

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:

Bo Lance, Superintendent of Schools
P.O. Box 249
Sudan, Texas 79371
Phone: 806-227-2431 ext. 111

Other designated staffs you may need to contact include:

Kayela Harrell 806-227-2431 ext. 114
Liaison for Homeless Children and Youths, who coordinates services for homeless students

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

PREFACE

Welcome to the 2013-2014 school year! The purpose of this handbook is 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 a general reference guide only and is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

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 intended to promote school safety and an atmosphere for learning. That is a separate document sent home to parents. 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. A copy of the District’s policy manual is available in the superintendent’s office or online at <http://www.tasb.org/policy/pol/private/140908/>

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.

TO PARENTS: PARENTAL RIGHTS AND RESPONSIBILITIES

This handbook has been written to provide an explanation to all elementary school students and their parents of what is expected of them, their rights, and responsibilities. Parents are encouraged to share and discuss the handbook with their children.

Working Together

Sudan ISD believes that the best educational result for each student occurs when all three partners are doing their best: the District staff, the student's parent, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- * Encourage your child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- * Review the information in the student handbook and the Student Code of Conduct with his or her child and sign and return the required acknowledgment forms so that we may have a record of your choices. A parent with questions is encouraged to contact the principal.
- * Become familiar with all of the child's school activities and with the academic programs offered in the District. Monitor the child's academic progress and contact teachers as needed.
- * Monitoring your child's academic progress and contacting teachers as needed.

- * Ensure that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- * Attend scheduled conferences and request additional conferences as needed.
- * Becoming a school volunteer. [For further information, see policy GKG and contact your child's teacher.]
- * Participate in SPIN meetings, parent/teacher conferences, and any other information meetings.
- * Offering to serve as a parent representative on the District-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and/or contact DeAnn Wilson at 227-2431]
- * Offer to serve on the School Health Advisory Council, assisting the District in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies BDF and EHAA]
- * 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 wellbeing.
- * Attend Board meetings to learn more about District operations. [See policies BE and BED for more information.]
- Review the child's student records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records,

(7) applications for admission (8) health and immunization information, (9) other medical records, (10) teacher and counselor evaluations, (11) reports of behavioral patterns, and (12) state assessment instruments that have been administered to his or her child.

SECTION I: PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation--funded in whole or in part by the Department of Education--that concerns (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) relationships privileged under law, such as relationships with lawyers, physicians, 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.

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

“Opting Out” of Surveys and Activities

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

- * Any survey, not funded by the Department of Education, concerning the private information listed above or school activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.

- * 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 scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

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

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your 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 the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a 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 to your child.

Displaying Students' Artwork, Project, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. As a parent, if you choose that your child's artwork, special projects, photographs, video, voice recording, other original works and the like not be displayed to the community, on any campus or on the District's Web site, in printed material, by video, or any other method of communication, you must notify the principal in writing.

Accessing Student Records

You may review your 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

State assessment instruments that have been administered to your child

Teaching materials and tests used in your child's classroom

Granting Permission to Video or Audio Record a Student

You may grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:

When it is to be used for school safety;

When it relates to classroom instruction or a co-curricular or extracurricular activity; or

When it relates to media coverage of the school.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate

conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality beginning in sixth grade. 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.)

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the state flag. The request must be in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows. [See Pledges of Allegiance and a Minute of Silence in policy EC(LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See Policy EHBK(LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a

teacher may set up an educational social networking page for his or her class that has information related to class work, homework and tests. As a parent, you are welcome and encouraged to join or become a member of such a page.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee, or if you have questions related to the use of electronic media by district employees, please visit with the teacher regarding specifics and submit a written request to the campus principal stating your preference to not have your child participate.

Requesting Notices of Certain Student Misconduct

To request in writing, if you are a noncustodial parent, that you 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*.

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). If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook. A signed statement must be provided each year. You may choose to revoke this request at any time during the year by providing a signed statement to the campus principal. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

School Safety Transfers

As a parent, you may:

- * Request a transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent for information.
- * Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See Bullying policy FDB and policy FFI.]
- * Request the transfer of your 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)]
- * Request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student 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. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy. [See policy FDE]

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities

- * A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.
- * 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. [See policy FDB (LOCAL).

