

It is the policy of the Sudan Independent School District not to discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Sudan ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Any questions pertaining to Section 504 or Title IX proceedings should be directed to:

Superintendent of Schools
Scott Harrell
P.O. Box 249
Sudan, Texas 79371
806-227-2431 ext. 111

Liaison for Homeless Children and Youths
Coordinator of services for homeless students.
Kayela Harrell
806-227-2431 ext. 114

Parent Involvement Coordinator
Works with parents of students participating in Title I programs.
DeAnn Wilson
806-227-2431 ext. 123

Sudan Elementary Counselor
Meagan Sowder
806-227-2431 ext. 124

Preface

Welcome to the 2024-2025 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Sudan Elementary Student Handbook is a general reference guide designed to provide a resource to acquaint students, parents, and teachers with the curriculum, activities, regulations and practices of Sudan Elementary School. Students and parents also need to be familiar with the Sudan ISD Student Code of Conduct, which sets out the consequences for inappropriate behavior. The Student Code of Conduct is required by state law, and is intended to promote school safety and an atmosphere for learning. This document will be a separate document sent home to parents, posted in the elementary library and on the school website at <http://www.sudanisd.net>

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance. In case of conflicts between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed. Therefore, parents and students should become familiar with the Sudan ISD's Student Code of Conduct.

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

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

A hard copy of either the Student Handbook or the Student Code of Conduct can be requested by calling the school office at 806-227-2431.

We have attempted to make the language as straightforward as possible, however, please be aware that the term "the student's parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Both students and parents also need to be familiar with the Sudan ISD Student Code of Conduct, required by state law and adopted by the board. It is intended to promote school safety and an atmosphere for learning. We strongly recommend that you review the entire handbook with your child and keep it as a reference during this school year. Please note that references to alphabetical policy codes are included so that parents can refer to current policy. The District's official policy manual is available for review in the superintendent's office or online at <http://www.tasb.org/policy/pol/private/140908/>

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact DeAnn Wilson for assistance at 806-227-2431.

The American Creed

I Believe in the United States of America as a government of the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; of freedom, equality, justice, and humanity for

which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and defend it against all enemies.

Pledge of Allegiance to the Flag

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands - one nation under God, indivisible with liberty and justice for all.

Pledge of Allegiance to the Texas Flag

Honor the Texas Flag. I pledge allegiance to thee, Texas, one state under God, one and indivisible.

The “Hornet”

The “Hornet” is described as a large wasp, which has a severe and powerful sting. They are social insects, building nests of paper like pulp. Their thick bodies are usually black or brown, marked with brilliant white or yellow, which has earned for some of them the name of “yellow jackets”. If their nests are attacked, they show a disposition so irritable and wield a sting so painful that they fully justify the common expression “as mad as a hornet”. If left alone however, they are interesting and industrious workers.

School Song

Oh, Sudan High, we give to you our praise;
Our goal to be, add honor to your name.
If we win or lose we will ever choose,
And our motto we'll proclaim,
For the black and gold, may our strength unfold,
And truth shall be our highest aim.
Through work or play, we pledge this day,
Forever stand behind the black and gold,
Forever stand behind the black and gold.

The handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

student.

SECTION I: PARENTAL RIGHTS

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent. **Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

Consent to Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction. (A detailed copy of the district's curriculum may be obtained from DeAnn Wilson, Principal upon request.)

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials
- Remove his or her child from any part of the. Human sexuality instruction without academic, disciplinary, or other penalties
- Become involved with the SHAC meetings. Contact DeAnn Wilson if interested.
- Use the district's grievance procedure concerning a complaint. See FNG(LOCAL).

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

[See Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent before the instruction will begin.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact DeAnn Wilson, Principal.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials
- Remove his or her child from any part of the. Human sexuality instruction without academic, disciplinary, or other penalties
- Become involved with the SHAC meetings. See DeAnn Wilson if interested.
- Use the district's grievance procedure concerning a complaint. See FNG(LOCAL).

See Consent to Human Sexuality Instruction; Dating Violence; and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a

reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison, Meagan Sowder, can be reached at 806-227-2431x124.

The mental health liaison can provide further information regarding these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus. For further information, see Mental Health Support.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

State law permits the school to make a videotape or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a co-curricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child must return the form included in the forms packet, or submit a written statement to the campus principal stating this decision. The signed statement must be provided each year. A parent may choose to revoke this prohibition at any time during the year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment even if a parent requests that corporal punishment not be used.
- If the district is made aware that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications with Students by District Employees

The district permits teachers and other approved employees to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up an educational social networking page for his or her class that has information related to

class work, homework and tests. A parent is welcome and encouraged to join or become a member of such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph for publication in the school yearbook;
- A student's name and grade level for purposes of communicating class and teacher assignment;
- The name, weight, and height of an athlete for publication in a school athletic program;
- A list of student birthdays for generating school-wide or classroom recognition;
- A student's name and photograph posted on a district approved and managed social media platform;
- The names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period.

Directory information will be released to anyone who follows procedures for requesting it.

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

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district has identified the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; enrollment status; most recent

educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper
- Yearbook
- Recognition activities
- News releases
- Athletic programs

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas: (1) political affiliations or beliefs of the student or the student's parent (2) mental or psychological problems of the student or student's family, (3) sexual behavior or attitudes, (4) illegal, antisocial, self-incriminating, or demeaning behavior, (5) critical appraisals of individuals with whom the student has a close family relationship, (6) legally recognized privileged relationships such as lawyers, doctors, and ministers, (7) religious practices, affiliations, or beliefs of the student or parents, and (8) income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

A parent may inspect the survey or other instrument and any instructional materials used in connection with such a survey. [For further information see Policy EF (LEGAL)]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.

- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the Protection of Pupil Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that her or her child be excused.
- The district determines that the student has a conscientious objection to the recitation.
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law, however,

requires that all students participate in one minute of silence following recitation of the pledges. [See Pledges of Allegiance and a Minute of Silence in policy EC(LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation Purposes

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent, has the right to review curriculum materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent

access and review.

A parent is also entitled to request that the school allow the student to take home any instructional materials used by the student. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year. For more information about requesting an instructional material review, contact DeAnn Wilson.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See policies FO(LEGAL) and the *Student Code of Conduct*.

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's student records. These records include:

- Attendance records
- Test scores
- Grades

- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term “intervention strategy” is defined by law
- State assessment instruments that have been administered to your child
- Teaching materials and tests used in your child’s classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student’s education records. For purposes of student records, an “eligible” student is one who is 18 or older or who is attending an institution of postsecondary education. The rights, as discussed in this section as well as at **Objecting to the Release of Directory Information**, are:

- Inspect and review student records within 45 days after the day the school receives a request for access.
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent.
- File a complaint (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

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

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is primarily restricted to an eligible student or a student's parent unless parental rights have been legally terminated and if the school is given a copy of the court order terminating parental rights or the right to access a student's educational records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes, and under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

- Legitimate educational interest may include:
 - Working with the student;
 - Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
 - Compiling statistical data;
 - Reviewing an educational record to fulfill the official's professional responsibility; or
 - Investigating or evaluating programs.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee; or

- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- Individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs, or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information, it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

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

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

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

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

249/107 W Hwy 303, Sudan, TX 79371. The address of the principal's office is PO Box 659/107 W Hwy 303, Sudan, TX 79371.

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record must be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be correct along with an explanation of how the information in the record is inaccurate. If the district refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL).

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's Web site at www.sudanisd.net. **Note:** The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher do not have to be made available to the parents or student.

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, whether the teacher has an emergency permit or other provisional status for which state requirements have been waived, and whether the teacher is currently teaching in the field of discipline of his or her certification. The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

Students With Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state

requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting with a parent, including a stepparent or legal guardian, who has been called to active duty, is on leave, or is returning from a deployment of at least four months.

