

SUDAN HIGH SCHOOL

PO Box 659

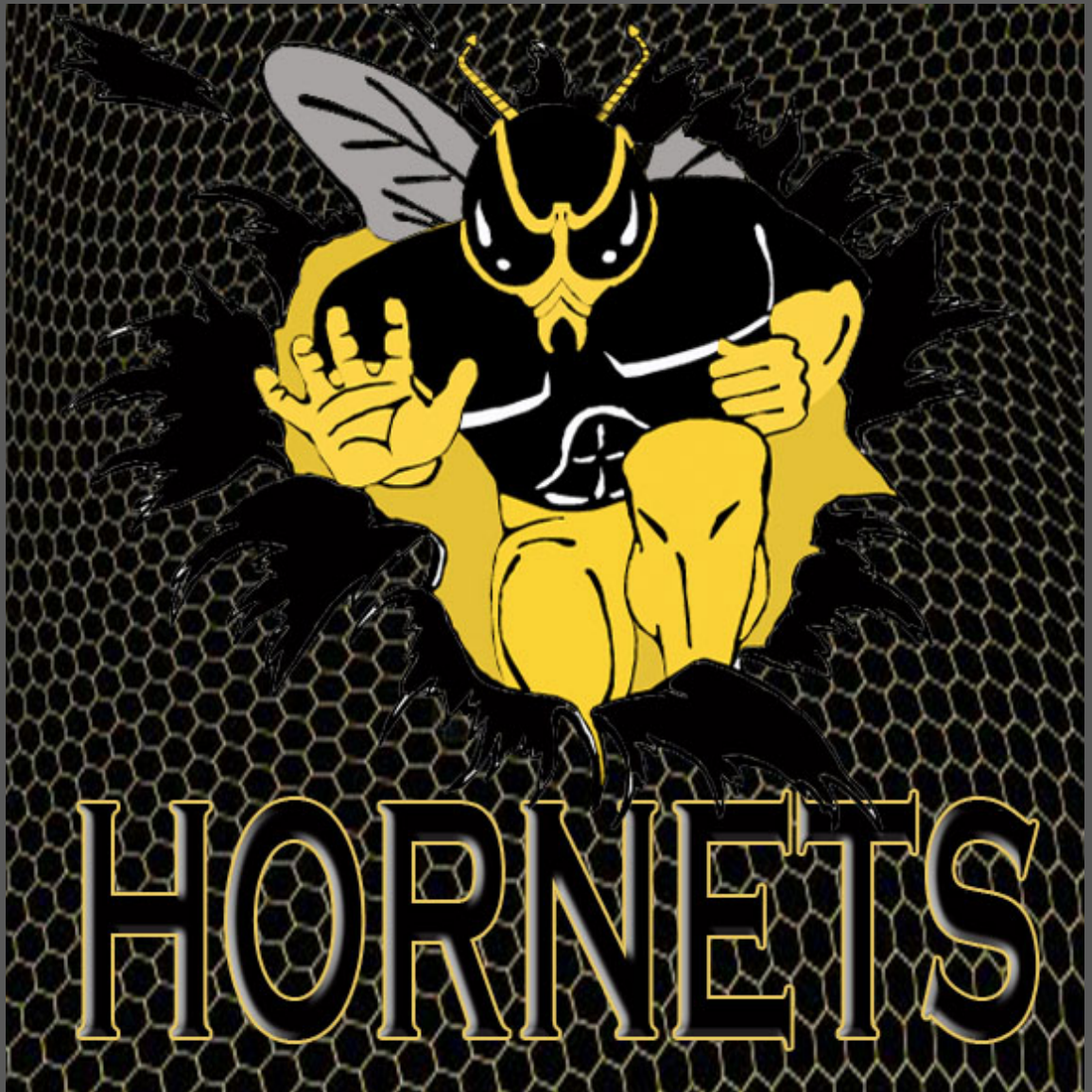
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2015-2016

SHS **HANDBOOK**

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SUDAN INDEPENDENT SCHOOL DISTRICT

Student Code of Conduct Notification Letter

Dear Parent:

The Student Code of Conduct contains the Discipline Management Plan for this school district. It is designed to inform you and your student of the type of conduct expected in the Sudan ISD. It is important that you and your child review the information in the Student Code of Conduct together so that you will clearly understand the rules of acceptable conduct and the consequences of violation of established rules. With your support and encouragement, I am confident your child will meet behavioral expectations of the District.

Please sign in the appropriate place on the following page so that we may know that you have received and reviewed the Student Code of Conduct and the Parent/Student Handbook with your child. Please tear out and return the completed form to your child's campus by September 4, 2015. If your response has not been received by that date, we shall assume that you agree with and accept the policies and rules stated. If you have any questions relating to this Parent/Student Handbook or the attached Student Code of Conduct, please call or visit with the campus principal.

Sincerely,

Scott Harrell, Superintendent of Schools

SUDAN HIGH SCHOOL
2015-2016 SCHOOL CALENDAR

August 24

First Day of School

| | |
|-----------------|--|
| September 7 | Labor Day Holiday |
| October 2 | End of First Six Weeks |
| October 5 | Begin Second Six Weeks |
| October 12 | Parent Conference/Staff Development Day |
| November 13 | End of Second Six Weeks |
| November 16 | Begin Third Six Weeks |
| November 26-27 | Thanksgiving Holiday |
| Dec. 21- Jan. 1 | Christmas Holidays |
| January 4 | Return from Holiday Break |
| January 8 | End of Third Six Weeks |
| January 9 | Staff Development Day |
| January 11 | Begin Fourth Six Weeks |
| January 18 | School Holiday |
| February 19 | End of Fourth Six Weeks |
| February 22 | Parent Conference Staff Development Day |
| February 23 | Begin Fifth Six Weeks |
| March 14-18 | Spring Break |
| March 25 | School Holiday |
| April 8 | End of Fifth Six Weeks |
| April 11 | Begin Sixth Six Weeks |
| April 29 | Bad Weather Make Up Day |
| May 6 | Bad Weather Make Up Day |
| May 26 | End of Sixth Six Weeks |
| May 26 | 7 th Grade Graduation-6:30 PM |
| May 27 | High School Graduation-8:00 PM |
| May 27 | Teacher Workday |

BELL SCHEDULE

| | |
|-----------------------|---------------------|
| First Period | 8:14--9:01 |
| Second Period | 9:05--9:50 |
| Third Period | 9:54--10:39 |
| Break | 10:39--11:11 |
| Fourth Period | 11:15--12:00 |
| Fifth Period | 12:04--12:49 |
| Lunch | 12:49--1:19 |
| Sixth Period | 1:23--2:10 |
| Seventh Period | 2:14--2:59 |

Student Code of Conduct Acknowledgment of

My child and I have been offered electronically access at

and Parent/Student Handbook Receipt

the option to receive a paper copy or to www.sudanisd.net, the Sudan HS

privilege to use this educational tool.

APPROPRIATE USE

- You will be assigned individual accounts, and you are responsible for not sharing the password for those accounts with others.
- Accounts are to be used only for identified educational purposes.
- You will be held responsible at all times for the proper use of your accounts as stated in the Acceptable Use Policy.

