shall not erase, rename, or make unusable anyone else’s computer files, programs or disks.
2. Users shall not let other persons use their name, Log on, password, or files for any reason (except for authorized staff members).
3. Users shall not use or try to discover another user’s password.
4. Users shall not use PAISD computers or networks for any non-instructional or non-administrative purpose (e.g. games or activities for personal profit).
5. Users shall not use a computer for unlawful purposes, such as the illegal copying or installation of software.
6. Users shall not copy, change or transfer any software or documentation provided by PAISD,

teachers, or another student without permission from the campus Teacher Technologist.

7. Users shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan Horse, or similar name.

8. Users shall not deliberately use the computer to annoy or harass others with language, images, or threats. Users shall not deliberately access or create any obscene or objectionable information, language, or images.

9. Users shall not intentionally damage the system, damage information belonging to others, misuse system resources, or allow others to misuse system resources, or allow others to misuse system resources.

10. Users shall not tamper with computers, networks, printers or other associated equipment except as directed by the teacher or Teacher Technologists.

11. Users shall not take home technology equipment (hardware or software) without written permission of the supervisor.

Vandalism Prohibited – Any malicious attempt to harm or destroy District equipment or materials, data of another user of the District' system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and administrative regulations and, possibly as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Vandalism as defined above will result in the cancellation of system use privileges and will require restitution for costs associated with system restoration, hardware or software costs.

Forgery Prohibited – Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

Information Content/Third Party Supplied Information – System users and parents of students with access to the District's system should be aware that use of the system may provide access to other electronic communications systems in the global electronic network that may contain inaccurate and/or objectionable material.

A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or a revocation of privileges of the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

Network Etiquette – System users are expected to observe the following network

etiquette:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
3. Do not reveal your personal address or phone numbers or that of other students or colleagues.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do not have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. All communications and information accessible via the network should be assumed to be private property.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Abbreviate when possible. Some examples are IMHO (in my humble opinion); FYI (for your information), and ☺ (happy face for humor).
9. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and Internet address.
10. Capitalize words only to highlight an important point or to distinguish a title or heading. “Asterisks” surrounding a work also can be used to make a stronger point.

Consequences of Violations – All of the policies and procedures for acceptable use of computers networks are intended to make the computers and networks more reliable for the users. They are also intended to minimize the burden of administrating the networks, so that more time can be spent enhancing services.

Use of the computer to access telecommunications resources is a privilege, not a right. Violations of the policies and procedures of the Port Arthur Independent School District concerning the use of computers and networks will result in disciplinary actions similar to other Code of Conduct violations:

Student Violations

Level 1 – WARNING: Student would lose computer privileges/Internet access

until a parent conference. Further loss of privileges and length of time will be determined by the administration.

Level 2 – Pattern of abuse or flagrant violations: Any student who, after Level 1 warning, continues to engage in serious or persistent misbehavior by violating the district’s previously communicated written standards of conduct may be removed from class and recommended for suspension.

Level 3 – Expellable offense: Student could be expelled from school if he or she engages in conduct on the internet that contains the elements of the

offense of criminal mischief, as defined by State and Federal law. Expulsion may be considered in flagrant violations that blatantly corrupt the educational value of computers or the Internet, or instances when students have used PAISD internet access to violate the law or to compromise another computer network

Termination Date – Termination of a student’s access will be effective on the date the principal or District coordinator receives notice of student’s withdrawal or of revocation of system privileges, or on a future date if so specified in the notice.

The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District’s electronic communications system. **PAISD SCHOOL BOARD POLICY C G – ELECTRONIC COMMUNICATION AND DATA MANAGEMENT.**

Conduct

The District has authority and control over its students during the regular school day and while going to and from school on District transportation. This jurisdiction includes any activity during the school day on school grounds, attendance at any school-related activity, regardless of time or location, and any school-related misconduct, regardless of time or location.

The District’s rules for student conduct apply to all school-sponsored and school-related activities, on or off campus. Students who violate these rules will be subject to disciplinary action.

Students at school or school-related activities are prohibited from:

1. Cheating or copying the work of another student.
 - **Consequence:** Determined by teacher/or administrator.
2. Throwing objects, unless as a regular part of supervised school activities, that can cause bodily injury or damage property.
 - **Consequence:** Determined by administrators.
3. Leaving school grounds or events without permission.
 - **Consequence:** Three (3) days SAC and suspension of driver’s privileges.
4. Making obscene gestures toward or swearing at other students.
 - **Consequence:** Three (3) days SAC-In halls/to another student.
 - **Consequence:** Three (3) days suspension -To teachers/staff.
5. Insubordination.
 - **Consequence:** Determined by administrator.

6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
 - **Consequence:** Three (3) days SAC-in halls/to another student.
 - **Consequence:** Three (3) days suspension and three (3) days SAC-to teachers/staff.
7. Playing with matches or fire or committing arson:
 - **Consequence:** Suspension 1 – 3 days
8. Committing robbery or theft.
 - **Consequence:** First Offense – three (3) days suspension and three (3) days SAC.
Second Offense – three (3) days suspension and three (3) days SAC/alternative school recommendation.
9. Damaging or vandalizing property owned by other students, District employees, or any other person.
 - **Consequence:** Determined by Administrator (Restitution)
10. Disobeying school policies and regulations about conduct on school buses.
 - **Consequence:** First Offense – 2 weeks suspension (Privilege revoke).
11. Fighting/Intent
 - **Consequence:** First Offense – three (3) days suspension and three (3) days SAC/citation.
Second Offense – three (3) days suspension and three (3) days SAC/citation/alternative school recommendation.
12. Committing extortion, coercion, or blackmail; that is obtaining money or other objects of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
 - **Consequence:** Determined by administrator
13. Name-calling, making ethnic or racial slurs or derogatory statements addressed publicly to others that may substantially disrupt the school program or incite violence.
 - **Consequence:** Determined by administrator
14. Backpack Violation.
 - **Consequence:** First Violation-Detention
Second Violation-SAC and lose tag (if have tag for sports)
15. Cafeteria Disturbance.
 - **Consequence:** Cutting line-1 day SAC; Popping-3 days SAC;
Throwing items-3 days SAC
16. Dress Code Violation
 - **Consequence:**
First Violation-1 day detention
Second Violation-3 days detention
Third Violation-1 day SAC
Fourth Violation-2 days SAC
Fifth Violation-3 days SAC

Sixth Violation-Suspension

17. Gambling

- **Consequence:** Three (3) days suspension and confiscate money to student fund.