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education

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

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 60 calendar days of the date the District receives the written consent. The District must give a copy of the evaluation report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the District. Additionally, the district is required to give the *Notice of Procedural Safeguards—Rights of*

Parents of Students with Disabilities. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

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

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

Parents of 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.

Accommodations for Children of Military Families

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

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

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

excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Directory Information

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. 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. [See the "Release of Directory Information."]

Directory Information for School Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes. For these specific school-sponsored purposes, the district would like to use your child's information. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

SECTION II: STUDENT RIGHTS AND RESPONSIBILITIES

Students have full rights of citizenship as guaranteed in the United States Constitution and its amendments. These rights must not be changed or interrupted except in accordance with due process of law. Education is one of these rights.

You (student) are responsible for attending school regularly, for making a serious effort in your schoolwork and for following school rules. Most importantly, students, teachers and administrators alike share a responsibility for making our schools good places to learn and to be. 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 these behaviors when asked or told to stop.

ADMISSIONS

New students enrolling should provide the report card, book 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, 2013.

ATHLETICS

Seventh grade students may participate in football, basketball, track and tennis. Depending on enrollment figures this year's sixth grade students might participate in football. They could also be allowed to participate in other sports if the number of students falls below the minimum level as set by the University Interscholastic League. Students must meet U.I.L. grade requirements to be eligible.

ATTENDANCE/ABSENCES

Regular school attendance is essential for a student to make the most of his or her education – to benefit from teacher led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with compulsory attendance, the other with attendance for a student's final

grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

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

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; 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.

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 from school on ten or more days or parts of days within a six-month period in the same school year, or
- is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student’s parent could be charged with an offence based on the student’s failure to attend school.

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

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days
- Required court appearances
- Activities related to obtaining U.S. citizenship
- Service as an election clerk
- Documented health-care appointments for the student. A note from the health-care provider must be submitted upon the student's arrival or return to campus.
- For students in the conservatorship (custody) of the state
 - Mental health or therapy appointments
 - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at Accommodations for Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten – grade 12 **must** be in attendance for at least 90% of the school days during a year. Students in attendance for fewer than the required days in a year shall not be given credit or a final grade for the class unless the absences are the result of extenuating circumstances.

An attendance committee is to be established to review attendance of students who are in attendance for fewer than 90% of the days the class is

offered. The district has policies for alternative ways for a student to make up schoolwork missed and attain credit or final grade lost because of absences. If the committee finds that there are no extenuating circumstances for the absences or if conditions established by the committee for earning or regaining credit are not met, the committee shall deny credit for the class. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official

attendance is taken every day at the beginning of second period. A student absent for any portion of the day, including at the office attendance-taking time, should follow proper procedures described below.

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. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence.

Doctor's Note After an Absence for Illness

When a student's absence for personal illness exceeds four consecutive days, the student 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.

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

Bullying occurs when a student or group of students engages in written or verbal expressions, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior results in harm to the student or the student's property, places a student in reasonable fear of physical harm or of damage to the student's property, or is so severe, persistent, and pervasive that it creates an intimidating, threatening or abusive educational environment. This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school. Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism. In some cases, bullying can occur through electronic methods called "cyber-bullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or related conduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district, if available. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district, if available.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI (Local).] A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

CAFETERIA

The district participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See Vicki Stout to apply. The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO.]

Students in grades PK-7 not qualifying for free or reduced lunches will be charged \$.50 for breakfast and \$1.30 for lunch. Adult prices are \$1.25 for breakfast and \$2.75 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.

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, judges' evaluation, and teachers' evaluation, with the highest combined scores being the criteria for selection.
2. The three participants having the highest scores in the seventh grade, and the two participants having the highest scores in the sixth grade will be elected to the squad. If either grade does not have a minimum number of participants then the principal and cheerleading sponsor will determine the course of action.
3. Head cheerleader will be the seventh grader with the highest score.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

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

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

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>
<http://snpn.nonprofitoffice.com/>
<http://www.taasa.org/member/materials2.php>
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT

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 preceding graduation and have attended an accredited junior high prior to enrolling in SISD. [See policy at EIC (LOCAL)]

COMMUNICABLE DISEASES/CONDITIONS

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.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district 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.

In general, the student or parent should submit a written complaint and request a conference with 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.

Acceptable Use of District Technology Resources

District resources have been invested in computer technology to broaden instruction and to prepare students for an increasing technological society. 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.