INAPPROPRIATE USES

- Using the system for any illegal purposes.
- Using any account other than your own.
- Posting personal information about yourself or others (such as addresses and phone numbers).
- Downloading or using copyrighted information without permission from the copyright holder.
- Posting messages or accessing materials that are abusive, profane, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This includes cyber bullying.
- Wasting school resources through the improper use of the computer system. This includes excessive and/or frivolous use of printing resources.
- Gaining unauthorized access to restricted information or resources.
- No streaming or downloading of audio (internet radio) will be allowed. Video streaming should be limited to educational use only.
- Any personal computing device brought to and used on campus will be used for educational purposes only and will connect to the Internet through the school's filtered connectivity while on campus, whether during or after the school day.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system
- Revocation of the computer system account; and/or
- Other disciplinary or legal action, in accordance with the Student Code of Conduct and applicable laws.

Student's Name _____ Grade _____

I understand that my computer use is not private and that the District will monitor my activity on the computer system. I have read the District's Acceptable Use Policy in this handbook and agree to abide by the stated provisions.

Student Signature _____ Date _____

Parent Agreement

I have read the Acceptable Use Policy in this handbook.

I release Sudan ISD and its personnel from any and all claims of damage from my child's use of or inability to use the Sudan ISD electronic communication system. I am aware of the possible security risk and will instruct my child not to give out personal information or attempt to reach sites that are inappropriate. I give my permission for my child to participate in the District's electronic communications system and certify that the information on this form is correct.

Parent Signature _____

Date _____

Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's

information without prior written consent. This form is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Parent: Please complete the following only if you **do not** want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student's name), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent Signature _____ Date _____

NONDISCRIMINATION STATEMENT

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

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

1. Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Scott Harrell, Superintendent, 802 227 2431.
2. ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Scott Harrell, Superintendent, 806 227 2431.
3. All other concerns regarding discrimination: See the superintendent, Scott Harrell, 806 227 2431.

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

PREFACE

To Students and Parents:

The **Sudan High School Parent/Student Handbook** contains information parents and students are likely to need to ensure a successful school year. The handbook is organized alphabetically by topic. Throughout the handbook, the term “the student’s parent” means parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

Students and parents also need to be familiar with the Sudan Independent School District **Student Code of Conduct**, as required by state law, is intended to promote school safety, and sets out the consequences for inappropriate behavior. This document will be provided for every student and may be found in the High School Library or the Principal’s office.

The Student Handbook is designed to be in harmony with Board policy and the Student Code of Conduct adopted by the Board. Though policy adoption and revision is an ongoing process, please be aware that this document is updated annually. Newsletters and other communications to students and parents will communicate changes in policy that affect the student handbook. These changes will generally supersede the provisions found in this handbook that will be made obsolete by newly adopted policy.

In case of conflict between a Board policy or the Student Code of Conduct and provisions of student handbooks, provisions of policy or the Student Code of Conduct most recently adopted by the Board shall prevail.

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.

HORNET FIGHT SONG

Come all ye Hornets, join in the cheer
 Fight for the colors ever so dear.
 Loyal, honor, courage, bold
 Stand behind the black and gold.

Dear “ole” Sudan of you we are proud;
 We’ll always shout it, long, long, and loud;
 Singing, Stinging, Hornets we Are fighting for Victory

ADVANCED PLACEMENT COURSES

College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate proficiency areas. Students or parents who have questions about advanced placement examinations should contact the principal or the counselor. Sudan High School offers an Advanced Placement (AP) course in Computer Science and Physics. AP courses are college courses and will be available to Junior or Senior level students who have completed

high school prerequisites. The grade earned in these courses will be counted for high school credit.

ASSEMBLIES

Students are required to conduct themselves in assemblies as they do in class. Students who are tardy or who do not abide by District rules of conduct shall be subject to disciplinary action.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education, to benefit from teacher-led activities; to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

State law requires:

- A student from the ages of 6 through 19 attend school as well as any applicable accelerated instruction programs, extended year programs, or tutorial sessions, unless otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day. School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, required special programs, or required tutorials will be considered truant and subject to disciplinary action. A complaint against the parent may be filed in 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.
- A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.
- To receive credit or a final grade in a class, a student in kindergarten-grade 12 must be in attendance for at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class. If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. A student who attends fewer than 90 percent of the days a class is offered cannot receive credit or a final grade for the class unless the attendance review committee finds that the absences are the result of extenuating circumstances such as:
 - An extracurricular activity or public performance approved by the District's Board of Trustees.
 - A District-approved mentorship designed to meet requirements for the distinguished achievement graduation program.
 - Required screening, diagnosis, and treatment for Medicaid-eligible students.
 - Observance of religious holy days including travel for that purpose.
 - A documented health care appointment for the student, or the child of a student—if the student begins classes or returns to school on the same day as the appointment.
 - A temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent

- including personal illness; or illness or death in the immediate family.
- A juvenile court proceeding documented by a probation officer.
- An absence required by state or local welfare authorities.
 - For students in the conservatorship (custody) of the state;
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity provided it is not practicable to schedule the student's participation in the activity outside of school hours.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- A family emergency or unforeseen or unavoidable instance requiring immediate attention.
- An approved visit to a college campus. Juniors and Seniors will be allowed two (2) college visitation days per year. In order for the student to receive an excused absence for the college day, they must:
 1. Receive prior permission from the principal.
 2. Obtain written verification from an official at the college visited or of the visitation including date, student name, and signature of official.
 3. Present this verification to the principal on the day they return.

If the above conditions are met, the college day (excused absence) will not count for the purpose of determining final exam exemptions. College-day absences will be treated as any other excused absences (See Attendance in this Handbook) (Board Policy FDD Legal and FDD Local).

- Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided this has been authorized by the board under policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the principal prior to the absences and if the student makes up any work missed.

If the Committee determines that there have been extenuating circumstances, it will decide how the credit may be regained or how a final grade will be issued. The committee will consider the acceptability and authenticity of documented reasons for the student's absences. The committee, which will attempt to ensure that it is in the best interest of the student, will also consider whether the absences were for reasons over which the student or the student's parent could exercise control. They will consider the extent in 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 be issued a final grade. If the committee determines, however, that there are no extenuating circumstances, the student or parent may appeal the decision to the District's Board of Trustees by filing a written request with the superintendent. 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.

For EVERY DAY a student is not in attendance in the excess of the allowed 10 percent, that student will serve 4 hours in Saturday School or before school starting at 7:00am. For example, if a student has missed 9 days, the tenth day absent will result in 4 hours of Saturday School. The eleventh day will be an additional 4 hours in Saturday School, etc. For more information about Saturday School please see Saturday School below.

The actual number of hours/days a student must attend in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year. If credit is lost, the attendance committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the District's Board of Trustees by filing a written request with the superintendent.

Official Attendance-Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second instructional hour.

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

- When a student must be absent from school, the student--upon arrival or return to school--must bring a note, signed by the parent, that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. 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, even if the parent provides a note explaining the absence.
- A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- 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 is tardy to class will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action.
- A parent wishing to withdraw a student from school must present a signed statement to the principal explaining the reason for the withdrawal and the effective date.