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus to request that they be placed either in the same classroom or in separate classrooms. Written request must be submitted no later than the 14th day after the students' enrollment. [See policy FDB (LEGAL).]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

Transportation is not provided for a transfer to another campus.

The district will honor a parent's request for the transfer of his or her child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL)]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if your child has been the victim of a sexual assault by another student on the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. In

accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit by semester when the student only passes one half of a two-half course.

A student who is in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries - or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries - is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

Students Who Are Homeless

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous

academic records, or misses an application deadline during a period of homelessness;

- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules; Assessment of the student’s available records to determine transfer of credit for subjects and courses taken before the student’s enrollment in the district;
- The award of partial credit (awarding credit proportionately when a student passes only one half of a two-half course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements

Federal law also allows a student who is homeless to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL).

The district will expedite local timelines, when possible, for prompt dispute resolution.

Students Who Have Learning Difficulties or Who Need Special Education or 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the child’s teacher, counselor, or principal to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals / Referencias de educación especial

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Si un padre solicita por escrito una evaluación inicial para servicios de educación especial

al director de servicios de educación especial o a un empleado administrativo del distrito escolar, el distrito debe responder a más tardar 15 días escolares después de recibir la solicitud. En ese momento, el distrito debe dar al padre un aviso previo por escrito de si acepta o se niega a evaluar al estudiante, junto con una copia del Aviso de garantías procesales. Si el distrito acepta evaluar al estudiante, también debe darle al padre la oportunidad de dar su consentimiento por escrito para la evaluación.

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

Nota: Una solicitud para una evaluación de educación especial puede hacerse verbalmente; no es necesario que se haga por escrito. Los distritos aún deben cumplir con todos los avisos previos por escrito federales y los requisitos de protección procesal, así como los requisitos para identificar, ubicar y evaluar a los niños que se sospecha que tienen una discapacidad y necesitan educación especial. Sin embargo, una solicitud verbal no requiere que el distrito responda dentro del plazo de 15 días escolares.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

Si el distrito decide evaluar al estudiante, debe completar la evaluación inicial y el informe de evaluación del estudiante a más tardar 45 días escolares a partir del día en que recibe el consentimiento por escrito de los padres. Sin embargo, si el estudiante se ausenta de la escuela durante el período de evaluación por tres o más días escolares, el período de evaluación se extenderá por el número de días escolares igual al número de días escolares que el estudiante está ausente.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Hay una excepción a la línea de tiempo de 45 días escolares. Si el distrito recibe el consentimiento de los padres para la evaluación inicial al menos 35 pero menos de 45 días escolares antes del último día de clases del año escolar, debe completar el informe escrito y proporcionar una copia del informe a los padres antes del 30 de junio de ese año. Sin embargo, si el estudiante se ausenta de la escuela por tres o más días durante el período de evaluación, la fecha límite del 30 de junio ya no se aplica. En su lugar, se aplicará el plazo general de 45 días escolares más extensiones por ausencias de tres o más días.

Al completar la evaluación, el distrito debe entregar al padre una copia del informe de evaluación sin costo alguno.

Additional information regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

El distrito escolar ofrece información adicional sobre la educación especial en un documento complementario titulado Guía para padres sobre el proceso de admisión, revisión y despido.

Contact Person for Special Education Referrals **Persona de contacto para referencias de educación especial**

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is DeAnn Wilson at 806-227-2431 or Brette Southard, Director of Special Education at 806-385-3292.

La persona de contacto designada con respecto a las opciones para un estudiante que experimenta dificultades de aprendizaje o con respecto a una remisión para la evaluación de los servicios de educación especial es DeAnn Wilson al 806-227-2431 o Brette Southard, Directora de Educación Especial al 806-385-3292.

Section 504 Referrals / Referencias de la Sección 504

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Cada distrito escolar debe tener normas y procedimientos establecidos para la evaluación

y ubicación de los estudiantes en el programa de la Sección 504 del distrito. Los distritos también deben implementar un sistema de garantías procesales que incluya notificación, una oportunidad para que un padre o tutor examine los registros relevantes, una audiencia imparcial con la oportunidad de participación del padre o tutor y representación de un abogado, y un procedimiento de revisión.

Contact Person for Section 504 Referrals **Persona de contacto para referencias de la Sección 504**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is Meagan Sowder at 806-227-2431.

La persona designada para contactar con respecto a las opciones para un estudiante que experimenta dificultades de aprendizaje o con respecto a una remisión para la evaluación de los servicios de la Sección 504 es Meagan Sowder al 806-227-2431.

[See also Students with Physical or Mental Impairments Protected under Section 504.]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (<https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en>)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)
- TEA Special Education Parent and Family Resources (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the

transferring student is offered on that campus. The district is not required to provide transportation to other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL)].

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law - and who does not otherwise qualify for special education service - may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. [See policy FB.] [See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for more information.]

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

This section contains important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact DeAnn Wilson, Principal, at 806-227-2431.

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher led and school activities, to build each day's learning on the previous days, and to grow as an individual. Absences from class may result in

serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

Two important state laws are discussed below—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Between Ages 6 and 18

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction programs, extended year programs, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

Exemptions to Compulsory Attendance (All Grade Levels)

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship.
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services.

- Absences resulting from a serious or life-threatening illness or related treatment that makes a student’s attendance infeasible, with certification by a physician;
- For students in the conservatorship (custody) of the state
 - Any activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

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

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

Failure to Comply with Compulsory Attendance (All Grade Levels)

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

Students with Disabilities

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

Between Ages 6 and 18

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

school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for Sudan Elementary is DeAnn Wilson, Principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

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

Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends less than 75 percent of the days or does not complete the principal-approved plan, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance—Exemptions on page 38 and absences for extracurricular activities will be considered extenuating circumstances.

- Whether the student or the student’s parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee’s decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day. The district will take official attendance every day at the beginning of second period. A student absent for any portion of the day, including at the official attendance-taking time, should follow proper procedures described below to provide documentation of the absence.

Documentation After an Absence

State Law requires the district to document verification of absences. Therefore, when students arrive or return to school following an absence, they **must** bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused.

Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note After an Absence for Illness

Within the first two days of returning to school, a student absent for personal illness for more than four consecutive days shall present a statement from a physician or health clinic verifying the illness or other condition requiring the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

A student who has been absent for any reason is responsible for making up specific assignments missed. Failure to make up assigned work within the time allotted by the

teacher will result in a grade of zero for the assignment. When possible, students should inform teachers if they know they are going to be absent and find out what they will miss.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Accountability Under State Law

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.sudanisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (<https://tea.texas.gov/texasschools/accountability/academic-accountability/performance-reporting>).

Admissions

New students enrolling should provide the report card, immunization record, social security number and address of the previous school. In addition, students in grades Pre-K, K, and 1 need to provide their birth certificate. Parental financial information of Pre-K students enrolling might need to be provided to Sudan ISD and/or Head Start.

Kindergarten students must be five years of age on or before September 1, 2024.

Athletics

Seventh grade students may participate in football, basketball, track and tennis. Students must meet U.I.L. grade requirements to be eligible.

Away From School Activities

If students go by school transportation to any school sponsored activity, they should return the same way unless arrangements have been made with the school sponsor.