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.

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 according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment as well as possibly impede future endeavors of a student, we encourage you to review with your child

<http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the 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.

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 District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior (both on and off campus as well as on district vehicles) and 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.

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.

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator. 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. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a

required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

For those students who have not yet mastered self-discipline, the following are some of the 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 or a teacher 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.

CONFERENCES

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 October 14, 2013 and February 24, 2014.

COUNSELING

See Guidance and Counseling Services.

CREDIT BY EXAMINATION

A student in any grade (K-7) may use examinations in lieu of course work to advance to a higher grade. Questions regarding these examinations may be discussed with DeAnn Wilson, Principal or Kayela Harrell, 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.

DISCRIMINATION

See Freedom from Discrimination.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

Nonschool Materials from students

Students must obtain prior approval from the principal before posting, circulating, or distributing written 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 has designated the wall outside of the PE room as 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 posts 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.

Nonschool 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, FNG, or GF.]

The principal has designated the wall outside of the PE room as 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 noncurriculum-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.

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).

DRESS CODE

The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, minimize safety hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or 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 advertise or depict 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 extracurricular 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 for Dress Code

- 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
 - * Pajama type clothing
 - * 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.

- Any top 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 be 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.
- Shirt collars are to be kept turned down.
- No shoes with skate wheels. This includes not being worn at any school-sponsored function, (i.e. basketball games).
- Wallet chains are not allowed. Necklaces on male students must be of a minimal diameter size as determined by the principal and worn inside the shirt. Necklaces on female students are allowable unless deemed inappropriate by the principal.
- Visible piercing jewelry for female students is restricted to a maximum of three per ear. Male students cannot wear any visible piercing jewelry.
- Visible tattoos are not permitted.

- No ponytails, rattails, makeup or painted nails on male students.
- Male hair length will not extend below the top of the collar of a regular dress shirt, nor beyond the bottom of the ear lobes, nor fall over the eyebrows. Sideburns will not extend below the bottom of the ear lobe. Facial hair is not permitted.
- Students will avoid extremes in hairstyles that attract attention that interferes with the classroom-learning environment. Examples include Mohawks, unusually died or colored hair, and shaved designs in the hair. Hair should be kept clean and well groomed.

Exceptions to the dress code can 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 the final authority to determine if a student's grooming violates the dress code.

DRILLS

See Fire Drills, Lock Down Drills, and Tornado Drills

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.

ELECTRONIC DEVICES AND TECHNOLOGY

See also Computer Resources.

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

Students shall not possess a cellular telephone or other telecommunications device at school during the instructional school day. Violation will result in confiscation and charged a \$15 retrieval fee. This policy includes field trips, unless prior arrangements have been made through the campus principal. Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE (Local).]

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

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.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office where a \$15 retrieval fee will apply. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

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

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. [See <http://www/uil.utexas.edu> for additional information.] The following requirements apply to all extracurricular activities:

- A student who receives, at the end of any grade evaluation period, an average grade below 70 in any academic class other than an identified honors or advanced class, or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks.
- A student may practice or rehearse while suspended.
- 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.
- A student who misses class because of participation in an activity sponsored by a non-approved organization will receive an unexcused absence.

Student clubs and groups such as the band, choir, and athletic teams may establish codes of conduct and consequences for misbehavior that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, etc.
- Voluntary purchased student accident insurance.
- Fees for damaged or lost library books and school-owned equipment.
- Security deposits (laptops)

FIELD TRIPS

Field trips are sometimes planned during the year. These trips include educational activities and are used as a supplement to the curriculum.

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

FOOD ALLERGIES

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

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed in the nurse's office. Also see policy FFAF.

FREEDOM FROM DISCRIMINATION

The District believes that all students learn best in an environment free from harassment and that their welfare is best served when they can work free from discrimination. 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, color, national origin, gender, sex, age, disability, or any other basis prohibited by law. [See policy FFH]

Discrimination

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

Harassment

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

Retaliation

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

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

Reporting Procedures

Any student (or the student's parent) who believes that he or she has experienced prohibited harassment should immediately report the problem to a teacher, school counselor, principal, or other District employee. The report

may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

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 will be promptly investigated. The District will promptly notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the District. In the event the alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced by prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy. During the course of an investigation, the district may take interim action to address the alleged prohibited conduct. When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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.