Compulsory Attendance

- A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing.
- If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter required by law explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 19

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

The truancy prevention facilitator for the district is Gordon Martin. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

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

Driver License Attendance Verification

To obtain a driver license, a student between the ages of 16 and 18 must annually provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the

semester preceding the date of application. The student can obtain this form at the high school office.

Tardiness:

Because ample time is allowed between classes to visit the restroom and retrieve all needed books and materials from lockers, students are expected to be in their classroom and seated when the tardy bell rings. All tardies are considered unexcused unless accompanied by a note from a teacher or principal. Students who are tardy shall be assigned to detention hall. Repeated instances of tardiness shall result in more severe disciplinary action.

Truancy:

Students who are absent from school or from class without permission will be considered truant and will be subject to disciplinary action.

Leaving during the day:

Students will not be allowed to leave the campus during the day for any non-school reason unless a parent or guardian signs them out. Students who must leave school during the day must bring a note from their parent that morning. Students who become ill during the day should, with the teacher's permission, report to the office. The school nurse and the principal will decide whether or not the student should be sent home and will notify the student's parent. Students will not be allowed to go home unless a parent can be contacted, and students will not be allowed to leave with any person other than their legal parent or guardian unless the parent or guardian has granted permission.

Withdrawing from school:

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least 3 days in advance so that records and documents are prepared. The parent may obtain a withdrawal form from the principal's office. On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature. [For further information, see policies at EHBC, EIA, FDC, and FDD.]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

AWARDS AND HONORS

Honor Roll is based on solid subjects only, Band, PE, and Teachers Aide work will not be included.

All students who achieve grades of 90 or above in all of their classes will be named to the A HONOR ROLL. All students who achieve grades of 80 or above will be named to the B HONOR ROLL.

BACKPACKS/BAGS

Backpacks/Bags will no longer be allowed to accumulate in the halls or commons area due to fire code and the unsightly appearance of the campus. Backpacks/bags should be able to fit in your locker. If backpacks/bags are found in these areas they will be taken up and disciplinary action will be taken in order for the backpack/bag to be returned.

BULLYING

Bullying occurs when a student or group of students directs written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior results in harm to the student or the student's property, places a student in reasonable fear of **physical** harm to himself **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, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. If the results of an investigation indicate threat 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. The principal 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.

A copy of the district's policy is available in the superintendent's office and on the district's Web site. A link is available on the school website at www.sudanisd.net to anonymously report bullying [Also see **School Safety Transfers, Hazing, and policy FFI(LOCAL).**]

CAREER & TECHNICAL PROGRAMS

The district offers career & technical education programs in the following areas: Business, Industrial Arts, Agriculture & Manufacturing, Family & Consumer Sciences, & Auto Mechanics. These programs will be offered without regard to race, color, national origin, sex, or disability. Sudan ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

CAFETERIA SERVICES

The District participates in the National School Lunch Program & offers free and reduced-price meals based on a student's financial need. Information can be obtained from the Superintendent's office. Students in grades 8-12 that do not qualify for free or reduced meals will be charged \$1.05 for breakfast and \$1.65 for lunch.

CAFETERIA CHARGE POLICY

Beginning with the 2015-16 school year, the cafeteria charge policy will be reinstated. All charges for meals (includes breakfast and lunch) will be limited to \$25.00. Once a student reaches this limit, an alternative meal (i.e. cheese/peanut butter sandwich and milk for lunch; cereal with milk for breakfast) will be provided for the student until the student's charges have been paid. Frequent communication will be made with students/parents if the student has charges that need to be cleared up. Parents may prepay cafeteria service in the administrative office or by logging on at www.sudanisd.net. Students with outstanding charges at the end of the school year may not be issued final records or a class schedule for the next school year until charges have been paid.

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

**Note- Free and Reduced lunch applications must be completed and turned in EACH YEAR.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals for up to \$25 and the district will present the parent with a schedule of repayment for any outstanding account balance. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will receive an alternate meal.

CHEERLEADERS

Eight cheerleaders are elected at the end of the school year to serve the following year. The cheerleaders are chosen from the current 8th, 9th, 10th, and 11th grades. The head cheerleader will be elected by the newly elected cheerleaders. The head cheerleader must have been a cheerleader previously. The cheerleaders are elected as follows: 40% judges, 40% teachers, and 20% student body.

Elected cheerleaders are responsible for purchasing their own shoes, socks, and personalized items. The school furnishes the uniforms. Each cheerleader must pay a deposit of \$75.00 for the use of the uniforms. The deposit will be refunded when the uniforms are returned in proper condition.

CHILD SEXUAL ABUSE

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. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to 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 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 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, 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 manage 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 websites might help you become more aware of child abuse and neglect:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- http://kidshealth.org/parent/positive/talk/child_abuse.html
- <http://taasa.org/resource-2/>
- 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 CPS division of the TDFPS (1-800-252-5400 or <http://www.txabusehotline.org>).

CLASS RANKING

Class ranking shall be determined by averaging all grades, including summer school courses taken for high school credit, through the fifth six weeks grading period of the senior year. The grade point average (GPA) shall be carried out to the fifth decimal point. All grades in all classes (EXCEPT band I, II, III, correspondence courses, and PE or athletics) including summer school, are used to calculate the **weighted** GPA for class rank.

The following chart sets out the weighted grade point system used by the District:

| Grade | TIER I | TIER II | TIER III |
|--------|---------|---------|----------|
| 90-100 | 5.5-6.5 | 4.5-5.5 | 2.0-3.0 |
| 80-89 | 4.5-5.4 | 3.5-4.4 | 1.0-1.9 |
| 70-79 | 3.5-4.4 | 2.5-3.4 | .1-.9 |
| <70 | 0 | 0 | 0 |

Tier I courses include all Advanced Placement courses, Financial Analysis, Statistics & Risk Management, Computer Science I, II & III, Pre-Calculus, Calculus, College English, College Algebra, College Trig, and Spanish III.

All other courses will fall under Tier II and Tier III courses for the purposes of calculating class rank with the exception noted above. A list of Tier II and Tier III courses will be available in the high school office. The weighted grade point system shall be used only to calculate GPA for class rank. The grades recorded on the official transcript shall reflect the actual grades received by the student in each individual class. Multi-hour courses shall be counted only once in calculating class rank. 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 high school for the four semesters preceding graduation and have attended an accredited high school for four years.

Beginning with students who entered grade 9 in the 2014–15 school year, a new graduation program is in effect. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

Reminder: The actual grades recorded on your transcript are not weighted.

For two school years following their graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit completed application for admission in accordance with the deadline established by the college or university.

The Highest Ranking boy & girl will be calculated for students in grades 8th-11th based on their current school year GPA through the 5th 6-weeks. To be eligible for the Highest Ranking boy or girl, a student must enter Sudan ISD during the 1st 6-weeks of school.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

4. Completes the Recommended or Advanced/Distinguished Achievement Program*; or
5. Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

*Beginning with ninth graders in the 2014–15 school year, to be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the distinguished level of achievement under the foundation graduation program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2016 term, the University will be admitting the top eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a Graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her Class.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

COMMUNICABLE DISEASE: BACTERIAL MENINGITIS

State law specifically requires the district to provide the following information:

What is meningitis?

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

What are the symptoms?