Bullying

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property,
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening or abusive educational environment for a student,
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done using any electronic communication device, including: a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur

- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact DeAnn Wilson, Principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, the student or parent should notify a teacher, school counselor, principal or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website. A student may anonymously report an alleged incident of bullying by completing a form from the outer office. The administration will investigate any allegations of bullying or related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district (if available). The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district, if available. [See Safety Transfers/Assignments.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

Celebrations

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

Cheerleaders

Election of cheerleaders from the sixth and seventh grades is held in the spring of each year. Students who wish to enter this election must have an overall 80 average in their **core academic subjects** for the previous and current six-week grading period prior to signing up, have permission from their parents, and have not failed **any** class the previous six weeks. The method of election adheres to the following guidelines:

1. Cheerleaders are to be elected from student vote (20%), judges' evaluation (40%), and teachers' evaluation (40%), with the highest combined scores being the criteria for selection.
2. The top 6 candidates with the highest scores, regardless of whether they are in the 6th or 7th grade, will be elected to the squad.
3. Each candidate must be enrolled at Sudan ISD for 7 months prior to tryouts (excluding June & July).
4. Head cheerleader will be the seventh grader with the highest score.

Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse, neglect, trafficking, and other maltreatment of children. Abuse includes physical abuse including sexual abuse and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss.

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk

- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community such as friends, romantic partners, family members, mentors, and coaches, although traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community, and
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website at www.txabusehotline.org).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- KidsHealth, For Parents, Child Abuse (<https://kidshealth.org/en/parents/child-abuse.html>)
- Office of the Texas Governor's Child Sex Trafficking Team (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- Human Trafficking of School-aged Children (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- National Center of Safe Supportive Learning Environments: Child Labor Trafficking (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

CLASS RANK / HIGHEST RANKING STUDENT (Seventh Grade Only)

Class ranking shall be determined by averaging all grades taken through the fifth six weeks grading period of the seventh-grade year. The grade point average (GPA) shall be

carried out to the fifth decimal point. All grades in all classes (EXCEPT band, art, PE or athletics) are used to calculate the GPA for class rank. The following chart sets out the weighted grade point system used by the District:

Grade	TIER II	TIER III
90-100	4.5-5.5	2.0-3.0
80-89	3.5-4.4	1.0-1.9
70-79	2.5-3.4	1-.9
<70	0	0

All courses fall under Tier II and Tier III for the purposes of calculating class rank with the exception of those noted above. The grades recorded on the official transcript shall reflect the actual grades received by the student in each individual class. The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking as determined by the District’s class ranking procedure described in this policy. To be eligible, a student shall have been continuously enrolled in the District junior high for the current 7th grade year and have attended an accredited junior high prior to enrolling in SISD. [See policy at EIC (LOCAL)]

COMMUNICATIONS

Parent Contact Information

A parent is legally required to provide in writing the parent’s contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent’s contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the office.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child’s school when a phone number previously provided to the district has changed. [See Safety]

Automated Non-emergency

Your child’s school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information

through a landline or wireless phone, *please ensure that you notify the school's administration office immediately upon a change in your phone number.* The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See Safety]

Complaints and Concerns

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. To view this policy, please go to the district's Web site at www.sudanisd.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still not resolved, the district provides for the complaint to be presented to the board of trustees.

COMPUTER RESOURCES

[See also Electronic Devices and Technology.]

Conduct

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject, it underlines the whole educational structure. Self-discipline is the training that develops character, orderliness and efficiency. It is the key to good conduct and proper consideration for other people.

Applicability of School Rules

As required by law, the board has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of behavior—on and off campus, during remote and in-person instruction, and on district vehicles – and outlines consequences for violation of the standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules, in order to avoid violations and the subsequent consequences.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Students are responsible for conducting themselves properly, in a manner appropriate to their age and level of maturity.

Parents should accept responsibility for helping their children to develop self-discipline. Student responsibilities for achieving a positive learning environment at school or school-related activities include, but are not limited to:

- Attending all classes, regularly and on time.
- Being prepared for each class with appropriate materials and assignments.
- Being properly dressed.
- Showing respect toward others.
- Behaving in a responsible manner.
- Paying required fees and fines.
- Refraining from violations of the code of student conduct.
- Obeying all school rules.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at Sudan Elementary is DeAnn Wilson, Principal.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package such as a forgotten lunch for the student to pick up from the front office during a passing period or lunch.

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.

- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator. See FNCI(LEGAL) and GKA(LEGAL).

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property include:

- 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 loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

For those students who have not yet mastered self-discipline, the following are some alternatives that are available:

- Counseling - by teacher, counselor or principal to discuss rules, consequences and ways to avoid further disruptive behavior.
- Parent Contact - by teacher, counselor or principal
- Withdrawal of privileges - can range from minor such as denial of recess time to denial of participation in extracurricular activities.
- In-School Suspension - setting students apart from their classmates for a specified period of time. Students may not participate in extracurricular during the time they are in suspension.
- Corporal Punishment - Corporal punishment is not administered by campus personnel to abuse or belittle students. In the majority of situations, it is used only after other alternatives have been tried and proven unsuccessful. However, parents who feel strongly against the use of corporal punishment may document their wishes for another means of corrective measure to be used and deliver it to the principal's office. Corporal punishment will be limited to spanking or paddling the student and governed by the following conditions:
 - The student will be told the reason for the corporal punishment.

- Corporal punishment may be administered only by the principal in the principal's office.
- The instrument to be used will be approved by the principal.
- Corporal punishment will be administered in the presence of one other District professional employee and out of view of other students.
- A record will be maintained for each instance of corporal punishment.
- Other techniques as listed in the Student Code of Conduct.
- To achieve the best possible learning environment for all our students, Sudan Elementary rules and discipline will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day or while a student is going to and from school on District transportation.
- During lunch periods in which a student is allowed to leave campus.
- Within 300 feet of school property.
- While a student is in attendance at any school-related activity, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When a student commits a felony, as described by Texas Education Code 37.006.
- When criminal mischief is committed on or off school property or at a school-related event.

Social Events

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

Conferences (Parent/Teacher)

Parents and teachers are encouraged to establish and maintain frequent communication about student progress.

A student or parent who needs information or wants to raise a question or concern is encouraged to talk with the appropriate teacher, counselor, or principal. A parent who wants to meet with a teacher may call the office for an appointment during the teacher's conference period or may request that the teacher call the parent during a conference period or at another mutually convenient time.

Students and parents may expect teachers to request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance, (2) if the student presents any other problem to the teacher, or (3) in any other case the teacher considers necessary.

Parent Conferences will be scheduled twice during the year by teachers to communicate progress, concerns, etc. The two dates for these conferences will be September 27, 2021 and February 14, 2022.

Counseling

Sudan Elementary school counselor is Meagan Sowder 806-227-2431 x124.

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling (Elementary and Middle/Junior High School Grade Levels)

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career.

Personal Counseling

Students are encouraged to talk with the counselor in the guidance office by making an appointment at any time. The counselor's job is to help in all school related situations. The services may include assistance in academic and study problems, specialized testing and personal problem counseling.

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should visit with the principal about scheduling an appointment with the school counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance. If your child has experiences trauma, contact the school counselor for more information. [See Substance Abuse Prevention and Intervention, Suicide Awareness, as well as Mental Health Support, and Child Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children and Dating Violence.]

Credit By Examination – If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or final grade by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Questions regarding these examinations may be discussed with DeAnn Wilson, Principal or Meagan Sowder, school counselor.

Credit By Examination – If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity. Questions regarding these examinations may be discussed with DeAnn Wilson, Principal or Meagan Sowder, school counselor.

Curriculum-Grading

(See also, Grading Guidelines, Report Cards, Late Work, and Make-up Work.)
For grades 1-7, numerical scores on a scale of 0-100 will be given in all subjects.

Dating Violence, Discrimination, Harassment, and Retaliation

Students learn best in an environment free from harassment and that their welfare is best served when they can work free from dating violence, discrimination, harassment, and retaliation. Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The Board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, religion, sex, color, national origin, gender, sex, age, disability, age, or any other basis prohibited by law. [See policy FFH]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

For more information on dating violence, see:

- Texas Attorney General's office recognizing and responding to dating violence flier (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the District's policy is available in the principal's office, the Superintendent's office or on the district's Web site.