18. ID Violation

- **Consequence:**
 - First Violation-1 day detention
 - Second Violation-3 days detention
 - Third Violation-1 day SAC
 - Fourth Violation-2 days SAC
 - Fifth Violation-3 days SAC
 - Sixth Violation-Suspension

19. Leaving Campus

- **Consequence:** Three (3) days SAC and suspension of driver's privileges.

20. Skipping Admin. Detention

- **Consequence:**
 - First Violation-three (3) days detention
 - Second Violation-1 day Saturday SAC
 - Skipping Saturday SAC-Suspension

21. Skipping Class

- **Consequence:** One (1) day of SAC for each period. (Up to five days).

22. Smoking (Possession)

- **Consequence:** three (3) days suspension and citation

23. Tardies

- **Consequence:**
 - One-five tardies – Administrative detention following each tardy
 - Sixth tardy – 1 day SAC
 - Seventh tardy – 2 days SAC
 - Eighth tardy – 3 days SAC
 - Ninth tardy – 1 day suspension for each tardy

24. Unauthorized Area (May need to specify unauthorized area)

- **Consequence:** - 2 days SAC

25. Addendum: Recommendations for alternative school placement

Three suspensions will result in recommendation for alternative school.
Six SAC assignments will result in recommendation for alternative school.

26. Forgery

- **Consequence:** Falsification of school documents 3 days suspension and 3 days SAC

27. Computer Misusage

- **Consequence:** 1 – 3 days SAC/suspension

28. Engaging in inappropriate sexual conduct disruptive to other students or the school environment. [Policy FNCJ(LEGAL) and LOCAL]
29. Selling, giving, or delivering to another person, possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, alcoholic beverage, abusable glue or aerosol paint or volatile chemical. Policy FOAC(LEGAL).
30. Possessing a firearm, prohibited knife, club or other weapon. FNCG(LEGAL)
31. Aggressive behavior or group demonstrations that substantially disrupt or materially interfere with school activities. FNCI(LEGAL)
32. Behaving in any way that disrupts the school environment or educational process.
33. Smoking on or off school property, or at any school-related or sanctioned activity. The board shall instruct school personnel to enforce this policy. FNCD(LEGAL)

Conduct Expectations: For students to take advantage of available learning opportunities and to be productive members of the campus community, each student is expected to:

- § Demonstrate courtesy—even when others do not.
- § Behave in a responsible manner, always exercising self-discipline.
- § Attend all classes, regularly and on time.
- § Prepare for each class; take appropriate materials and assignments to class.
- § Meet District or campus standards of grooming and dress.
- § Obey all campus and classroom rules
- § Respect the rights and privileges of other students, teachers, and other District staff.
- § Respect the property of others, including District property and facilities.
- § Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- § Avoid violations of the Student Code of Conduct.

Corporal Punishment

Corporal punishment shall be limited to spanking or paddling the student, and shall be administered 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 shall be told the reason corporal punishment is being administered.
3. Corporal punishment may be administered only by the school principal or assistant principal.
4. The instrument to be used in administering corporal punishment shall be approved by the principal or a designee.
5. When corporal punishment is administered, it shall be done the presence of one other District professional employee and shall take place in a designated place out of view of other students.

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

Correspondence Courses

Correspondence courses may be used as a means of earning graduation credit. Prior to enrollment in correspondence courses, students shall make written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student shall not be awarded credit toward graduation.

All high school students shall be eligible to take correspondence courses and earn credit toward graduation.

Students may earn a maximum of three state-required credits through correspondence courses and may be enrolled in only one correspondence course at a time. See Policy EEJC(LOCAL).

The District accepts correspondence credit from only the University of Texas at Austin or Texas Tech University as approved by the commissioner of education.

All correspondence courses include state-required essential knowledge and skills. See Policy EEJC(LEGAL)

Counseling

Counseling is primarily provided by counselors who are responsible for guiding and advising students in the full development of their academics, career, personal, and social activities.

Counseling at middle schools is also required in advising students and their parents or guardians regarding the importance of higher education, course-work designed to prepare students for higher education, financial aid availability and requirements.

Additionally, the high school counselor is as well required to provide information to students and their parents during the student's first year (9th grade) and senior year (12th grade) in high school regarding:

- the importance of higher education;
- the advantages of completing the recommended or higher high school program;
- the disadvantages of taking courses to prepare for a high equivalency;
- coursework designed to prepare students for higher education;
- financial aid availability and requirements;
- instruction on how to apply for federal financial aid;
- the eligibility and academic performance requirements for the TEXAS Grant;
- information concerning the financial aid center operated by the Texas Higher Education Coordinating Board under TEC Section 61.0776; and

- the automatic admission of students who graduate with a grade point average in the top 10 percent of the student's graduating class as provided by TEC Section 51.803.

Academic Counseling – Students and their parents are encouraged to talk with a school counselor, leader, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 9 through 12 will be provided information on anticipated course offerings for the next year and other information that will help to make the most of academic and vocational opportunities.

Personal Counseling – The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with counselor should make an appointment or follow the open door policy. See Policy EJ(LOCAL).

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes. See Policy FFE(LEGAL).

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 relationship.

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.