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 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. 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. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

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

How can bacterial meningitis be prevented?

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

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

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

*Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11 to 12 or for a student enrolling in grade 7 through 12, 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.

CONTAGIOUS DISEASES/CONDITIONS

To protect children from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who **may** have been exposed to the disease can be alerted. These diseases include:

| | | |
|-------------------------|--------------------------|---------------------------------|
| Amebiasis | Hepatitis, Viral A | Rubella (German Measles) |
| Campylobacteriosis | Impetigo | including congenital |
| Chicken pox | Infectious mononucleosis | Salmonellosis, including |
| Common cold with fever | Influenza | typhoid fever |
| Fifth disease | Measles (Rubeola) | Scabies |
| (Erythema Infectiosum) | Meningitis, Bacterial | Shigellosis |
| Gastroenteritis, Viral | Mumps | Streptococcal disease, invasive |
| Giardiasis | Pinkeye (Conjunctivitis) | Tuberculosis, Pulmonary |
| Head Lice (Pediculosis) | Ringworm of the scalp | Whooping Cough (Pertussis) |

COMPLAINTS BY STUDENTS/PARENTS

Usually student or parent complaints or concerns can be addressed informally by a phone call or conference with the teacher or principal. For those complaints and concerns that cannot be so easily handled, the board has adopted a standard complaint policy. A copy of this policy may be obtained in the superintendent's office. Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, a parent or student should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the Superintendent. If still unresolved, the District Provides for the complaint to be presented to the Board of Trustees, members of the community elected to set policy and priorities for the District.

Some complaints require different procedures. Any campus office or the Superintendent's office can provide information regarding specific complaint processes for the following complaints. Additional information can also be found

in the designated Board policy, available in the principal's and superintendent's offices:

- Discrimination on the basis of gender: policy FB.
- Sexual abuse or sexual harassment of a student: policy FNCJ. [See Sexual Harassment/Sexual Abuse.]
- Loss of credit on the basis of attendance: policy FDD.
- Removal of a student by a teacher for disciplinary reasons: policy FOAA.
- Removal of a student to a disciplinary alternative education program: policy FOAB.
- Expulsion of a student: policy FOD.
- Identification, evaluation, or educational placement of a student with disabilities: policies EHBA and FB. [See Special Programs.]
- Instructional materials: policy EFA.
- On-Campus distribution of non-school materials to students: policy FMA.
- Complaints against District peace officers: policy CKE.

CONDUCT

Students are expected to:

- Behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Respect for the property of others, including District property and facilities, is essential to the maintenance of facilities, safety, order, and discipline.
- Attending all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class is expected of all students.
- Students are to be well groomed and dressed appropriately each day.

As required by law, the board has adopted a Student Code of Conduct that establishes behavior standards, both on and off campus, and consequences for the failure to abide by the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules, in order to avoid violations and the subsequent consequences. To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the district is involved, on or off school grounds, in conjunction with classes and school-sponsored activities. The district has disciplinary authority over a student in accordance with the Student Code of Conduct.

A copy of the Student Code of Conduct and the campus rules are included as attachments to this handbook. Each teacher will develop and advise students of classroom rules.

Campus Behavior Coordinator

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

Academic Dishonesty / Cheating / Plagiarism

Copying another person's work, such as homework, class work, or a test, is a form of cheating. Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit of the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties as well, according to the Student Code of Conduct.

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. Corporal punishment will be governed by the following conditions:

- The student is told of the reason corporal punishment is being given.

- The principal or a teacher in the principal’s office may give corporal punishment.
- The instrument to be used shall be approved by the principal.
- If corporal punishment is required, it shall be accomplished in the presence of one other District professional employee out of view of other students.
- A record shall be maintained of each instance of corporal punishment.

According to Sec. 37.0021 of the Texas Education Code, starting with the 2011-2012 school year, “the student’s parent or guardian or other person having lawful control over the student has previously provided written, signed consent to the use of corporal punishment as a method of student discipline.” A form is provided in the high school office that gives this permission and must be signed and on file in the office before corporal punishment may be used.

Paging Devices/Cellular Telephones/CD Players/Other Electronic Devices and Games

Students shall not possess a cellular telephone or other telecommunication devices at school during the instructional school day. Violation will result in confiscation and charged a \$15 retrieval fee.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and the person inviting the guest will share responsibility for the conduct of his or her guest. A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted. Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Sexual Harassment / Sexual Abuse

Unwanted and unwelcomed conduct of a sexual nature—words, gestures, or any other sexual conduct, including requests for sexual favors—directed toward another student or a District employee is unacceptable. [For more complete information, see **Sexual Harassment / Sexual Abuse** on page 48.]

Alcohol, Drugs, Tobacco, and Weapons-Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school-sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student has driven to school and parked on District property is also prohibited.

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 in an exit, entrance, or hallway of a District building without the authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to District Property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disruption of classes while on District Property or on public property that is within 500 feet of District property.
Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interference with the transportation of student in District vehicles.

APPLICABILITY OF SCHOOL RULES AND DISCIPLINE

To achieve the best possible learning environment for all our students, Sudan High School rules and discipline will apply:

- During the regular school day or while a student is going to & 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, including summer school.

This includes school social events to which a student brings a guest. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest will share responsibility for the conduct of the guest.

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

- When retaliation against a school employee or volunteer occurs or is threatened, 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.

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

CORPORAL PUNISHMENT

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

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

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

COUNSELING

Academic Counseling

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

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

Students and parents are encouraged to talk with a school counselor, teachers, or principal to learn about course offerings, the various graduation requirements, and early graduation procedures. Each year, students in grades 8 through 11 will be provided information on anticipated course offerings for the following year and other information that will help them make the most of academic and CTE opportunities, as well as Information on the importance of postsecondary education. [See **Graduation Requirements and Class Ranking.**]

The school counselor can also provide information about entrance examinations and deadlines for application, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and

universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced (Distinguished Achievement) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at a public or private higher education institution within the state. The school counselor can provide additional information about meeting the program's eligibility requirements. Students who have financial need according to federal criteria and who complete the Recommended High School Program or Distinguished Achievement Program may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

[For further information, see the principal or counselor and policy EJ.]

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should set up a meeting. 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.

Please note: The school 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 policy FFE and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9-12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAMINATION

With Prior Instruction

A student in any grade who has received prior instruction in a course or subject--but did not receive credit or a final grade for it--may be permitted by the District to earn credit by passing an exam approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as "credit recovery". The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may allow a student with excessive absences to receive credit for a course by passing an examination. A student may not use this examination, however, to regain eligibility to participate in extracurricular activities. [For further information, see the school counselor and policy EHDB (Local).]

Without Prior Instruction

A student will be permitted to take an examination to earn credit for an academic course for which the student has no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by

the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which examinations are scheduled during the 2015-2016 school year include:

Date Scheduled

December 2015

May 2016

Contact the school counselor for exact dates. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once. A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course. A student planning to take an examination for acceleration (or the student's parent) must register with the school counsel no later than 30 days prior to the scheduled testing date. The District will not honor a request by a parent to administer a test purchased by the parent from a State Board-approved university.

[For further information, see the school counselor and policy EHDB (Local).]