Examples of prohibited discrimination may include, but are not limited to, derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; bullying, threatening or intimidating or humiliating conduct; name-calling or slurs, taunting, teasing (even when presented as "jokes"), or rumors; aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student is prohibited. Examples of sexual harassment may include touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

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

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

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

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Retaliation

Retaliation against a person who makes a report of prohibited harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited.

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute

bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

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

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

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

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

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

Detention

A noon detention period will be used as a first line of discipline. It will be used primarily for minor infractions of the Student Code of Conduct. Detention will take place during the lunch recess period. It will be held in a specific classroom and a cumulative record of detentions will be kept for each student. Excessive accumulation of detentions will result in a more severe discipline. Accumulation of 5 or more detentions within a six-week period or 5 or more within a semester will be cause of assignment to In-School Suspension. Continued assignment to In-School Suspension will warrant more severe

disciplinary action including assignment to an Alternative Educational Placement center (AEP).

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

Non-school Materials From Students

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

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collecting by students. [See policy at FNAA.]

A student may appeal a decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed with the principal's approval will be removed.

Non-school Materials From Others

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

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collecting.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, instills discipline, assert authority, prevent disruption, minimize safety hazards, and teach respect and authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health and safety hazard to themselves or others.

The district prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations.

The district prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF (LOCAL).

The student and parent may determine the student's personal dress and grooming standards, provided they comply with these general guidelines and the district's dress code for students in the student handbook.

If the principal determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student will be disciplined according to campus policy for dress code violations. Repeated offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extra-curricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

General Guidelines

- Immodest dress will not be allowed. This may include but is not limited to the following:
 - Strapless dresses, sundresses, see-through materials
 - Tank tops, halter-tops, fish net or spaghetti straps
 - Low cut dresses, blouses, or shirts
 - Inappropriate sleeveless shirts or dresses (Sleeveless garments must cover the width of the shoulder, be hemmed and must be cut to fit under the arm)
 - Proper undergarments will be worn at all times and will not be exposed.
 - Pants with holes, frays, or patches are not acceptable.
 - Shirt collars are to be kept turned down.
 - Any tops showing a bare midriff (when arms are extended outward) is not permitted.
 - Shorts or skirts must allow students to be able to stand, sit and/or bend with modesty. The guideline for these is “fingertip length”. This means that the length cannot be shorter than the level where the fingertips fall when the student’s hands are at their sides.
 - Pants will not be allowed to sag or be excessively baggy as determined by the principal. Students will not be permitted to wear long shirts extending well below the waistline over the pants for the purpose of hiding sagging pants.
 - Overcoats, trench coats, dusters, or other concealing attire will not be permitted.
 - Shorts may be worn on any day during the school year. No bicycle shorts will be allowed. Shorts should be loose fitting and either is hemmed or turned up/under to provide a neat appearance.
 - Caps and hats are not to be worn inside the building during regular school hours. Caps at school functions are to be worn straight with the bill toward the front.
 - Wallet chains are not allowed.
 - No shoes with skate wheels. This includes not being worn at any school-sponsored events (ex. games).
 - Visible body piercing for students is restricted to a maximum of three per ear.
 - Visible tattoos are not permitted.
 - All hair must be kept neat and clean.
 - Students should avoid extremes in hairstyles that attract so much attention they interfere with the classroom -learning environment. Examples include Mohawks, unusually dyed or colored hair, and shaved designs in the hair. Hair should be kept and well groomed.
 - Exceptions to the dress code may be made by the campus principal for special events such as pep rallies, spirit days, etc.

Students and parents need to be aware that many of the unacceptable styles of dress can become allowable with the wearing of additional clothing. It is impossible to list all of the acceptable and unacceptable types of dress and grooming and therefore, a judgment decision must be made at certain times.

The principal will have final authority to determine if a student’s grooming violates the dress code. If the principal, or his/her designee, determines that a student’s grooming

violates the dress code, the student will be given an opportunity to correct the problem at school. If not corrected or the violation is repeated, the student will be issued a lunch detention. If continuous repeated violations occur, more serious disciplinary actions in accordance with the Student Code of Conduct will be used including suspension.

Drills

See Fire Drills, Lock Down Drills, and Tornado Drills

Electronic Devices and Technology Resources

Safe use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to. Student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA).
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law
- Require direct and informed parent consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact DeAnn Wilson, Principal.

Sudan ISD complies with the Children's Internet Protection Act of 2000. Internet access at Sudan ISD is filtered for educational use. The district maintains its own filter appliance. The network administrator conducts weekly audits of the filter logs and reports. Targeted reports from labs and/or specific machines are conducted when evidence dictates such need.

The district has now included training for the education of the students in an age-appropriate fashion to address electronic messaging, disclosure of personal information, and unlawful online activities; and, appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Possession and Use of Personal Telecommunications Devices, Including Cell Phones and Other Electronic Devices

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices **must remain turned off during the instructional day**, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices on campus such as netbooks, laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school are at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15, or by waiting for a 5-day holding period (not counting the day of collection).

Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See Searches and policy FNF].

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus.

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to

individual students. Use of these technological resources, which include the district's network systems and use of district equipment is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding appropriate use of these resources. Violations of this agreement may prompt termination of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, and if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd or otherwise illegal images or other content will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and in certain circumstances, may be reported to law enforcement.

Because engaging in this type of behavior can lead to bullying or harassment as well as possibly impede future endeavors of a student, we encourage you to review with your child "Before You Text" Sexting Prevention course at <https://txssc.txstate.edu/tools/courses/before-you-text/> a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequences may rise to the level of expulsion.

Students and parents should be aware that electronic communications (e-mail) using district computers are not private and may be monitored by district staff.

Elementary Track Meet

Near the end of the school year one afternoon is taken to allow students in grades Pre-K-6 to compete and win ribbons in running and field events. The meet is organized and run off by the high school student council.

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

Extracurricular Activities

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) - a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at

<https://www.uiltexas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request.

To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the TEA at (512) 463-9581 or curriculum@tea.state.tx.us. [See <http://www.uiltexas.org/> for additional information.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other may not participate in extracurricular activities for at least three school weeks.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The student regains eligibility when the principal and teachers determine that he or she has: (1) earned a passing grade (70 or above) in all academic classes; and (2) completed three weeks of suspension.
- A student is allowed up to ten absences from a class during the school year for extracurricular activities or public performances. All UIL activities approved by the District are subject to these restrictions.
- Any disciplinary behavior-related restrictions on participation are set out in the Student Code of Conduct.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and groups such as the band, pep clubs and athletic teams may establish standards of behavior and/or codes of conduct - including 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 Student Code of Conduct or

by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

Fees

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.

Field Trips (See School-Sponsored Field Trips)

Fire Drills

Rules of safety and instruction are reviewed by the teachers to develop safety practices that will help students to move quickly and orderly to assigned safety areas during an emergency. Exit plans are located in each room.

Fire Drill Bells

3 bells	leave the building
1 bell	halt; stand at attention
2 bells	return to the classroom

Gang-Free Zones (All Grade Levels)

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

Grading Guidelines

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been

reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish:

- the minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

Sudan ISD Grading Policy (Grades K-7)

Senate Bill 2033 requires a district to adopt a grading policy before each school year effective September 1, 2009.

Grading will require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment and a minimum of **six (6) grades per six weeks** must be taken to support the grade average assigned. A minimum grade (**such as 50**) for an assignment **cannot** be given and the grade must reflect the student's quality of work.

A class blanket grade **cannot** be given in any academic class. Blanket grades will be allowed for PE, Athletics, Music, and Band, excluding Band IV.

Further, semester exam weights are set at 20% of the semester grade for those grade levels and classes that administer a semester test.