Students may request peer mediation for the resolution of peer concerns through self-referral. parents, teachers, or administrators may refer or recommend students for peer mediation who may need to resolve school or personal peer concerns through specific skills of communication.

Peer Mediation, which is PeaceMakers School Team Mediation (PEACE), is an approved state graduation elective credit that students can select to take for two (2) years earning one (1) credit per year for course #1 and course #2. The PeaceMakers course is designed to provide a field experience to young people who are potentially interested in careers in education and/or related helping professions.

Detention

For minor infractions of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days, as provided by the discipline management program and/or Student Code of Conduct. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation, and shall be given an opportunity to explain his or her version of the incident. The period of time for which a student is assigned to detention shall be used for educational purposes.

When detention is used, notice shall first be given to the student's parent within 24 hours to inform him or her of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 years of age or older, the detention shall not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention. See Policy FO(LOCAL).

Disruptions

The District will prosecute any person who disrupts regular school activities. In addition, any

student inciting, promoting, or participating in a protest demonstration, disruption, riot, sit-in, walkout, blocking of entrances, etc. shall be subject to disciplinary action. Duplicated, written, or printed materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated, or distributed on any school campus without the approval of the principals. Violators shall be subject to disciplinary action.

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.
- Use 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 student in District vehicles. See Policy FO Series.

Dress and Grooming

All students are expected to arrive on campus daily in compliance with the District and campus dress code policy. Student dress and grooming should not cause disturbance, loss of time, or interference with the instructional program. It should reflect a seriousness of purpose toward learning. Therefore, the District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the District and campus regulations.

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 extracurricular activities have the authority to impose a more limited dress and hair code for assigned students.
5. Footwear will be worn by all students. Shoes must be enclosed and have a strap around the ankle or heel. Beach thongs, shoes with metal taps, house shoes, or flip flops are not acceptable for school wear except when specifically authorized by the principal.
 6. Sunglasses may not be worn in the classroom or building except when a 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 secondary schools provided they are hemmed, approximately knee length, and the length and the fit are in good taste.
 - b. Shirts and blouses: See-through blouses or skirts, 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. Muscle and net shirts are not allowed.
 - c. Skirts, dresses: For secondary students, skirts and dresses approximately knee length. Garments used to cover clothing such as tights must be at least knee length.
 - 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.
 - f. Pants that have belt loops must be worn with belts.**
 - g. ID badges must be worn at school and in position at all school related activities and must show upon entry.**
 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.
 11. School officials reserve the right to deny participation in any school-related activity in which students are not in compliance with the dress code. See Policy FNCA(LOCAL)

Additional Campus Dress Code Regulations

1. All male and female students are to wear their pants/trousers at the waist. All shirt tails are to be tucked in.
2. Earrings may only be worn in the ear. No other body piercing is permitted.
3. No alcohol, weapon-styles (look alike), drug-related jewelry will be permitted. No pocket chains, spiked and/or studded jewelry will be permitted.
4. No wind shorts, see-through wind pants, soccer shorts, or any other nylon/knit shorts which can be deemed inappropriate are permitted.

5. Leggings or tights may only be worn with a dress, pants, or shorts of the appropriate length.
6. All shorts, skirts, and dresses, including splits or other hemline openings, must extend past the fingertips when arms are extended straight down beside the body.
7. Halter tops, cropped tops that reveal midriff, backless tops, plunging necklines, sheer or other styles that reveal undergarments or too much skin will not be permitted. Blouses or other tops worn by females must have shoulder straps that are at least three middle fingers wide and must be made of solid fabrics.
8. Male students wearing sleeveless garments must wear a shirt with sleeves underneath.
9. Only shirts with a lining may be used as a jacket and remain out; shirts underneath must be tucked in pants.
10. No clothing or jewelry with violent graphics, obscenities, or anything that is deemed to be inappropriate or offensive will be permitted.
11. Tattered, frayed, and garments with holes are inappropriate; undergarments showing at anytime is inappropriate.
12. No caps or head coverings are to be worn in the building (unauthorized for young men and young women). (i.e. Bandanas, headbands, caps, do-rags, hair nets).
13. Beards and goatees are not permitted; side-burns must be neat and are not to extend below the bottom of the earlobe.
14. Extreme hairstyles (coloring, cuts and trims out of the ordinary) that are distracting to the environment of the campus will not be permitted.

Students out of dress code will be given one class period to come into compliance and will receive an unexcused absence for that period. If compliance is not met, the student will be sent to SAC for the remainder of the day.

Campus administrators may adopt additional guidelines as they deem appropriate.

Consequences determined by campus: Effective Tuesday, Sept. 3, students who violate the dress code policy will be disciplined in the following manner:

First violation – detention

Second violation – three (3) days detention

Third violation – one (1) day SAC

Fourth violation – Two (2) days SAC

Fifth violation – Suspension (1-3 days)

Drills: Fire, Tornado, and Other Emergencies

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

Emergency Drills:

- Fire Drill Bells

- 3 bells Evacuate the building
- 1 bell Halt; stand at attention
- 2 bells Return to the room

- Tornado Drill Bells

- 1 continuous bell Students will move quietly but quickly to the designated locations
- 2 bellsReturn to classroom

- Duck and Cover

- Continuous bell or audio signal

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 or at a school-related activity, function, or event:

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

Emergency Medical Treatment and Information

Parents are asked each year to complete an emergency care consent form. The importance of the form is if a medical emergency should occur at school or a school related activity with your child, and you can't be reached, then the school will have written parental consent to obtain medical treatment and information about medication or other possible health concerns for treatment.

Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, e-mail, allergies, etc.). Please contact the school nurse to update any information. See Policy FFAC(LOCAL)

Emergency School-Closing Information

For information on school closings, parents are directed to listen to one of the three network television channels or to KLVI (AM560), KALO (AM1250) or KOLE (AM1440) or Spanish radio KUHD (Am 1150).