DETENTION

A noon detention period will be used as a first line of discipline. It will be used primarily for minor infractions of the Student Code of Conduct. Detention will be from 12:50-1:10 during the lunch 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. The accumulation of every 5 detentions will be cause for assignment to In-School Suspension. Continued assignment to In-School Suspension will warrant more severe disciplinary action including assignment to Saturday School or an Alternative Educational Placement center (AEP). For more information about Saturday School please see Saturday School below.

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless the principal makes an exception, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

A copy of Policy EHDE will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

The distance learning opportunities that the district makes available to district students are courses through ITV.

If a student wishes to enroll in a correspondence course or a distance-learning course that is not provided through the TxVSN as described above, in order to earn credit in a course or subject, the student must receive permission from the

principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS, OR OTHER DOCUMENTS

Publications prepared by and for the school may be posted and distributed, with prior approval by the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. The school newspaper and the yearbook are available to students.

School Materials

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

Non-school Materials from Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GDKA. To be considered, any non-school material must meet the limitations on content established in the policy, including 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 material is received. The requestor may appeal the decision.

Non-school Materials from Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days. The principal has designated the library and the high school office as the location for approved non-school materials to be placed for voluntary viewing by students. [See policy FNAA.]

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

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, instills discipline, assert authority, prevent disruption, minimize safety hazards, and teach respect and authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health and safety hazard to themselves or others. The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF (LOCAL). The student and parent may determine the student's personal dress and grooming standards, provided they comply with these general guidelines and the District's dress code for students in the student handbook. If the principal determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student will be disciplined according to campus policy for dress code violations. Repeated offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases.

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

GENERAL GUIDELINES

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

Students and parents need to be aware that many of the unacceptable styles of dress can become allowable with the wearing of additional clothing. It is impossible to list all of the acceptable and unacceptable types of dress and grooming and therefore, a judgment decision must be made at certain times. The principal will have final authority to determine if a student’s grooming violates the dress code. If the principal, or his/her designee, determines that a student’s grooming violates the dress code, the student will be given an opportunity to correct the problem at school. If not corrected or the violation is repeated, the student will be issued a lunch detention. If continuous repeated violations occur, more serious disciplinary actions in accordance with the Student Code of Conduct will be used including suspension.

DUAL CREDIT COURSES/COLLEGE COURSEWORK

High School graduation credit will be granted for certain college courses that replace Sudan High School curriculum. Prior permission from the principal must be attained before enrollment in a college course for which graduation credit may be allowed. (For more information, contact the principal or school counselor.)

To be awarded state graduation credit for a college course, the course must provide advanced academic instruction beyond or in greater depth than the TEKS for that course. When this condition is met in one three-hour course, one state graduation credit can be awarded. When two three-hour courses are required, the student must complete both courses to receive one high school graduation credit.

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with South Plains College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state mandated end-of-course assessment may be required for graduation. It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. (See Policy FNCE.)

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. (See Policy FNF.) Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items. In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. (See Policy FNF.) Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use. When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of

district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com> a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology. In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequences may rise to the level of expulsion.

EXEMPTION POLICY - Semester Exams

Junior and senior students may be exempt from semester exams for all classes in which they have maintained an average grade of 80 or above for the previous three six-weeks if they have been absent for no more than two class periods in that class. Junior and senior students who have maintained a 90 or above may be exempt if they have been absent no more than three class periods. Co-curricular and extracurricular days for UIL activities are not considered as days absent.

Freshmen and sophomore students will be allowed to be exempted from semester exams in all classes for which they meet the qualifications mentioned above with the following exception - freshmen and sophomores must take all English, Math, Social Studies, and Science exams unless the class is a junior or senior level class, (such as Algebra II.)

A grade of 80 to 89 with two absences or less in each class = exempt.

A grade of 90 - 100 with three absences or less in each class = exempt.

Because the state counts all students absent if they are not present on the days of semester exams, **all students regardless of their exemption status will be required to attend school on the days of semester exams until 10:00 AM.** On test days, students who are exempt from exams will report to a designated area where they will be required to stay until 10:00 AM. If attendance on test days is below 98%, exemptions will be discontinued.

If a comprehensive final examination is a weighty portion of the assessment of a particular course, the teacher may require all students to take the final exam whether or not they are considered exempt. In this case, the teacher may choose to schedule the exam before its regularly scheduled time with the approval of the principal.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school related activities is an excellent way for a student to develop talents, receive individual recognition, and forge strong friendships with other students. Participation is a privilege. Eligibility for initial or continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)-a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uilTEXAS.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov. [See <http://www.uilTEXAS.org> for additional information on all UIL-governed activities.]

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

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

- A student who receives an average grade below 70 in any academic class other than an identified or advanced class at the end of any grade evaluation period may not participate in extra-curricular activities for at least three weeks.
- A student who receives special education services and who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three weeks.
- A student may practice or rehearse while suspended. The student regains eligibility when the principal and teachers determine that he or she has: (a.) earned a passing grade (70 or above) in all academic classes other than those that are honors or advanced; and (b.) completed three weeks of ineligibility.
- All students are allowed up to 10 absences per class for UIL and other school sponsored activities during the school year. Absences for post-district activities do not count against the ten (10) days. Students who are members of FFA or 4-H Clubs are allowed five (5) additional days for stock show participation. The principal may grant additional days (not to exceed 5) for other activities on a case-by-case basis. A student who misses class because of participation in a non-approved activity will receive an unexcused absence.
- Post District Activities are:
 - UIL activities past district competition
 - Stock show days missed due to qualifying for the sale
 - Restrictions on participation related to discipline may be found in the Student Code of Conduct.
 - A student absent from school for a contagious illness or for any reason that would result in an unexcused absence will not be allowed to participate in school-related activities on that day or evening.

Please note: A student must be in attendance on the day of the activity for a minimum of 4 class periods to be eligible to participate in the event on that day. Student clubs and performing groups such as the band, choir, and athletic teams may establish standards of behavior--including consequences for misbehavior--that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by local policy will apply in addition to any consequences specified by the organization's standards of behavior. [For further information, see policy FM.]

FEES

Materials that are part of the basic educational program are provided without charge to the student. Students are expected to provide their 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.
- Membership dues in clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntary purchases of pictures, publications, class rings, etc.
- Voluntary purchase of student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driving training courses, if offered.
- Fees for optional courses offered for credit that requires use of facilities not available on District premises.

- Summer school courses that are offered tuition free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Transportation.**]
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a District-provided request form.

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

FUND RAISING

Except as approved by the principal, fund raising shall not take place on school property.

GRADE CLASSIFICATION

After the 9th grade, students are classified according to the number of units earned toward graduation.

| UNITS OF CREDIT EARNED | GRADE PLACEMENT |
|------------------------|------------------------------|
| 6 | 10 th (sophomore) |
| 12 | 11 th (junior) |
| 18 | 12 th (senior) |

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

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

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

Further, semester exam weights are set at 20% of the semester grade.

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

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

GRADUATION

Requirements for a Diploma for a Student Enrolled in High School Prior to the 2014-15 School Year

To receive a high school diploma from the district, a student who was enrolled in high school prior to the 2014-15 school years must successfully:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law.