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

In its efforts to promote nondiscrimination, the District makes the following statement:

NONDISCRIMINATION STATEMENT

In its effort to promote nondiscrimination, Sudan ISD does not 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 Title II of the Americans with Disabilities Act of 1990 (ADA), as amended,

which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Scott Harrell, High School Principal, HWY 303, Sudan TX, 79371, 806-227-2431 ext113.

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Lyndell (Bo) Lance, Superintendent, HWY 303, Sudan TX, 79371, 806-227-2431 ext111.

All other concerns regarding discrimination: See the superintendent, Lyndell (Bo) Lance, Superintendent, HWY 303, Sudan TX, 79371, 806-227-2431 ext111.

GANG-FREE ZONES

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

GRADING GUIDELINES

See Report Cards, Late Work, and Make-up Work.

GUIDANCE AND COUNSELING SERVICE

Sudan ISD is working to establish a Comprehensive School Guidance Program, which includes an overall guidance curriculum, individual planning, responsive services, and system support. Guidance as a program involves the entire school community in a team approach. The focus is upon helping students through a proactive program where students acquire

personal and academic achievements necessary to be successful in future career fields. We seek to help develop lifelong learners with positive interpersonal skills in order to help mold productive citizens.

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. Also see Substance Abuse Prevention and Intervention as well as Suicide Awareness.

The school or counselor will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to policies EHBA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

HARASSMENT

See Freedom from Discrimination.

HEALTH-RELATED MATTERS

Bacterial Meningitis

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

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. Viruses, parasites, fungi, and bacteria can cause it. Viral meningitis is

common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap

and water can also help stop the spread of the bacteria. It's a good idea not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacterial that can cause bacterial meningitis. * The vaccines are safe and effective (85-90%). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

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

Seek prompt medical attention.

Where can you get more information?

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

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

Food Allergies

See Food Allergies above.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play,

sports, or nap time and when children share things like brushes, combs, hats, and headphones.

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

More information on head lice can be obtained from the TDSHS Web site at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

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

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

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.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held four meetings. Their duties range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

OTHER HEALTH RELATED MATTERS

Emergency Medical Treatment and Information

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

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course

for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to Gordon Martin to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

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

Tobacco Prohibited

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

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

Asbestos Management Plan

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

Pest Management Plan

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

school environment.

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

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Kayela Harrell, at 806-227-2431 ext 114.

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.

ILLNESS

See Student Illness under Health Related Matters.

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 (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

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

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required 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.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement. For further information, see policy FFAB(LEGAL) and the TDSHS website: <http://www.dshs.state.tx.us/immunize/school/default.shtml>.

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.

LAW ENFORCEMENT

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 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, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court

order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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 is thought to have committed certain offences or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LEAVING CAMPUS

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child 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 their parents pick them up and sign them out at the office, or they have a note from one of their parents on file in the office.

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.

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English Language Learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L may be administered to a LEP student, or for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

LOCK DOWN DRILL

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 participates 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 cannot be responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

LIBRARY

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 before additional books may be checked out.

MAKE-UP WORK

Make-up assignments or tests shall be made available to students after any absence. For any class missed, the 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. Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time. 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.)

A 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. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent

threshold in regards to the state laws surrounding “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.

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

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

- Only authorized employees, in accordance with policy FFAC, may administer:

Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.

Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.

Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

In accordance with the guidelines developed with the district's medical advisor; and

When the parent has previously provided written consent to emergency treatment on the district's form.

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

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).]

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/>.

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.

PARTY INVITATIONS

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

PLEDGES OF ALLEGIANCE AND A MINUTE 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.

A minute of silence will follow recitation of the pledges. The 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 individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not 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 demonstrated proficiency in the subject matter of the course or grade level. Students in kindergarten shall not be retained without parental consent.

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.

In addition, students at certain grade levels will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In order to be promoted to grade 6, students must perform satisfactorily on the Mathematics and Reading sections of the grade 5 assessment test in English or Spanish.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will only be required to take an applicable state-mandated assessment for the course in which he or she is enrolled.

Parents of a student who do not perform satisfactorily on his or her exams, will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 will also have two additional opportunities to take the test. If the student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; the parent can appeal this decision, however, to the grade placement committee. Whether

the student is retained or promoted, an educational plan for the student will be designed for the next school year to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal or school counselor.