Extracurricular Activities

Students shall be permitted to participate in extracurricular activities, subject to the following restrictions:

1. GRADE LEVEL

During the initial six-week period of the school year, students shall have been promoted into the next grade level or shall have accumulated the required number of units toward graduation.

2. GRADES

During subsequent six-week periods, students who receive a six-week grade below 70 may not participate in extra curricular activities during the following three week period. The student will be allowed to practice during the three week suspension. At the end of the three week period, if the student is passing all courses, he will be allowed to resume his participation in the activity. If the student is not passing at the end of the three week period, the suspension shall continue to be in effect. The suspension from extracurricular activities goes into effect seven days after the last day of the six-week period during which the grade lower than 70 was earned.

3. ABSENCES

Students are not permitted to take part in any school-sanctioned activities, on or off campus, that would require absence from class in any one course more than 10 times during the school year.

Any absence resulting from a student's participation in an organization not on the approved list shall be considered unexcused. See Policy FM(LEGAL).

Fees

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

1. Membership dues in student organizations or clubs.
2. Membership dues for attending extracurricular activities when attendance is voluntary.
3. Security deposits for the return of materials, supplies, or equipment.
4. Personal physical education and athletic equipment and apparel.
5. Items or products of personal use, such as student publications, class rings, annuals, and graduation announcements.

6. Any authorized, voluntary student health and accident benefit plan.
7. Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
8. Parking fees and student identification cards.
9. Fines assessed for lost, damage, or overdue library books.
10. Fees assessed for damaged or lost textbooks. See Policy FP(LEGAL).
11. Summer school for courses that are offered tuition-free during the regular school year.

Fund-Raising

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 10 days before the event.

Except as approved by the principal, fund-raising shall not be permitted or take place on school property. See Policies FJ and GE(LEGAL).

Grade Classification

After the 9th grade, students are classified according to the number of credits earned toward graduation. The specific requirements for classification of students are as follows:

- Graduation requires 25 credits.
- Senior classification requires 18 credits.
- Junior classification requires 11 credits.
- Sophomore classification requires 5 credits.

Graduation Requirements for a Diploma

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level exam.

The District will introduce the new state test (TAKS) for graduation in the 2004-2005 school year. The new grade 11 exit-level test will cover English language arts, mathematics, science, and social studies and will require knowledge of Algebra I, Geometry, Biology, Integrated Chemistry and Physics, English III, and early American and United States History. [See testing schedule under Student Assessment.]

The state exit level test for graduation in 2003-2003 school year will continue to be TAAS. All seniors who have passed TAAS will graduate under the TAAS exit level requirement. Those seniors who have not mastered TAAS will continue reassessment of the test for the subject section needed until the exit level requirement for graduation has been completed.

Graduation Programs

The District offers the following graduation programs. The counselor and instructional student manager can help advise the student as to which program is best for him and her, depending on career choice.

| | <u>Minimum Credits</u> |
|-----------------------------|------------------------|
| • Minimum | 25 |
| • Recommended | 25 |
| • Distinguished Achievement | 25 |

Graduation Requirements, 2003-2004

The course work listed is state required according to Chapter 74.D for graduation of high school course work.

Health Screening

The District provides screening services in schools to assist in identifying the developmental needs of students. These services include the following:

| | |
|---|--|
| Height, weight, teeth, skin and posture | All grades annually |
| Hearing | Grades 7&9. New and referred students: all grades |
| Vision | Grades: 7&9. New and referred students: all grades |
| Scoliosis (curvature of spine) | Grades: 7&9. New and referred students: all grades |
| Speech and language | Referred and new limited English proficient students: all grades |

All students enrolled in resource classes receive annual hearing and vision screens in each grade level. Students who have indications of previous hearing and vision problems are also screened annually.

Results of the health screening services which vary significantly from expectations will be reported to parents for medical evaluation. Indications of school learning problems will also be reported to parents, and if additional evaluation is needed, written parent approval will be requested. See Policy FFAA(LOCAL).

Immunization

Each student must be fully immunized against certain diseases or must present a certificate or

statement that, for medical or religious reasons, the students will not be immunized. The immunizations required are:

- diphtheria
- rubella (measles)
- rubella
- mumps
- tetanus
- Haemophilus influenzae type B
- poliomyelitis
- hepatitis A
- hepatitis B
- varicella (chicken pos)

Each student must meet all the immunization requirements specific to an age group upon first entering the age group. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Tuberculin testing is required of all students entering the U.S. from foreign countries.

Mumps and measles illness histories are acceptable in lieu of vaccines, but must be validated in writing by a physician.

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.

Application forms for conscientious and religious exemptions are available from the Texas Department of Health. The request must be made in writing. You can call (888) 963-7111 ext. 6470 for further information.

Note:

Adolescents who have not received, initiated or completed the series of vaccinations need to initiate or complete the series of vaccinations before the age of 13 years and no later than ages 11-12 years. Review chart for vaccines recommended for adolescents to immunize. See Policy FFAB(LEGAL and LOCAL).

Recommended childhood immunization schedule*--United States, July-December 1996

*This schedule is updated and published periodically. Vaccines are listed under the routinely recommended ages.

** “Catch-Up” Vaccination.

Other Vaccines Indicated For Certain Adolescents

- **Influenza Vaccine**

Students, ages 10-18 years, who have asthma and are identified with having at least one medical condition that places them at high risk for complications associated with influenza; should be vaccinated annually for influenza.

Insurance (Student Voluntary Accident & Injury)

Soon after school opens, the District will make available to students and parents the opportunity to purchase low-cost accident insurance that will help in meeting medical expenses, in the event of injury to their child. Premiums will be paid to and claims submitted through the insurance office of Southwest Financial Group/McKinley Financial Services.