Local School Board Policy states that a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Sudan ISD grading guidelines state that a student shall be given sufficient time and opportunity, of which that time and opportunity will be decided at the teacher's discretion, to redo an assignment or retake a test for which the student received a failing grade. The classroom teacher will assign the higher grade of the two grades received on the original or redo assignment and the original or retake test. The highest grade a student can receive on a redo assignment or a retake test is **seventy (70)**.

Honor Roll

Honor Roll is based on an average of 90 or above in core subjects only: Reading, ELA, Phonics, Math, Science, & Social Studies. Music/Band, PE/Athletics, and Art will not be included.

Harassment

(See Dating Violence, Discrimination, Harassment, and Retaliation.)

Hazing

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

Health – Physical and Mental

Illness

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

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude

students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

Immunization Requirements

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Polio;
- Measles, mumps, and rubella;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox);
- Meningococcal

The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the DSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

For further information, see policy FFAB(LEGAL) and the TDSHS website:
<http://www.dshs.texas.gov/immunize/school/default.shtm>.

Lice

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS Web site at
<http://www.dshs.texas.gov/schoolhealth/lice.shtm>

Medical Care

A school nurse is available throughout the day for minor treatment of accidents and illness. Major treatment will be referred to the parent and emergencies will be transported to the hospital and the parent contacted.

Medicine At School

Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because

of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student. Only authorized employees, in accordance with policy FFAC, may administer:

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

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it.

If sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

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

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

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized [*school personnel and/or school volunteers*] who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available. For additional information, see FFAC(LOCAL).

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student’s return to school. Please contact the district’s mental health liaison for further information.

Teachers and other district employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a

substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFAC FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service on page 3 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- Counseling on page 56 for the district's comprehensive school counseling program;
- Physical and Mental Health Resources for campus and community mental and physical health resources; and
- Policies and Procedures that Promote Student Physical and Mental Health on page 109 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

The district will ensure that students in pre-kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

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

Physical Examinations/Health Screenings

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA(LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.sudanisd.net for information regarding meningitis.

* Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Diabetes

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

Food Allergies

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed in the nurse's office. See Celebrations and policy FFAF.

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. A parent who submits a plan must use the Seizure Management and Treatment Plan Form developed by the Texas Education Agency. (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) For more information, contact the school nurse.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

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

With limited exceptions for medication, students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. [See the Student Code of Conduct and policies at FNCD and GKA.]

Health Related resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- Stacy Seymour, Nurse, at 806-227-2431x122
- Meagan Sowder, School Counselor, at 806-227-2431x124
- DeAnn Wilson, Principal, at 806-227-2431x123

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.sudanisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF

- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the F series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The district has developed administrative procedures as necessary to implement the policies and plans.

Please contact Stacy Seymour, Nurse at 806-227-2431x123 for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held four meetings. Additional information regarding the district's SHAC is available from the principal.

Student Wellness Policy/Wellness Plan (All Grade Levels)

Sudan ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. For questions contact DeAnn Wilson with questions about the content or implementation of the district's wellness policy and plan.

Homework

Helping Students Succeed

Helping students to be successful is a goal shared by educators and parents. Homework is one way in which families and schools can work together to ensure that students continue to learn beyond the classroom. By cooperating in this endeavor, educators, parents, and students will be working together to lay the groundwork for successful learning experiences.

Why is Homework Assigned?

Homework is assigned for a variety of reasons:

1. It reserves class time for teaching students more concepts and skills.
2. It creates additional opportunities for students to succeed at learning.
3. It provides opportunities to apply learning in new and different ways.
4. It prepares students for full participation in a variety of classroom activities.
5. It teaches students to manage time, set priorities and assume some responsibilities for their learning.

Teacher Responsibilities

Teachers play an important role in the selection, assignment, and use of homework. Research indicates that where homework assignments are meaningful, student achievement increases. To this end, the teacher will:

- Assign homework that enriches, reinforces, or supplements classroom instruction,
- Communicate to students and parents expectations related to short-and long-term homework assignments,
- Modify homework assignments as needed,
- Review homework promptly and provide students with feedback and additional instruction as appropriate,
- Explain the purpose of homework assignments, and
- Coordinate homework assignments with other teachers, as appropriate.

Student Responsibilities

So that they are able to take advantage of the opportunities to extend the learning that homework provides, students will:

- Be responsible for knowing the assignments and securing the books and materials needed to complete the assignment,
- Complete and return assignments in a timely manner,
- Seek assistance, as needed, from parents and teachers, and
- Check with teachers to determine homework assignments for any classes missed.

Types of Homework Assignments

1. Independent practice assignments are an important extension of homework. These assignments are appropriate when students have demonstrated sufficient understanding of the material. The assignment should be no longer than necessary to develop the skill or concept or to accomplish the learning outcome.
2. Preparation assignments help students benefit from subsequent lessons: for example, reading new material or reviewing and studying material previously covered in class. Preparation assignments are frequently followed by a daily activity that enables the teacher to evaluate student achievement. Failure to be prepared may result in the student's inability to participate fully in the classroom learning experience.
3. Extension assignments or special projects should require students to use newly learned skills or concepts in a new situation: for example, synthesizing information and producing a unique written report or other project—a research project, a model, or a writing assignment. Some of these assignments are overnight assignments, but others are equivalent to a major test and should be averaged as major grades for the six-weeks reporting period.

Late Work

Students in attendance when assignments are made will be governed by the following guidelines. Students who fail to turn in assignments when they are due will be given from one to three days (depending on the assignment and teacher discretion) to turn in late work. However, before the assignment will be accepted a parent signature and brief note explaining the reason for the late work is required. Ten points will be deducted for each day that the assignment is late. After the third day a zero will be given for the assignment and the student will be sent to a detention setting until the work is completed satisfactorily. A grade no higher than 70 will then be given for the assignment.

Make-up Work

A teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. This is not to be confused with the guidelines for late work. (See LATE WORK.)

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. With limited exceptions, all absences count for the 90 percent threshold is set in state law regarding attendance for credit or final grade.

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the

interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- * The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- * The principal ordinarily will make reasonable efforts to notify parents unless the interviewer raises what the principal considers to be a valid objection.
- * The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- * The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Protective and Regulatory Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The principal will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy GRAA(LEGAL)]

Leaving Campus

Student attendance is crucial. Appointments be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the

student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

During Lunch

Students in grades 4-7 may not leave campus for lunch at home unless they comply with the following guidelines.

- Students will only be allowed to leave campus in a vehicle with a sibling if their parent's note so states giving the name of the sibling with whom they will ride. Students may not ride with any other student.
- Students may leave campus to walk to their home or to a grandparent's home for lunch if they live within walking distance - only if the parent's note so states.
- Students may not leave to go to lunch with another student or another student's parent unless a note is sent by **both** parents on the day of the occasion. They will only have permission to leave campus on that day.
- Students who wish to leave campus for lunch under these guidelines must have a permission slip signed by their parent on file in advance.

At Any Other Time During the School Day

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

Lock Down Drills

The safety and protection of all individuals on the Sudan ISD campus is of the utmost importance. Procedures regarding instructions for all staff and students at Sudan ISD in the event of a lock down situation take every possible precaution into consideration. Every staff member and student participate in lock down drills periodically to familiarize

themselves with protocol and to increase efficiency and precision in the event an actual lock down is needed.

Lost and Found

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

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement

In its effort to promote nondiscrimination and as required by law, Sudan ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district’s Title IX Coordinator (see below), to the U.S. Department of Education’s Office for Civil Rights or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.sudanisd.net.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Scott Harrell, Superintendent 806-227-2431x111.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Scott Harrell, Superintendent, HWY 303, Sudan TX, 79371, 806-227-2431 ext 111.

For all other concerns regarding discrimination: See the superintendent, Scott Harrell, Superintendent, HWY 303, Sudan TX, 79371, 806-227-2431x 111.