Requirements for a Diploma Beginning with the 2014–15 School Year

Beginning with students who entered grade 9 in the 2014–15 school year, as well as any currently enrolled high school student who decides to graduate under the new foundation graduation program, a student must meet the following requirements to receive a high school diploma from the district:

6. Complete the required number of credits established by the state and any additional credits required by the district;
7. Complete any locally required courses in addition to the courses mandated by the state;
8. Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
9. Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Also see **Standardized Testing** for more information.

Minimum, Recommended, and Advanced/Distinguished Achievement Graduation Programs

For students who were enrolled in high school prior to the 2014–15 school year, the district offers the graduation programs listed in this section. Students enrolled in high school prior to the 2014–15 school year also have the option to pursue the foundation graduation program as described below. Note that permission to enroll in the Minimum Program as described in this section will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the school counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

All students who were enrolled in high school prior to the 2014–15 school year must meet the following credit and course requirements for graduation under the programs listed or may choose to pursue the foundation graduation program as described on page 32.

| Courses | Number of credits Minimum Program | Number of credits Recommended Program | Number of credits Advanced/ Distinguished Achievement Program |
|---|---|--|--|
| English/Language Arts | 4 | 4 | 4 |
| Mathematics | 3 | 4 | 4 |
| Science | 2 | 4 | 4 |
| Social Studies, including Economics | 3 | 4 | 4 |
| | | | |
| Physical Education* | 1 | 1 | 1 |
| Speech | 0.5 | 0.5 | 0.5 |
| Language other than English | 0 | 2 | 3 |
| Fine Arts | 1 | 1 | 1 |
| Locally required courses Academic Elective | 1 credit from one of the following: Chemistry or Physics World History or World Geography | 0 | 0 |
| Electives | 6.5 credits | 5.5 credits | 4.5 credits |
| Miscellaneous | | | Completion of 4 Advanced Measures** |
| TOTAL | 22 credits | 26 credits | 26 credits |

*A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

**State rules prohibit a student from combining a half-credit of a course for which there is an EOC assessment with another half-credit of an elective credit course to satisfy an elective credit requirement. However, the district will allow a student to

satisfy a graduation requirement for which there are multiple options with one-half credit of one allowable option and one-half credit of another allowable option, if neither course has an EOC assessment.

***A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - A score of three or above on an Advanced Placement (AP) exam;
 - A score of four or above on an International Baccalaureate (IB) exam; or
 - A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 34. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB exam, on certain national college preparatory and readiness or college entrance exams, or the PSAT, ACT-Aspire, SAT, or ACT exam, which are national exams; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student enrolled in high school prior to the 2014–15 school year has the option of graduating under the foundation graduation program rather than the programs identified above that would otherwise be applicable to that student. See the school counselor for additional information.

The foundation graduation program requires completion of the following credits:

| Course Area | Number of credits Foundation Graduation Program | Number of credits Foundation Graduation Program with an Endorsement |
|-------------------------------------|--|--|
| English/Language Arts | 4 | 4 |
| Mathematics | 3 | 4* |
| Science | 3 | 4 |
| Social Studies, including Economics | 3 | 3 |
| Physical Education** | 1 | 1 |
| Language other than English*** | 2 | 2 |
| Fine Arts | 1 | 1 |
| Locally required courses | 1 credit in Social Studies | 1 credit in Social Studies |
| Electives | 5 | 7 |
| Miscellaneous | | Available Endorsements****: Science, Technology, Engineering, and Math Business and Industry Public Services Arts and Humanities Multidisciplinary |
| TOTAL | 23 credits | 27 credits |

* In order to obtain the distinguished level of achievement under the foundation graduation program, which will be denoted on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue.

Personal Graduation Plans for Students Under The Foundation Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area, will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation. Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation--such as the purchase of invitations, senior ring, cap and gown, and senior pictures--both students and parents should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Certificates of Coursework Completion

A certificate of course work completion will **NOT** be issued to a senior student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the Admission Review and Dismissal committee, a student with disabilities may be permitted to graduate under the provisions of his or her IEP and in accordance with state rules. A student who has received special education services and has completed four years of high school but has not met the requirements of his or her IEP may participate in graduation ceremony and receive a certificate of attendance. Even if he or she receives a certificate of attendance at a graduation ceremony, he or she can remain to complete the IEP and earn his or her diploma; however, he or she is only allowed to participate in one graduation ceremony. Please be aware if an ARD committee places a student with a modified curriculum in a subject, the student will automatically be placed on a minimum graduation plan, if that program is applicable based on the school year in which the student entered high school, in accordance to state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate 2 is the alternative assessment currently allowed by the state. [See **STANDARDIZED TESTING** for additional information.]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC

assessments and receive no modified curriculum in the student's chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

State Scholarships and Grants

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Distinguished Achievement High School Program, for as long as those programs are in place, or who complete may earn financial credits in varying amounts to apply toward college tuition. The amount depends on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The school counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended or Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as private institutions. For further information, see the principal or school counselor under policy EJ (Legal).

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Graduation Protocol

A student that has been awarded an honor cord by the school will be allowed to wear that cord during graduation ceremonies. Purchased honor cords from places like "Who's Who" or a national honor organization will not be worn during the ceremony. Students that are in good standing in our local chapter of National Honor Society will wear a blue or white collar over the graduation gown. These are provided by the school.

HAZING

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

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

HEALTH RELATED MATTERS

Student Illness

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

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

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

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

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 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>.

Parent's Note after an Absence

When a student must be absent from school, the student--upon returning to school--must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted.

Doctor's Note after an Absence

Upon returning to school, a student absent because of a personal illness must bring a statement from the doctor or a health clinic verifying the illness or condition that caused the student's extended absence from school.

Physical Activity for Students in Junior High Grades

In accordance with EHAB, EHAC, and FFA, the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters. For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council (SHAC) held meetings to discuss the health concerns and programs offered at Sudan ISD. Additional information regarding the SHAC is available from the principal. [See policies BDF and EHAA.]

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

Vending Machines/Snack Break Times

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

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 obtain the results of his or her child's physical fitness assessment conducted during the school year if not received in grade mailings.

Other Health Related Matters

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 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.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes) or any other electronic vaporizing device, 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, e-cigarettes or any other electronic vaporizing device, by students and all 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's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the superintendent's office. If you have any questions, please contact Kenneth Richards or Scott Harrell, School Superintendent.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Scott Harrell at 227-2431.

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3-12. 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 the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see the principal. (See policies at CO and FFA.)

HOMECOMING QUEEN CANDIDATE ELIGIBILITY

To be eligible for nomination onto the ballot for Homecoming Queen, the candidate must be a current senior at Sudan High, and had to have been at Sudan High a minimum of her Junior year as well.

IMMUNIZATION

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

for more than one student in the family, a separate form must be provided for each student. The immunizations required are Diphtheria rubeola (measles, rubella, mumps, tetanus, Hemophilus influenza type B, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health.

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 US registered and licensed physician, stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition. For further information, refer to the Department of State Health Services Web site:

http://www.dshs.state.tx.us/immunize/school/school_info.html.