Except for the purchase of insurance against bodily injury sustained by students while training for or engaging in interscholastic athletic competition or while engaging in U.I.L. Competition. The District, under state law, is not responsible for costs of treating injuries and cannot assume liability for any other cost associated with an injury. See Policy FFD(LOCAL).

2003-2004

| | <u>High Option</u> | <u>Basic</u> |
|--|--------------------|--------------|
| School-Time Coverage 6-8 | \$15.00 (One time) | \$10.00 |
| School-Time Coverage 9-12 | \$30.00 (One time) | \$20.00 |
| 24-Hour Coverage 6-12 | \$90.00 (One time) | \$60.00 |
| Optional Dental (doubles dental benefit) | \$ 4.00 (One time) | \$ 3.00 |

The voluntary student accident insurance program provides an economical alternative to those families that cannot afford major medical insurance coverage. Payment can be made with VISA or Master Card.

Laser

Lasers and laser pointers are prohibited for possession or using unless otherwise approved for use. Although laser pointers are not weapons; many of them can cause injury to eyes.

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. The parent will be notified if any prohibited items are found in the student's locker. See Policy FNF(LOCAL).

Lunch/Breakfast

Through participation in the National School Lunch Program, the PAISD Child Nutrition and Food Services Department offers a nutritious and economically-priced lunch to all students and staff. These meals are also provided at a reduced-price and free to students who qualify. Lunch program applications will be distributed to ALL students at the beginning of the school year and may be returned to the school or directly to the Child Nutrition office at 5600 25th St., 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.

Medicine at School

No District employee will give a student prescription medication, nonprescription medication, herbal substances, or dietary supplements except:

- Authorized employees, in accordance with policy (legal requirements), and;
 - If the medication is prescription, it must be provided by the parent, along with a required physician's request, and be in the original, properly label container.
 - If the medication is nonprescription, it must be provided by the parent along with a required written physician's request, and be in the original, properly labeled container in English, and approved by the Food and Drug Administration. To assist students with physician directives for dispensing non-prescription medication, time intervals and appropriate dosage for age and weight of the student should be determined for the administration. For the purposes of this policy, nonprescription substances include medications with the exception of herbal preparations, vitamins, nutritional supplements, or other alternative therapies.

- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if it is required by the student's Individualized Education Program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, for which the District will maintain and administer to a student nonprescription medication, but only if:
 - The District has obtained from its medical advisor licensed to practice medicine in Texas (or from a licensed physician at the county or regional health authority) a protocol for treatment of the particular emergency, and
 - The parent has previously provided written consent to emergency treatment on the District's form.

A student with asthma who has written authorization from his or her parent and physician or other licensed health care provided may be permitted, at the student's discretion, to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

Only school nurses shall be authorized to administer medication through injection. See Policy FFAC(LOCAL).

The parent or designated person may:

- a. send the medication in the original bottle with only enough medication to give it at school, or
- b. pick up the medication each day after school and return each morning, or
- c. give medication at home, before school, and at bedtime, if given TID.

Paging Devices/Beepers

A paging device is a telecommunication device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

1. It is a violation of school policy to possess a paging device/beeper while on school property or attending a school-sponsored activity on or off school property. A person who discovers a student in possession of a paging device in violation of the section shall report the violation to the appropriate school administrator, as determined by school policy, who shall order a peace officer or appropriate school employee to confiscate the device, which is forfeited to the school district.
2. Parents shall be notified within two school days after the paging device is confiscated. Notification shall also be made to the paging company whose name and address appear on the device. Confiscated paging devices shall be held by the District for a period of 30 days after notification has been made. Notice may be made by telephone, or in writing, and must include the serial number of the device.

3. Parents or paging companies may obtain the release of the paging device for a fee of \$15 before it releases the device. After the 30-day period has expired, the District shall dispose of the paging device. See Policy FNCE(LEGAL/LOCAL).

Parties and Socials

The rules of good conduct and grooming shall be observed for school social events. Guests will be expected to observe the same rules as students attending the events; the person inviting the guest will share responsibility for the conduct of the guest. Students attending a party or social may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party will not be readmitted.

There will be no parties during the school day.

Pesticides

Notice to parents as required by the Texas Pest Control Act 135b-6. This periodically applies pesticides. Information concerning these applications may be obtained from Keith Morvant, Director of Maintenance, at 983-1351.

Posters/Publications

Signs and posters that students wish to display must first be approved by the principal. Posters displayed without authorization will be removed. Disciplinary action will be taken on any student who violates the rules. All student publications and other written material intended for distribution to students shall be submitted to the principal for review and approval.

Promotion, Retention, and Placement – Middle School

Promotion from one grade level to the next shall be based on the student attaining an overall average of 70 on a scale of 100 based upon course level, grade level standards for all subject areas and a grade of 70 or above in three of the following areas: English language arts (including reading improvement if required), mathematics, social studies, and science.

Written reports of your child's grades or performance and absences in each class or subject are issued to you at least once every three weeks.

At the end of the first three weeks of a grading period, you will be given written notice if your child's performance in any course in English language arts, mathematics, science, or social studies is near or below 70, or is below the expected level of performance. If your child receives a grade lower than 70 in any class or subject during a grading period, you will be requested to schedule a conference with the teacher of that class or subject.

The report card or unsatisfactory progress report will state whether extended day tutorials are

required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school as requested per campus. See Policy EIA(LOCAL).

Report Cards

Written reports of students' grades and absences shall be issued to parents at least once every six weeks. Grades are recorded in numerical scores according to the following scale:

| | | |
|----------------|---|------------------|
| 90 – 100 = | A | Excellent |
| 80 – 89 = | B | Above Average |
| 75 - 79 = | C | Average |
| 70 - 74 = | D | Poor but passing |
| 69 and below = | F | Failing |

Conduct grades in each class are assigned according to the following scale:

| | |
|-----|-------------------|
| S = | Satisfactory |
| N = | Needs Improvement |
| U = | Unsatisfactory |

At the end of the first three weeks of a grading period, progress reports will be issued to notify parents if the student's grade average is near or below 70. If a student receives a six-week grade of less than 70 in any class or subject, the parent will be requested to schedule a conference with the teacher of that class or subject. The report card shall state whether tutorials are recommend for a student who receives a grade below 70 in a class or subject.