Parent and Family Engagement

Working Together

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

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.

- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 806-227-2431 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For more information, contact DeAnn Wilson at 806-227-2431.

Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues.

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- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Monday of the month in the board room located in the administrative office.

Parental Questions

Often parents have questions or concerns about courses their children are taking, particular lessons or activities they are involved in. Usually, most concerns can be addressed simply--by a phone call or a conference with the teacher. These meetings should be set up in advance during the teacher's conference period. Most questions are answered in this manner. If the matter cannot be resolved then the parents should go to the principal. If the parents still feel unsatisfied then they should request a conference with the superintendent. If the Superintendents decision is not satisfactory, the student and/or parent may appear before the Board of Trustees. The district has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendents or on the district's policy manual web site at <http://www.tasb.org/policy/pol/private/140908/>.

Sudan Elementary Campus Parent & Family Engagement Policy 2024-2025

Statement of Purpose

The campus is dedicated to providing quality education for each student. This goal will be accomplished by developing and maintaining strong partnerships with parents. A positive tie between home and school will create a positive learning environment and lead to increased academic achievement.

Policy Development with Parent & Family Engagement

Parents who are representative of our campus diversity will meet to develop the Campus Parent & Family Engagement Policy. Parents will be invited to participate and meetings will be held at times when parents are able to attend.

Annual Meetings for Title I Parents

A minimum of two meetings will be held each year for parents. Parents will be given information on Title I guidelines and parents' rights. Copies of the Parent & Family Engagement Campus Policy will be distributed and parents will be encouraged to become involved in revising and updating the Parent & Family Engagement policy as necessary. Opportunities for parents to become decision-makers in their child's education will be discussed.

Meetings will be held at convenient times and locations for parents with translators present (if needed and requested). Notices of meetings will be sent to all parents.

Building Capacity for Parent & Family Engagement

Parents will have opportunities to be involved and make decisions

Regarding their child's education:

- Parents will assist in planning, reviewing, and improving the School-wide Title I Program and other federal programs combined on the Schoolwide campus
- Parents will plan and help coordinate the campus Parent & Family Engagement Programs
- Parents will identify barriers to effective Parent & Family Engagement and implement strategies to include:
 - Parents with Disabilities
 - Parents with Migrant Status
 - Economically Disadvantaged

The campus staff and administration will:

- Focus on communications with parents using the following methods: home language in the best possible translation, up to date school

messenger system (texting option), email contacting, marquee updates, SPIN meetings (reformatted to include elementary and High School information at all meetings), and school social media updates.

- ☑ Provide information on the Title I Part A program and curriculum
- ☑ Inform parents of the academic achievement level of their child
- ☑ Provide information on state assessments and proficiency levels
- ☑ Provide materials and training for parents to gain skills to help their children at home through newsletters, parent conferences, links on website, Meet the Teacher night, Back to School night, and various other methods.
- ☑ Provide translators at meeting
- ☑ Provide Parent Volunteer opportunities
- ☑ Hold Parent-Teacher Conferences
- ☑ Provide opportunities for participation on Planning and Decision-Making Committee
- ☑ Send annual surveys – both paper, online, and on social media
- ☑ Send Progress Reports
- ☑ Provide reasonable access to teachers and the teaching staff
- ☑ Notify parents that upon their request they will be provided the professional qualifications of their child’s classroom teacher(s) and paraprofessionals
- ☑ Provide timely notice to parents if their child is taught for four or more consecutive weeks by a teacher who is not credentialed as defined by federal guidelines

School-Parent Compacts

The campus will continue to develop a written compact annually. The compact will outline the shared responsibility for high academic achievement! Parents are encouraged to sign the compact and the campus will maintain a copy each year.

Evaluating Parent & Family Engagement

Parents will be asked for their input in the annual evaluation of the effectiveness of the Title I Campus Parent & Family Engagement Policy. Recommendations from the surveys to improve the Parent & Family Engagement program will be used to make changes. The policy will be revised on the basis of the annual review.

Parties

Various parties will be held throughout the year for the different grade levels. The teacher will organize and plan these parties. Parents may be called on to assist. Also see **Celebrations.**

Party Invitations

Students should not distribute party invitations at school for private parties of any kind. (Birthday parties, etc.)

Pledges of Allegiance and A Moment of Silence

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

State law requires that one minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first-class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

Prayer

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

Promotion, Retention, and Placement

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

A parent may request in writing that a student repeat pre-kindergarten, kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

In grades 1-7, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. If a student's grade average in any subject or course is "borderline" or below 70 at the end of the first three weeks of any grading period, the student's parents will be notified.

Release of Students From School

(See Leaving Campus.)

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal or superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Remote Instruction

The district may offer remote instruction when authorized by TEA. All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every three weeks.

At the end of the first three weeks of a grading period, parents will receive a written progress report if their child's performance in any course or subject area is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal and superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL)]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG (LOCAL).

Report cards will be mailed to parents. Progress reports are mailed out at the end of the third week of each six weeks in grades 1-7. Progress reports are sent out on all students

who are failing at the end of each third week. 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.

Safety (All Grade Levels)

(See also Fire Drills, Lock Down Drills, and Tornado Drills.)

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

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

Accident Insurance

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

School student insurance is provided for each student. This is a supplemental insurance policy and coverage will apply only while the student is at school or on school sponsored activities. A more comprehensive insurance plan is available for purchase if parents are interested. A plan is sent home with each student shortly after school starts.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies [See Drills]

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see Homeland Security’s Stop the Bleed and Stop the Bleed Texas.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.) with the nurse, Stacy Seymour.

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student’s parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact

information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which includes utilizing the school app. It is crucial to notify your child's school when a phone number previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community through the school app.

School Facilities

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before or after school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Scott Harrell.

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced lunches daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers. See Tonia Gray to apply for free or reduced-price meal services.

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to such a student.

Students in grades PK-7 will receive free breakfast and lunch for the current school year. Adult prices are \$2.90 for breakfast and \$4.30 for lunch. Students in grades 4-7 may not leave campus for lunch at home unless their parents pick them up or they have a note from one of their parents on file in the office.

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior

civil rights activity.

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
(833) 256-1665 or (202) 690-7442; or
3. email:
Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the Texas Department of Agriculture (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See Nondiscrimination Statement on page 139 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Cafeteria Charge Policy

All charges for a-la-carte items will be limited to \$25.00. Once this limit is reached, the student's ability to charge for a-la-carte items will be halted until the amount is paid. Frequent communication will be made with students/parents if the student has charges that need to be cleared up. Parents may prepay cafeteria service in the administrative office or by logging on at www.sudanisd.net. Students with outstanding charges at the end of the school year may not be issued final records or a class schedule for the next school year until charges have been paid.

***Note:** If a student had cafeteria charges prior to qualifying for free and/or reduced lunch for longer than a period of one week, those charges are still owed to the District.

****Note-** Free and Reduced lunch applications do not need to be completed for the 23-24 school year as all students will receive free breakfast and lunch through the 25-26 school year.

Vending Machines

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

Pest Management Plan

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

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

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development. Students should take good care of books and materials that are used. They should follow guidelines established by the librarian. Students losing or damaging books must pay for them.

School Sponsored Field Trips

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip. The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item – found in district property provided to the student – that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed. [See policy FNF(LEGAL) for more information.]

Trained Dogs

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students but students may be asked to leave personal belongings in an area that is going to be screened such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (7th Grade Students Only)

See Appendix II of this document.

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each

program or the principal can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the principal or the coordinator of each program.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program which provides audio books free of charge to qualifying Texans with visual, physical, or reading disabilities.

At-Risk

Tutoring will be available for students who are at-risk and have academic problems. Periodically, the progress of these students will be reviewed to see if they have specialized needs.