PSYCHOTROPIC DRUGS

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

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

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.

REPORT CARDS

Teachers follow grading guidelines approved by school administration that have been designed to reflect each student's academic achievement 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 the teacher did not follow the District's grading policy. [See policy EIA.]

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 handed out to kindergarten on Wednesday following the end of each six weeks. Report cards for grades 1-7 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.

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)]

SAFETY

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.
- * 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.

Emergency Medical Treatment and Information

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

Emergency School Closing Information

In the event of an emergency school closing, a School Reach call will be made to the number provided on each student's registration form.

SCHOOL HOURS

Students are asked not to come to school before 7:35. Breakfast is served at 7:35. The first class begins at 8:20. Grades Pre-K-7 dismiss at 3:50. Busses will leave at 3:55.

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.

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.

SEARCHES

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

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdictions of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Deterrents to Drug Usage

Sudan Independent School District Deterrents to the Use of Drugs 2013-2014 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 give 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 processing 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 using a urine sample will have an opportunity to request a second test, using the second specimen bottle originally obtained, within seventy-two hours of the initial test. Parents may choose the certified lab to be used for the second test. If the results of the retest are negative, the school district will reimburse the student for the cost of the retest, and the student will remain in good standing. 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, and the student handbook.

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:

Additional Testing

Any student testing positive will be removed 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.

Implementation of Plan

Implementation of the plan will take place in the second semester of the 2003-2004 school year. Participating students, grades 7-12, will have a one time, thirty-day grace period after being notified by mail of the program, prior to mandatory testing being performed. In addition, any student, during the thirty-day grace period, will be allowed to ask for assistance with a substance abuse problem. Any student asking for assistance after the thirty-day grace period will be considered as a first positive test. The voluntary admittance of a substance abuse problem by a student during the first thirty days will result in the individual having the following consequences:

- **Mandatory substance abuse counseling as approved by the Sudan ISD.
- **Mandatory test at the end of thirty days with mandated monthly testing for one calendar year.
- **No suspension from activities unless a subsequent positive test occurs.
- **Will not be considered a first time positive test

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.

Trained Dogs

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

Telecommunications and Other Electronic Devices/Laptops

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.]

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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.

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 3 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.

STANDARDIZED TESTING

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

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level.

STAAR Modified and STAAR Alternate, for students receiving special education services will be available for eligible students as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

STERIODS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at

http://www.uil.utexas.edu/athletics/health/steroid_information.html.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed either temporary or

permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

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

Please contact Kayela Harrell, who has been designated as the district's liaison for children in the conservatorship of the state, or DeAnn Wilson, Principal at 806-227-2431 with any questions.

STUDENT INSURANCE

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.

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court, control of the records go to the student. The parents may

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

- District school officials who have what federal law defines as a “legitimate educational interest” in a student’s records. Such persons would include school officials such as the superintendent, administrators, principals, teachers, school counselors, diagnosticians, and support staff. Others such as an attorney, consultant, auditor, medical consultant, or therapist would also apply. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case or an individualized education program (IEP) for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility or investigating or evaluating programs.
- Various governmental agencies including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.
- A school or institution to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release 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 may inspect records during regular school hours. If circumstances prevent inspection during these hours, 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 records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent (or eligible student) may inspect the student's records and request a correction 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 principal and 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 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 FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office [or on the district's Web site at www.sudanisd.net].

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.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

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

TESTING

See Standardized Testing.

TEXTBOOKS

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

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

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. Students must:

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.

When a student violates the rules of conduct on school transportation, parents will be notified and the student will be disciplined as established in 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.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

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.

WITHDRAWALS

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

permanent record.

GLOSSARY

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

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.

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

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.

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

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

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

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

STAAR Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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 exit-level TAKS or STAAR or EOC assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from 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.