Reteach Policy

Individualized Learning: Grades Pre-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 for 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 initially, 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 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 extra-curricular activities will not be allowed to interfere with a teacher's 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.

School Buses

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. 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 at all times.
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 on entering the bus, going up one step at a time.
5. When on the bus, the student should not stand if there is a seat available. If a student must ride standing, the student should face the front and hold on the seat rails.

6. The student should sit quietly in the seat. If there is conversation, the student should 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, or throw objects within or out of the bus.
9. Students are to enter and leave the bus in an orderly manner at the designated bus stop nearest home.
10. Students are to keep their feet, books, band instrument cases, and other objects out of the aisle.
11. Students are not to deface the bus or its equipment.
12. Upon leaving the bus, the student should wait for the driver's signal before departing the bus and before crossing 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. The card must be carried by the student at all times. The card may be obtained from the principal or 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 assistant superintendent.

Any misconduct while riding the bus will be reported by the bus driver to the school principal and to the assistant superintendent. Disciplinary action will be taken when indicated. Vandalism, rowdiness, vulgarity, abuse 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. However, a student may be excluded from riding the bus by the principal after a conference with the student and the parents.

Sexual Harassment

Student Rights and Responsibilities: Sexual Harassment/Sexual Abuse

Notice of Parent and Student Rights

What is the District policy concerning sexual misconduct?

The District forbids employee conduct constituting sexual harassment or sexual abuse to student. The District forbids students from engaging in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. The District encourages parental and student support in its efforts to address and prevent sexual harassment

and sexual abuse in the public schools.

What is sexual harassment?

Sexual harassment of a student **by an employee** includes any welcome or unwelcome sexual advance, requests for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit. Sexual harassment of a student **by another student** includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.

What is sexual abuse?

Sexual abuse is defined as “Illegal sex acts performed against a minor...” It may include, but is not limited to, fondling, sexual assault, or sexual intercourse. Sexual abuse is a form of child abuse that must be reported to appropriate law enforcement authorities.

What laws address sexual harassment of students?

Sexual harassment or abuse of students by district employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds).

Will I be informed if my child has been sexually harassed or sexually abused at school?

The District will notify parents of students involved in sexual harassment by students of any incident regarding sexual harassment or sexual abuse by an employee. Notification may be by telephone, letter, or personal conference.

What will the District do when it learns of sexual harassment or sexual abuse of a student?

When a principal or other school administrator receives a report that a student is being sexually harassed or abused, he or she will initiate an investigation and take prompt action to intervene.

What do I do if I am concerned that my child has been sexually harassed or sexually abused at school?

A student or parent who has a complaint alleging sexual harassment by other student(s) or sexual harassment or sexual abuse by an employee may request a conference with the principal, the principal's designee, or the District's Title IX coordinator. The conference will be scheduled and held as soon as possible but within five school days. The principal or Title IX coordinator will coordinate an investigation. Oral complaints should be reduced to writing to assist in the

District's investigation. A complaint may also be filed separately with the Office of Civil Rights;
Regional Director
Office of Civil Rights, Region VI
1200 Main Tower Building, Room 1935
Dallas, Texas 75202
(214) 787-3959

Who is the Title IX coordinator and how do I contact that person?

The Title IX coordinator for the District is:

Name: Jimmy Wyble
Position: Director of Human Resources
Address: 733 Fifth Street, Port Arthur, 77640
Telephone: (409) 989-6282

The Title IX coordinator is a district employee who has the responsibility to assure District compliance with the requirements of Title IX. The coordinator will investigate or oversee an investigation of a complaint alleging violations of title IX.

The District has adopted complaint procedures for handling Title IX complaints, which may be obtained from the principal or Title IX coordinator. The student may be accompanied by the parent or other advisor throughout the complaint process.

Will my complaint be confidential?

to the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.

What if I am not satisfied by the District's resolution of my complaint?

If the parent is not satisfied with the District's initial response to the complaint, he or she has ten school days to request a conference with the Superintendent or designee, who will schedule and hold a conference. Prior to or at the conference, the parent must submit a written complaint that contains: a statement of the complaint; any evidence to support the complaint; the resolution sought; the student's and/or parent's signature; and the date of the conference with the principal. If the parent considers the resolution unsatisfactory, he or she may request that the complaint be heard by the Board of Trustees at its next regular meeting, in accordance with BE(LOCAL). The Board will hear the complaint in closed meeting, unless otherwise required by the Texas Open Meetings Act. At the conclusion of the hearing, the Board will decide what action it deems appropriate.

Special Education Services

Special education services in the elementary and secondary 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. The 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 Secondary Resource Program provides modified instruction using individualized instructional materials for students in grades 6-12 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 is designed for the student who is 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 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 s the regular program.

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 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, Texas 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 instructional techniques, materials, and equipment.

The Content Mastery Lab is 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 type school program (summer) to prevent significant regression in acquired critical skills.

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 students.