Gifted and Talented

Nominations and screening for the Gifted/Talented Program will take place at least once a year for elementary grades. Students will be assessed using a minimum of three appropriate criteria that includes both qualitative and quantitative measures. Students that qualify for the program will have learning opportunities that are commensurate with the abilities of gifted/talented students, and that emphasize content in the four core academic areas. Teachers and administrators working in the program will meet the required hours of professional development.

Special Education

Please see Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is DeAnn Wilson at 227-2431.

REQUIRED STATE ASSESSMENTS

STAAR (State of Texas Assessments of Academic Readiness) Grades 3-8

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

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8

- Science in grades 5 and 8
- Social Studies in grade 8

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students – some with disabilities and some classified as emergent bilingual students – may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 – is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student’s ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student’s personal graduation plan (PGP).

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress. For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year through one of the following:

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plans – Middle/Junior High School Students

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the [school counselor or principal] and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

Tardies (Grades 4-7)

A student who is tardy to class will be assigned to detention hall or given another appropriate consequence.

Testing

(See Standardized Testing.)

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials are provided to students free of

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

Tornado Drills

The storm shelter is located in the high school. March in an orderly manner to the place designated by the teacher. Maps are posted in each room showing the room to go to in the building.

Tornado Drill Bells

1 continuous bell	move quietly but quickly to the designated locations
2 bells	return to the classroom

Transfers

- The district has the right to revoke the transfer of a non-resident student for violating the district's Code of Conduct or any other item listed on the Sudan ISD Transfer Agreement that is signed by both parents and school.
- The principal is authorized to transfer a student from one classroom to another.

Transportation

School Sponsored Trips

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

School Buses and Other School Vehicles

Students are subject to the following standards when they are on school transportation. Any student who violates these standards of conduct while on school transportation may be denied transportation services and will be disciplined.

For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

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

The following rules will apply to student conduct on school transportation:

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

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

U.I.L. Contests

Various contests are held each year in the U.I.L. Literary Meet. Students are encouraged to take part in these events.

Vandalism

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

Video Cameras

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal, or the board, may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, please speak with the principal or superintendent to coordinate the implementation of and compliance with this law. [See EHBAF(LOCAL).]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee.
- Report to the main office.
- Be prepared to show identification.
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL). [See also Student Code of Conduct.]

Volunteers

We appreciate so much the efforts of volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact DeAnn Wilson for more information.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

Withdrawing From School

When a student under age 18 withdraws from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available in the office.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ARD is the admission, review, and dismissal committee convened for each student who is

identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

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

CPS stands for Child Protective Services.

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

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

ESSA is the Every Student Succeeds Act

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

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

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

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SHAC stands for School Health Advisory Council, a group of at least five members, a

majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

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

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

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

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

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

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

2024-25 SCHOOL CALENDAR

Aug. 13	First Day of School
Sep. 2	School Holiday
Sep. 20	End of First Six-Weeks (28 days)
Sep. 23	Student Holiday/Parent-Teacher Conferences
Sep. 24	Start of Second Six-Weeks
Oct. 4	Early Out 8:10-12:10

Nov. 1	End of Second Six-Weeks (28 days)
Nov. 4	Start of Third Six-Weeks
Nov. 25 - 29	Thanksgiving Holidays
Dec. 16 -17	Early Out 9:00-2:45
Dec. 18	Early Out 9:00-1:00
	End of Third Six-Weeks (28 days)
Dec. 19	Staff Development/Student Holiday
Dec. 23-Jan. 2	Christmas Holidays
Jan. 7	Start of Fourth Six-Weeks
Jan. 10	Early Out 8:10-12:10
Jan. 20	School Holiday
Feb. 7	Early Out 8:10-12:10
Feb. 14	End of Fourth Six-Weeks (28 days)
Feb. 17	Student Holiday/Parent-Teacher Conferences
Feb. 18	Start of Fifth Six-Weeks
Feb. 21	Early Out 8:10-12:10
Mar. 14	Early Out 8:10-12:10
Mar. 17-21	Spring Break
Apr 4	End of Fifth Six Weeks (29 days)
Apr. 7	Start of Sixth Six-Weeks
Apr. 18	School Holiday
Apr 8-18	STAAR RLA Gr 3-7
Apr 15-25	STAAR Science Gr 5
Apr 22-May 2	STAAR Math Gr 3-7
May 2	Bad Weather Day
May 9	Bad Weather Day
May 20-21	Early Out 9:00-2:35
May 22	Last Day
	Early Out 9:00-1:00
	JH Graduation 6:30
	End of Sixth Six Weeks (31 days)
May 23	HS Graduation 8:00
	Staff Work Day

**APPENDIX I:
Freedom From Bullying Policy**

Please note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit www.sudanisd.net. Below is the text of Sudan ISD’s policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

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

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school sponsored or school-related activity, or in a vehicle operated by the District and that: 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. This conduct is considered bullying if it: 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2. Interferes with a student's education or substantially disrupts the operation of a school. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism. The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or

designee. If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. The principal or designee shall refer to FDB for transfer provisions. The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. Retention of records shall be in accordance with CPC(LOCAL). This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX II:

Sudan ISD Policy for Deterrents Use of Drugs 2024-2025 School Year

Objectives

1. To educate children and adults as to the serious physical, mental, and emotional harm caused by the use of drugs.
2. To provide a deterrent to the use of illegal drugs by students of Sudan ISD.
3. To give students a valid reason to resist peer pressure to use drugs.
4. To maintain a school environment free of drug use and its effect.

Introduction

It is the intent and desire of the Sudan Independent School District to promote a drug and

alcohol-free student body. Members of the Sudan Board of Trustees, District Wide Decision-Making Committee, community, parents, and staff, joined forces in the fall of 2003, to address a drug use and abuse problem that had become evident in the preceding months. Evidence that there was a problem with experimentation and use of drugs and alcohol came by way of discussions with students and parents, an increasing number of discipline referrals, and observations of changing behavior patterns in students.

The determination was reached that the school and community must come together and gives our kids a reason to say “no” to the use and abuse of drugs. The site-based committee composed of school staff, community members, parents of students, and administrators met in October, 2003. The group came to the consensus that we need to focus in on the following:

- **A rehabilitative plan
- **Increased education for children, parents, and community
- **Use of drug dogs in the school
- **Drug testing

The committee meeting was held to review and revise the plan. The revised plan will be brought to the community in a community-wide meeting. The proposed plan to test all students in extracurricular activities, grades 7-12, with all results reported to the school was presented to the board of trustees of the Sudan ISD at the November 2003 board meeting for their approval. The board of trustees adopted the plan during the December 2003 board meeting with implementation occurring in January 2004. School Administration will continually monitor the testing program and report to the Board of Trustees with recommendations for upcoming years.

PROHIBITED BEHAVIOR

Illegal Drugs

The use, sale, or offer to sell, purchase, transfer, manufacture, or possession in any detectable manner of an illegal drug or alcohol, by any student, on or off school property, is strictly prohibited.

Drug Paraphernalia

The sale, offer to sell, purchase, transfer, manufacture, or possession of drug paraphernalia by any student, on or off school property, is strictly prohibited.

EDUCATION

Education of students, staff, parents, and the community is an ongoing process. In an effort to increase the effectiveness of the education of the above-mentioned groups, we

look to use the following means of education:

- **Teacher/Staff Training
- **Texas Prevention Curriculum Guide: Drug and Violence Education
- **Character Education-New Focus and Governor's Character Curriculum
- **Mentoring
- **Counseling-Both Individual and Group
- **Parent Education
- **Community Coordination Activities
- **Community Service Projects
- **Special One-Time Events, Assemblies, and Red Ribbon Week
- **Surveys
- **Conflict Resolution Training for Students and Staff
- **Crisis Plan Education

USE OF TRAINED DOGS

The district has the authority to use specially trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances, and alcohol. The objective of this program is to maintain a safe school environment conducive to education. Such visits to school shall be unannounced and will be carried out according to board policy FNF (LEGAL) and FNF (LOCAL).