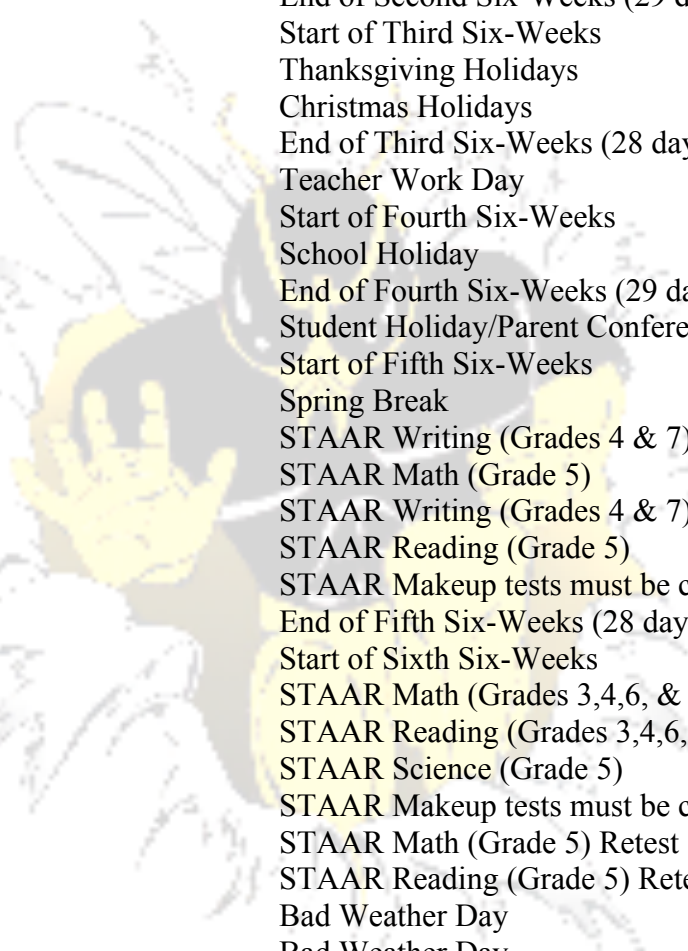
TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in

learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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



2013-2014 SCHOOL CALENDAR



Aug. 26	First Day of School
Sept.	School Holiday (Labor Day)
Oct. 4	End of First Six-Weeks (29 days)
Oct. 7	Start of Second Six-Weeks
Oct. 14	Student Holiday/Parent Conferences
Nov. 15	End of Second Six-Weeks (29 days)
Nov. 18	Start of Third Six-Weeks
Nov. 28 & 29	Thanksgiving Holidays
Dec. 23-Jan. 3	Christmas Holidays
Jan. 10	End of Third Six-Weeks (28 days)
Jan. 11	Teacher Work Day
Jan. 13	Start of Fourth Six-Weeks
Jan. 20	School Holiday
Feb. 21	End of Fourth Six-Weeks (29 days)
Feb. 24	Student Holiday/Parent Conferences
Feb. 25	Start of Fifth Six-Weeks
March 17-21	Spring Break
April 1	STAAR Writing (Grades 4 & 7) Day 1
	STAAR Math (Grade 5)
April 2	STAAR Writing (Grades 4 & 7) Day 2
	STAAR Reading (Grade 5)
April 4	STAAR Makeup tests must be complete
April 10	End of Fifth Six-Weeks (28 days)
April 14	Start of Sixth Six-Weeks
April 22	STAAR Math (Grades 3,4,6, & 7)
April 23	STAAR Reading (Grades 3,4,6, & 7)
	STAAR Science (Grade 5)
April 25	STAAR Makeup tests must be complete
May 13	STAAR Math (Grade 5) Retest
May 14	STAAR Reading (Grade 5) Retest
May 2	Bad Weather Day
May 23	Bad Weather Day
May 29	End of Sixth Six Weeks (32 days)
	7 th Grade Graduation – 6:30 p.m.
May 30	High School Graduation – 8:00 p.m.
	Teacher Work Day
June 24	STAAR Math (Grade 5) Retest
June 25	STAAR Reading (Grade 5) Retest

Receipt of Handbook

My child and I have received a copy of the Sudan Elementary Student Handbook for 2013-2014. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I should direct those questions to the principal at 806-227-2431 x123.

Print names of students in Sudan Elementary:



Signature of parent

Date

Note: *“Please sign and date this page, remove it from the handbook, and return it to the student’s school.”*

Request for Discipline Methods Including Corporal Punishment

2013-2014

Please check and sign if you do or do not wish for corporal punishment, or swats, to be issued to your child/children when needed or appropriate, which is determined only by the Principal.

I understand my wishes can be revoked at any time during the school year by submitting a written, signed statement to the principal.

- ☐ I do wish for corporal punishment to be a discipline method used on my child.
- ☐ I do not wish for corporal punishment to be a discipline method used on my child. I request that other discipline measures be used.