IN-SCHOOL SUSPENSION

In-school suspension (ISS) will be used as a primary disciplinary tool. ISS may be used as a disciplinary tool for reasons ranging from accumulated detentions to fighting. All ISS are assigned by the principal, and parents will be mailed a notification when their child is assigned to ISS with an explanation of the reason for the assignment. If a student refuses to attend ISS, or is disruptive in ISS, they will be placed in an Alternative Education Placement center (AEP). Corporal punishment will not be used to replace ISS.

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.
- 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.

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 Family Code relating to the student's physical health or safety.

Before a student is delivered 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 raises what the principal considers to be a valid objection to notifying the parents. Because the Principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated 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 more information, see policies FL(Legal) and GRAA(Legal).]

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

MAKEUP WORK AND DAEP/ISS MAKEUP WORK

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. A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB.] 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. 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.

A high school student removed to a Disciplinary Alternative Education Program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, coursework needed to fulfill the student's high school graduation requirements. The district may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district [policy FOCA.] A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. [See policy FEA.] Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

MEDICINE AT SCHOOL

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

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

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions: 1.) Prescription medication, in the original, properly labeled container, provided by the parent, along with the written request; 2.) Medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container; 3.) Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request; 4.) Herbal or dietary supplements provided by the parent only if required by the student's 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.

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

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

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

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

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

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

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. [policy FFAC.]

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is both an honor and a responsibility. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, service, leadership, and character by which they were selected; however, students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council. Membership may be open to qualified sophomores, juniors, and seniors who have been enrolled for the equivalent of one semester. Students must also have a cumulative grade point average of 90 in the core courses as well as an overall cumulative grade point average of 90. These students are then eligible for consideration on the basis of leadership, service, and character. Leadership is based on the student's participation in two or more community or school activities, or election to an office. To meet the service requirement, the student must have been active in three or more service projects in the school and community. Character is measured in terms of integrity, behavior, ethics, and cooperation with both students and faculty. Members are expected to participate in a UIL academic contest at the district level. Once selected to the National Honor Society, members have the responsibility to continue to demonstrate the qualities of scholarship, leadership, service, and character. Members who resign or are dismissed are never again eligible for membership or its benefits. Students can be dismissed from the National Honor Society if they do not maintain the standards of the organization. Serious violations of school rules, such as cheating on exams, may lead to dismissal.

OFF CAMPUS PRIVILEGES

Sudan High School has an open-campus during lunch, which allows students to leave campus for lunch. Because eighth grade students are unable to drive and must ride with another student to leave campus, they will be allowed to leave campus for lunch only with the following restrictions.

1. Eighth grade students will only be allowed to leave campus in a vehicle with a sibling. They may not ride with any other student.
2. Eighth grade students may leave campus to go to their home or a grandparent's home for lunch if they live within walking distance or if a parent or grandparent will pick them up at school.
3. All eighth grade students who wish to leave campus for lunch under these guidelines must have a permission slip signed by their parent on file in advance. Permission slips may be picked up in the office.

Cafeteria and campus cleanliness will be monitored, as well as, off campus driving habits to determine open-campus status. If problems arise, the open-campus lunch can, and will be, closed for a period of time or indefinitely.

PARENT INFORMATION

If your family lives in any of the following situations: (1) in a shelter, motel, vehicle, or campground; (2) on the street; (3) in an abandoned building, trailer, or other inadequate accommodations; or (4) doubled up with friends or relatives because you cannot find or afford housing, then your preschool aged and school aged children have certain rights or

protections under the McKinney-Vento Homeless Education Assistance Act. Your children have the right to:

1. Go to school.
2. Continue in the school they attended before you became homeless or the school they last attended.
3. Receive transportation to the school they attended before your family became homeless or the school they last attended.
4. Attend a school and participate in school programs with children who are not homeless.
5. Enroll in school without giving a permanent address.
6. Enroll and attend classes while the school arranges for the transfer of school and immunization records.
7. Enroll and attend classes in the school of your choice.
8. Receive the same special programs and services needed as provided to all other children served in these programs.
9. Receive transportation to school and to school programs.

When you move, you should do the following:

1. Contact the school district's local liaison for homeless (227-2431 ext.114) for help in enrolling your child in a new school.
2. Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
3. Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies if needed.

- Local area contacts picked up in the office: 227-2431 ext. 114 OR

- State Coordinator: 1-800-446-3142

If you need further assistance, call the national "Center for Homeless Education" at the toll-free Help Line number: 1-800-308-2145.

PARENTAL INVOLVEMENT AND RESPONSIBILITIES, AND RIGHTS

The Sudan I.S.D. District 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 his or her 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 (including the attached Student Code of Conduct) with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the high school principal.
- Become familiar with all of the child's school activities and with the academic programs, including special programs, offered in the District.

Discuss with the school counselor or principal any questions, such as concerns about placement, assignment, or early graduation and the options available to the child.

Monitor the child's academic progress and contact teacher as needed. [See **Academic Counseling.**]

- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 227-2431 ext. 112 for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to his or her child. [See **Protection of Student Rights.**]
- 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) application 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, (13) teaching materials and tests used in your child's classroom. [See also **Student Records.**]

- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Consent to video or audio record a student when not otherwise permitted by law. State law permits the school to make a video or voice recording without parental permission for the following circumstances: (1) is to be used for school safety; (2) relates to classroom instruction or a co-curricular or extracurricular activity; or (3) relates to media coverage of the school. The district will seek parental consent through a written request before making any video or voice recording of your child not otherwise allowed by law.
- Temporarily remove the child from the classroom, if an instructional activity in which the child is scheduled to participate conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, the child must satisfy grade-level and graduation requirements as determined by the school and by state law.
- Become a school volunteer. For further information, see policy GKG and the high school principal.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles. Parent organizations include: SPIN.
- Offer to serve as a parent representative on the District-level or campus-level planning committees formulating educational goals and plans to improve student achievement. For further information, see policies BQA and BQ, and contact the high school principal.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. See policies BDF, EHAA, FFA.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Attend Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate. [See policies BE and BED for more information.]
- Contact school officials if you are concerned with your child's emotional or mental wellbeing.
- To receive notice of and deny permission for your child's participation in any survey concerning the private information regardless listed in the Protection of Student's Rights section, regardless of funding. You also have the right to receive notice and deny permission for your child's participation in school activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. You can also have your child "opt out" of any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under the state law. See EF and FFAA.
- To choose that your child's artwork, special projects, photographs, and the like not be displayed to the community on the district's Web site, in printed material, by video, or by any other method of communication, you must notify the principal in writing.
- To request information regarding the professional qualifications of your child's teachers, including whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any

paraprofessional who may provide services to your child.

- Request that your child be excused from recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See Pledges of Allegiance and Minute of Silence policy EC].
- Request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK].
- 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 FL (LEGAL) and (LOCAL), FO (LEGAL), and the Student Code of Conduct.
- If your children are multiple birth siblings (e.g., twins, triplets, etc.) and are assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See FDB(LEGAL).]
- Request the 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 or principal for information. Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- 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 the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault [See policy FDD (LOCAL)].
- Request the transfer of your child to attend a safe 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 FDD (LOCAL)].