Students will be notified that:

1. Lockers may be sniffed by trained dogs at any time.
2. Vehicles parked at school may be sniffed by trained dogs at any time.
3. Classrooms and other common areas may be sniffed by trained dogs at any time when students are not present.
4. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials, and parents will be notified.
5. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct and student handbook.

DRUG TESTING

Participants

The Board encourages students to participate in school-sponsored extracurricular activities but believes the opportunity to participate is a privilege offered to eligible students on an equal opportunity basis. The use of alcohol or other drugs by students

participating in extracurricular activities presents a hazard to the health, safety, and welfare of the student participant. The Board believes testing student participants in school-sponsored extracurricular activities serves the important purpose of detecting and preventing illegal drug and alcohol use among students.

“School-sponsored extracurricular activity” means, without limitation, all interscholastic athletics, cheerleading, academic clubs, special interest clubs, musical performances, dramatic productions, student government, fine arts organizations, industrial technology and agricultural organizations, and any other activity or group that participates in contests, competitions, or community service projects on behalf of or as a representative of the District.

Students, grades 7-12, who attend Sudan ISD and participate in extracurricular activities, drive to school, or are enrolled in driver training, and all other students who volunteer will be tested.

Contract

All students who will participate in extracurricular activities, driver education, or drive to school, and their parents/guardian will be required to sign a consent form agreeing to be a part of the drug testing program for Sudan ISD. The form will only have to be signed once and will be valid for the entire time the student is enrolled at Sudan ISD. Students will be tested at the beginning of the year. Students will also be subjected to random testing dates throughout the year. Students entering the district after the first day will be given the test at a random testing date. Parental consent for a student to submit to biological testing is required as a condition, grades 7 through 12, to be able to participate in extracurricular activities, to enroll in driver’s education, or to drive a vehicle to school. Refusal by a student or his/her parent/guardian, to submit to biological testing, will result in a forfeiture of rights to participate in the above named activities. Voluntary participation by students not included in the above named activities is encouraged.

Drug Testing Procedures

Testing will be conducted by licensed professionals, and lab work will be done at a government certified lab. Testing methods may include but not be limited to collections of urine, saliva, or hair samples. Collection of a urine sample is a two-step process. If the initial screening test is positive, it will be confirmed by a second test on the same specimen. A sample shall not be reported as positive unless both tests are positive.

Students and/or parents/guardians will have the opportunity to provide information

concerning prescription medication being taken by the student. Parents can also request to be in attendance during testing.

Appeal Process

Parents/guardians of any student testing positive through any collection process will have an opportunity to request a second test. The second test must be done within a 24-hour time window from the notification of a positive test. If urine has been collected from the initial screening, the same sample will be used for the second test, if saliva has been collected from the initial screening, the second sample will be a urine test given at the testing facility. If the results of the retest are negative, the student will remain in good standing and the school district will reimburse the student for the cost of the retest. If the retest results are positive, the parents/guardians are responsible for the cost of the retest and the student will be subject to consequences as per this policy, the student code of conduct, student handbook, and any organizations' student policy. The lab used for a retest will be the same lab contracted by the school district for all screenings.

Confidentiality

All information relating to biological testing or the identification of persons as users of illegal drugs will be protected by Sudan ISD as confidential, unless otherwise required by law, overriding public health and safety concerns, or authorized in writing by the person (parent or guardian) in question. Results of tests will be known only to the parents/guardians of the student in question and to the administrator(s) involved. No action will be taken until the appeal process has been completed. Activity sponsors and coaches will be notified of suspension from activities, after the appeal process is completed.

Consequences

Consequences are cumulative in grades 7-9. Once the student has completed the ninth grade, the consequences are cumulative in grades 10-12. All students coming in new to the district will begin with a clean record.

Refer to the student handbooks and Student Code of Conduct for consequences concerning confirmed use and/or admittance of alcohol use, by students on campus or at school-related functions. Consequences for a positive drug test (mandatory, random, or reasonable suspicion) and for confirmed use or admittance of drug use of possession, away from school, are as follows:

1. 1st Offense

- Removal from the random testing pool and will be required to be tested at the time of each random testing, for a minimum period of one calendar year from the date of the first offense.

- 4 hours of counseling by a school appointed counselor with experience in youth drug issues, a parent/guardian must attend these counseling sessions. Refusal to attend counseling will leave the student in suspension from all extra-curricular activities, closed campus lunch and the student will not be allowed to drive onto campus or to school functions until the counseling has been completed.
- 30 calendar days of suspension from all extra-curricular activities, closed campus lunch during the suspension, and the student will not be allowed to drive onto campus or to school functions during the suspension.

2. 2nd Offense

- Removal from the random testing pool and will be required to be tested at the time of each random testing, for a minimum period of one calendar year from the date of the most recent offense.
- 4 additional hours of counseling by a school appointed counselor with experience in youth drug issues, a parent/guardian must attend these counseling sessions. Refusal to attend counseling will leave the student in suspension from all extra-curricular activities, closed campus lunch and the student will not be allowed to drive onto campus or to school functions until the counseling has been completed.
- 60 calendar days of suspension from all extra-curricular activities, closed campus lunch during the suspension, and the student will not be allowed to drive onto campus or to school functions during the suspension.

3. 3rd Offense

- Removal from the random testing pool and will be required to be tested at the time of each random testing, for a minimum period of one calendar year from the date of the most recent offense.
- One calendar year of suspension from all extra-curricular activities and the student will not be allowed to drive onto campus or to school functions during the suspension.

Definitions

Activities--Clubs and organizations, band, athletic programs, cheerleading, literary activities, one act play, including all performances, contests, demonstrations, and other events of these above-mentioned activities.

Biological Testing--for this plan, the scientific analysis of a specimen (with the exception of reasonable suspicion tests for alcohol, which may be conducted by a urinalysis, breathalyzer, or saliva test) for the purpose of detecting an illegal drug or alcohol.

Drug Paraphernalia--any equipment, product, or material that is used, or is intended to

be used, to conceal, inject, inhale, or otherwise introduce into the human body, an illegal drug.

Good Standing--Having met requirements in order to be able to pursue all educational and extracurricular activities as are available, with no restrictions or consequences.

Illegal Drug--any drug which is not legally obtainable; any drug which is legally obtainable, but has not been legally obtained; any prescribed drug not being used for the prescribed purpose; any over-the-counter drug being used at a dosage level different than recommended by the manufacturer, being used for a purpose other than intended by the manufacturer; and any drug being used for a purpose not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to: cannabis substances such as marijuana and hashish, cocaine, heroin, phencyclidine, PCP, and so-called designer drugs, and look-alike drugs.

Possession--the presence of any detectable amount of an illegal substance, whether on the person, their personal or assigned property, or in their body system.

Premises of Sudan ISD--all property of the school district, including, but not limited to, the facilities and surrounding areas on district-owned or leased property, parking lots, and storage areas. The term also includes school district owned, leased, or used vehicles and equipment, wherever located. According to state law, Sudan ISD extends within 300 feet of school property.

Random Drug Testing--a testing process in which selection for testing is made by a method employing objective, neutral criteria, which ensures that every person subject to testing has a substantially equal statistical chance of being selected. This method does not permit subjective factors to play a role in selection.

Reasonable Suspicion--based on specific personal observation concerning the appearance, speech, or behavior of the student that indicates the effects of drug or alcohol use. Information provided by a reliable source, if based on personal knowledge, may also constitute reasonable suspicion.

Under the Influence--a condition in which a person is affected by a drug or alcohol in any detectable manner.