Print names of students in Sudan Elementary:

Signature of parent

Date

Note: *"Please sign and date this page, remove it from the handbook, and return it to the student's school."*

Release of “Directory Information” 2013-2014

Note: This page does not need to be completed and returned unless you wish to limit the release of directory information.

Regarding student records, federal law requires that directory information on my child be released by the District to anyone who follows the procedures for requesting it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes the student’s name, address, telephone number, email address, date and place of birth, enrollment status, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in school, and most recent previous school attended. In exercising my right to limit release of this information, I have marked through the items of directory information listed above that I wish the District to withhold about my child.

Print names of students in Sudan Elementary:

Signature of parent

Date

Title I School-Parent Compact

The purpose of the school-parent compact is to communicate understanding of home and school responsibilities to assure that every child attains high standards and quality education.

The Students Responsibility:

- I will treat others with respect because I want to be respected too.
- I will show politeness to adults and peers.
- I will be responsible by accepting nothing less than my best.

The Parent's Responsibility:

- As an involved parent, I will support my child/children by ensuring that they attend school daily and arrive on time.
- When I volunteer and participate in school functions, I am communicating the importance of my child's education.
- I will seek information regarding my child's progress by conferencing with teachers, principals and other school personnel.
- I will help my children establish a routine for school days.
- I will expect my children to conduct themselves in a manner that is appropriate to their age level and will discipline my child in a nurturing, supporting environment.
- I will communicate the importance of education by setting high expectations for my children.

The School's Responsibility:

- The school will offer parent meetings, training sessions, assemblies, and school functions to maximize parent participation.
- Teachers will respect students' time. Homework assignments will be an extension of what is learned in the classroom and not merely "busy work" or untaught concepts.
- The school will notify parents of school events in a timely, efficient manner.

- Teachers will communicate individual student accomplishments and any areas of concern to parents.
- The school will convey instructional thrusts and initiatives to parents at school-wide meetings and parent conferences.
- Instruction will focus on the development of academic skills, citizenship, communicating with peers and adults, working cooperatively and life skills.

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

Note: *"Please sign and date this page, remove it from the handbook, and return it to the student's school."*

Sudan Independent School District Parental Consent for Biological Testing

(For all students, grades 7-12, who are involved in extracurricular activities, drive to school, enrolled in driver's education, or any student volunteering services)

I, _____, as a parent or guardian of
_____, a student enrolled in Sudan Jr. /Sr. High School
hereby agree to the following for the duration of his/her enrollment at Sudan ISD:

I understand the school district's policy regarding substance abuse. I understand it is the practice of the district to conduct drug and alcohol tests for the purpose of carrying out this policy.

I understand that my child cannot be compelled to give a biological specimen. I understand that if he/she gives a biological specimen, it will be tested for drugs and/or alcohol. I understand that the giving of a biological specimen, when requested by the school district, is a condition of my child's being in good standing, and is a condition of my child's continued participation in Jr. /Sr. High School extracurricular activities. I understand that if a test of my child's specimen reveals an unexplained presence of a drug and/or alcohol, the district will implement the steps associated with the drug testing policy, student handbook, and student code of conduct.

Prescription drugs currently taken as prescribed:

Comments:

At this time, I hereby agree to my child giving a specimen.

Parent/Guardian Signature	Date
Printed Name	Witness
Student Signature	Social Security Number
Printed Name	Student ID Number

The completed form must be in to the office of the principal by August 30, 2013.

Note: *"Please sign and date this page, remove it from the handbook, and return it to the student's school."*

Use of Student Work in District Publications

2013-2014

Occasionally, Sudan ISD wishes to display or publish student artwork, photos taken by the student, or other original work on the district's Web site, a Web site affiliated or sponsored by the district, such as a campus or classroom Web site, and in district publications. The district may also wish to publish or display original video and voice recordings. The district agrees to only use these student projects in this manner.

☐ I **do** give the district permission to use my child's artwork, photos, voice recordings, video recordings, or other original work in the manner described above.

☐ I do **not** give the district permission to use my child's artwork, photos, voice recordings, video recordings, or other original work in the manner described above.

Print names of students in Sudan Elementary:

Signature of parent

Date

Note: "Please sign and date this page, remove it from the handbook, and return it to the student's school."