An eligible student is a student who (a) has, (b) has 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, Section 504 Coordinator who will investigate the allegations to the extent warranted by the nature of the complaint in a 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

Special Programs

- Remedial and Compensatory Education (See Policy EHBD-Legal/Local)
Director of External Funding: Melvin Getwood
- Bilingual Education (See Policy EHBE-Legal/Local)
District Coordinator: Mrs. Bertha Garza
- Special Education (See Policy EHBA-Legal)
District Director: Mrs. Janice Underwood
- Career Education (See Policy EHBF-Legal)
District Director: Mrs. Martha Harris
- Alternative Education (See Policy EHBG)
District Coordinator: Mr. Eddie Fowler
- Adult and Community Education (See Policy EHBI-Legal/Local)
District Director: Mr. Sylvester Pace
-
- The Summit II and II Programs for High Achievers and Performing Arts
Assistant Superintendent: Ms. Jeanie Gatson
- Stilwell Vocational Center
District Director: Mrs. Martha Harris
- VEGA (Varied Experiences for the Gifted in Academics)
Assistant Superintendent: Ms. Jeanie Gatson
- Plan for Dyslexic Students
Assistant Superintendent: Dr. Shirley Bonton
- TEMS (Teenaged Expectant Mothers)
District Coordinator: Mrs. Annie Barkers
- TAKS Preparatory (Texas Assessment of Knowledge and Skills)
Assistant Superintendent: Dr. Shirley Bonton
- Plan for 504 Students

District Director: Mrs. Janice Underwood

- Operation Outreach

District Coordinator: Mr. Eddie Fowler

- Ninth Grade Success Initiative

Campus Coordinator: Mrs. Debra Scott

- Credit Recovery

Campus Coordinator: Dr. Gene Rowry

- Character Education

District Director: Dr. Shirley Bonton

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 assistance 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 IV, Part A – Safe and Drug-Free Schools 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 V, 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

See parental involvement letters on following pages.

Student Assessment

Secondary students will be given the following tests:

- School Ability, Group Testing Grades 8 and 10
- Achievement Testing, Group Testing Grade 6 – 11
- TAAS (Texas Assessment of Academic Skills), Group Test Retakers , Grades 10-12
- TAKS (Texas Assessment of Knowledge and Skills) Grades 6 – 11
- SDAA (State Developed Alternative Assessment) Grades 6 – 8
- Vocational Aptitude Testing, Group Grades 8 and 11

In addition to testing schedules and other measures of achievement, students' state assessment tests will be in the following subjects:

- Mathematics, annually in grades 6-7 without the aid of technology and in grades 8-11 with the aid of technology on any assessment test that includes algebra.
- Reading, annually in grades 6-9
- Writing, including spelling and grammar, in grade 7
- English language arts in grades 10 and 11
- Social Studies in grades 8, 10 and 11
- Science in grades 10 and 11

To receive a high school diploma, students must successfully pass exit level tests.

Test results will be reported to students and parents; parents may review any assessment test that has been given to their child.

Note:

In order for students to do their best on any test, they must be comfortable and alert. We want to encourage parents to be aware of their child's schedule and to assure that the child comes to school every day – but especially on test days after:

- **A good night's sleep;**
- **A good breakfast; and**
- **Dressing for the weather or for the temperature inside the testing room.**

Student and Parent Complaints

Any complaint should be address first at the campus level. Students or parents who have a complaint should first bring the matter up with the teacher. If the outcome of that discussion is not satisfactory, the student/parents who have a complaint should contact the building principal. Complaints or concerns regarding special education students or the District's program for special education students should be brought to the Director of Special Education. Students or parents with other kinds of complaints should contact the building principal.

If the outcome of that conference is not satisfactory, the student and/or parents may follow the District's complaint procedure, available from the appropriate Assistant Superintendent's office, to carry the complaint to the Superintendent and ultimately to the board. See Board Policy FNG (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 Complaints

Complaints regarding certain topics are addressed by specific policies that 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(LOCAL)
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: FMA; and
11. Complaints against District peace officers: CKE;
12. Harassment of a student on the basis of race, color, religion, national origin, or disability: Policy FNCL and the Student Code of Conduct.

General Provisions

Unless otherwise provided by a policy referenced above, students or parents shall be entitled to informal conferences with administrators to resolve their complaints. If such attempts are unsuccessful, the students or parents may take their complaint to the Board. If a complaint involves a problem with a teacher, the student or parents in most circumstances shall be expected to discuss the matter with the teacher before requesting a conference with the principal at Level One.

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

For purposes of this policy, “days” shall mean calendar days.

Announcement of a decision in the student’s or parent’s presence shall constitute 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 proceeding before the Board. The Board shall hear the complaint and take whatever action it deems appropriate. The lack of official action by the Board shall uphold the administrative decision at Level Two.

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 Offices and Elections

Minimum qualifications of members and officers of Congress include an acceptable scholastics and attendance/punctuality record, citizenship that above reproach, and good leadership.

Student Records

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or 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 may inspect or request a correct copy of their student's records if the student is a minor, dependent for tax purposes, a 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 employee, 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 handicapped student's individual education plan;
3. Compiling statistical data; or
4. Investigating or evaluating programs. See Policy FL(LOCAL).

Summer School

The District provides a summer school program that allows middle/high school students to repeat courses in which credits have been lost due to failure. Under certain conditions courses may be taken for new academic credit. All courses taken by a student must be approved by a counselor or an administrator. See Policy EHDA(LOCAL).

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. See Policy DPB(LEGAL).

Texas Scholars

The Texas Scholars program is a recommended course of study. Please see the Course Selection Guide and your counselor for further details.

Textbooks

State-approved textbooks are provided free of charge for each subject or class; students are required to use these books carefully. It is mandatory that books be covered by the student since students are responsible for damage to textbooks. A student who is 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. However, a student will be provided textbooks for use at school during the school day. See Policy CMD(LEGAL).

Tutorials

Students who are failing courses in subject areas for which tutorials are offered shall be required to attend those tutorial sessions. Any student may attend tutorial sessions voluntarily. See Policy EHBD(LOCAL).

Vehicles On Campus

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons, that are found in their cars and will be subject to disciplinary action. 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 student.

All laws regulating traffic on highways and streets apply to the operation of vehicles within school property.

The Board may provide for the issuance and use of suitable vehicle registration and identification insignia. The Board may suspend the permit or bar any vehicle from driving or parking on any school property for the violation of any rule or regulation promulgated by the Board. Reinstatement of the privilege may be permitted and a reasonable fee assessed.

Visitors

For the safety of all students, visitors must check in at the reception center and receive a pass before proceeding to any other area. 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.

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.

Parental Right and Responsibilities

Purpose:

- (a) Parents are partners with educators, administrators, and school district boards of trustees in their children's education. Parents shall be encouraged to actively participate in creating and implementing educational programs for their children.
- (b) The rights listed in this chapter are not exclusive. This chapter does not limit a person's rights under other law.
- (c) Unless otherwise provided by law, a board of trustees, administrator, or other person may not limit parental rights.
- (d) Each board of trustees shall provide for procedures to consider complaints that a parent's right has been denied.
- (e) Each board of trustees shall cooperate in the establishment of ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in

school activities.

Definition: In this chapter, “Parent” includes a person standing in parental relation. The term does not include a person as to whom, the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order.

Rights Concerning Academic Programs

(a) A parent is entitled to:

(1) petition the board of trustees designating the school in the district that the parent’s child will attend, as provided by Section 25.033;

(2) reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent’s child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student:

(3) request, with the expectation that the request will not be unreasonably denied:

(A) the addition of a specific academic class in the course of study of the parent’s child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class

(B) that the parent’s child be permitted to attend a class for credit above the child’s grade level, whether in the child’s school or another school, unless the board or its designated representative expects that the child cannot perform satisfactorily in the class; or

(C) that the parent’s child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation; and

(4) have a child who graduates early as provided by Subdivision (3)(C) participate in graduation ceremonies at the time the child graduates.

(b) The decision of the board of trustees concerning a request described by Subsection (a)(2) is final and may not be appealed. See Policy FNG(LEGAL)

Access to Student Records. A parent is entitled to access to all written records of a school district concerning the parent’s child including:

(1) attendance records;

(2) test scores;

(3) grades;

(4) disciplinary records;

(5) counseling records;

(6) psychological records;

(7) applications for admission;

- (8) health and immunization information;
- (9) teacher and counselor evaluations; and
- (10) reports of behavior patterns

Access to State Assessments. Except as provided by Section 39.023(d), a parent is entitled to access to a copy of each state assessment instrument administered under Section 39.023(a), (b), or (c) to the parent's child. See Policy FNG(LEGAL).

Access to Teaching Materials

- (a) A parent is entitled to:
 - (1) review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child; and
 - (2) review each test administered to the parent's child after the test is administered.
- (b) A school district shall make teaching materials and tests readily available for review by parents. The district may specify reasonable hours for review. See Policy FNG(LEGAL).

Access to Board Meetings.

- (a) A parent is entitled to complete access to any meeting of the board of trustees of the school district, other than a closed meeting held in compliance with Subchapters D and E, Chapter 551, Government Code.
- (b) A board of trustee of a school district must hold each public meeting of the board within the boundaries of the district except as required by law or except to hold a joint meeting with another district. All public meetings must comply with Chapter 551, Government Code, Education Code 26.007. See Policy FNG(LEGAL).

Rights to Full Information Concerning Student.

- (a) A parent is entitled to full information regarding the school activities to full information regarding the school activities of a parent's child except as provided by Section 38.004.
- (b) An attempt by any school district employee to encourage or coerce a child to withhold information from the child's parent is grounds for discipline under Section 21.104, 21.156, or 21.211, as applicable. Education Code 26.008(b). See Policy FNG(LEGAL).

Consent Required for Certain Activities

- (a) An employee of a school district must obtain the written consent of a child's parent before the employee may:
 - (1) conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required under Section 38.004; or
 - (2) make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice.

(b) An employee of a school district is not required to obtain the consent of a child's parent before the employee may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used for:

- (1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
- (2) a purpose related to a co curricular or extracurricular activity; or
- (3) a purpose related to regular classroom instruction. See Policy FNG(LEGAL).

Exemption From Instruction

(a) A parent is entitled to remove the parent's child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity. A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester.

(b) This section does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the school district and the agency. See Policies EMB(LEGAL) and FNG(LEGAL).

Complaints

The board of trustees of each school district shall adopt a grievance procedure under which the board shall address each complaint that the board receives concerning violation of a right guaranteed by this chapter. See Policy FNG(LEGAL).

Fee For Copies

The agency or a school district may charge a reasonable fee in accordance with Subchapter F, Chapter 552. Government Code, for copies of materials provided to a parent under this chapter. See Policy FNG(LEGAL).

In Addition Parents Are Expected To:

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 requirement 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 responsibilities outlined in this section (Texas Education Code 21.702C).
17. Assume responsibility for their child's action. 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 (c) the willful or malicious conduct of a student (Texas Family code 33.01).

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 elements 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 and assignments.
10. Exhibit an attitude of respect toward individuals and property, and conduct themselves in a responsible manner.
11. Refrain from making profane, insulting threatening or inflammatory remarks, engaging in disruptive conduct or cheating.

Student and Parent Complaints

- Level I: The campus principal (if the complaint is against the principal, the complainant should be informed that their complaint should be filed at Level II).
- Level II: Assistant Superintendent for Curriculum and Instruction
- Level III: Superintendent
- Level IV: The Board of Trustees

Employee Complaints

- Level I: The campus principal or immediate supervisor (if the complaint is against the principal or supervisor, the complainant should be informed that their complaint should be filed at Level II).
- Level II: Assistant Superintendent for Administrative Services
- Level III: Superintendent
- Level IV: The Board of Trustees

Public Complaints

- Level I: Individuals who would have public complaints should be advised to call the Superintendent's Office, and we will determine which administrator they should contact in an attempt to resolve the complaint.
- Level II: Superintendent
- Level III: Board of Trustees