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Sudan ISD uses the Parenting and Paternity Awareness (p.a.p.a.) curriculum for instruction. The following is a brief description about the program/curriculum:

This curriculum was originally developed by the Office of the Attorney General's Child Support Division and has been in use in Texas public schools since 1995, the year the first version was published. At its initiation, p.a.p.a. was reviewed and endorsed by the Texas PTA and all statewide teacher organizations. A new version was issued in 2003, and more than 2,000 Texas educators and community professionals were trained in using the curriculum. The 2007 edition of the curriculum will be distributed in 2008.

The 80th Legislature passed HB 2176, which directs the State Board of Education to work with the OAG to develop a parenting and paternity awareness program that school districts must use in the high school health curriculum, effective the 2008-2009 school year. In collaboration with the Texas Education Agency and the SBOE, the OAG has committed resources to provide the p.a.p.a. curriculum, along with training, to all high school health teachers to ensure full compliance with the statute.

The learning objectives of p.a.p.a. include: responsible parenting, a basic understanding of paternity and child support laws, skills for healthy relationships, financial implications of becoming a parent, impact of father involvement, benefits of stable family relationships on children, and relationship violence prevention. It should be noted that p.a.p.a. is not a sex education curriculum.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

Limiting Electronic Communication with Students by District Employees

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

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

However, instant or text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity.

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

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

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

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

Also see policy FFAA.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. A minute of silence will follow the recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL) for more information.]

POSTERS

The principal must first approve signs and posters that students wish to display. Posters displayed without authorization will be removed. Any student who posts printed material without approval shall be subject to disciplinary action.

PRAYER

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on 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. Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

In addition, at certain grade levels a student--with limited exception--will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) test, 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 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grade 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 8 assessment.

If a student at any grade level 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 be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grade 8 will have two additional opportunities to take a failed assessment. If a 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;

however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted and educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. (See policies at 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 school counselor.

Parents of a student or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instruction 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 Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will identify the student's educational goals, address parent's educational expectations for the student, and outline an intensive instruction program for the student. 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, counselor, or special education director. [For further information, see policies at EHBC, EIF, and EIE.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans for Students Under the Foundation Graduation Program**.

PROTECTION OF STUDENT RIGHTS

No student will be required to participate without parental consent in any survey, analysis, or evaluation funded by the U.S. Department of Education that concerns:

- Political affiliation.
- Mental and psychological problems potentially embarrassing to the student or family.
- Sexual behavior and attitudes.
- Illegal, antisocial, self-incriminating, and demeaning behavior.
- Criticism of other individuals with whom the student or the student's family has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect any teaching materials used in connection with such a survey, analysis, or evaluation.

[For further information, see EF.]

RELEASE OF STUDENTS FROM SCHOOL

A student will not be released from school at times other than regular dismissal hours except with the written permission of a parent, the direct communication of a parent, or with the principal's permission.

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 the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating

circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting 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, PROGRESS REPORTS, AND CONFERENCES

Written reports of absences and student grades or performance in each class or subject are issued to parents at least once every three weeks. Grades are reported to parents as a number grade ranging from 0-100. Teachers follow grading guidelines that have been approved by the principal and 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 that the teacher did not follow the district's grading policy. [See policy EIA]. Questions about grade calculations 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).

At the end of the first three weeks of a grading period, parents are given written notice if the student's performance in any course in English/ language arts, mathematics, science, or social studies is near or below 74, or below the expected level of performance. If a student receives a grade of less than 74 in any class or subject at the end of a grading period, the parents will be requested to schedule a conference with the teacher of that class or subject. The report card or unsatisfactory progress report can state whether tutorials are required for a student who receives a grade below 74 in a class or subject.

SAFETY

Accident Prevention

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

- Avoid conduct that is likely to put the student or other students 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 any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Accident Insurance

Because student safety on campus or at school-related events is a high priority of the District, the District provides at-school insurance for all students. Though this insurance also covers students at all school related activities, it is important to note that this is only a supplemental insurance and will not cover all expenses if your child is injured at school. Though extended 24-hour coverage is also made available to parents, it is also only a supplemental coverage. In order to insure full coverage of students, parents should have a primary health care provider. Parents can assist by keeping emergency care information up to date (name of doctor, emergency phone numbers, allergies to medications, etc.). Please contact the school nurse to update any information. Having current information will be of critical importance should an accident or injury occur that requires medical attention.

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, 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.

Drills: Fire, Tornado, Intruder, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Refer to map in classrooms for specific rooms for grades 8-12.

Fire Drill Bells

3 bells=leave the building

2 bells= return to class

Tornado Drill Bells

1 continuous bell = move quietly but quickly to designated locations

2 bells=return to class

Emergency School-Closing Information

In the event of school delays or closings and bus schedule advisories, a School Messenger message will be sent out by phone. Please make sure you keep your phone numbers current with the office.

SATURDAY SCHOOL

Saturday school will be used primarily for attendance credit recovery. For EVERY DAY a student is not in attendance in the excess of the allowed 10 percent, that student will serve 4 hours in Saturday School. For example, if a student has missed 9 days, the tenth day absent will result in 4 hours of Saturday School. The eleventh day will be an additional 4 hours in Saturday School, etc.

Saturday school may also be used for disciplinary reasons. Excessive In-School Suspension assignments may result in Saturday school. If a student is assigned Saturday school and does not report without prior rescheduling and approval from the principal, that student will be suspended from any and all extracurricular activities until the Saturday school assignment is served.

SCHOOL FACILITIES

Vandalism

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

Pest Control Information

The district periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact Scott Harrell, Superintendent.

SEARCHES

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District

officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students Desks and Lockers

- Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.
- Students are fully responsible for the security and contents of their assigned desks and lockers.
- Students must be certain that the locker is locked, and that the combination is not available to others.
- Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that contain articles or materials prohibited by board policy, whether or not a student is present.
- The parent will be notified if any prohibited items are found in the student's desk or locker.

Telecommunications and Other Electronic Devices

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

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

Vehicles on campus

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicion exists to do so, with or without permission of the student. Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in their cars and will be subject to disciplinary action by the District as well as referral for criminal prosecution. Searches of vehicles may be conducted at any time there is reasonable suspicion to do so, with or without the presence of the student.

Drug Detection Dogs/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 on lockers and 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. A locker, a vehicle, or an item in a classroom to which a trained dog alerts may be searched by school officials.

SEXUAL HARASSMENT/SEXUAL ABUSE/FREEDOM FROM DISCRIMINATION

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, or disability. [See policy FFH] Prohibited 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; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office. 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 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. Examples of prohibited 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. However, all romantic and inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Reporting Procedures

Any student who believes that he or she has experienced prohibited harassment should immediately report the problem to a teacher, counselor, principal, or other district employee. The report may be made by the student's parent. Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

Investigation of Report

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

If law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

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

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

SPECIAL PROGRAMS

Overview

The District provides special programs for gifted and talented students, ESL for bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations. A student or parent with questions about these programs should contact the high school office.

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 school counselor at 227-2431 ext. 114 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 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 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 the timeline prescribed by law once the district receives 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 a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the Notice of Procedural Safeguards--Rights of Parents of Students with Disabilities. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*. Both documents may be found at <http://framework.esc18.net/display/Webforms/Landing+Page.aspx>. The following websites 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 the high school counselor at 227-2431 ext. 114.

Services for Students with Disabilities

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. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. For more information see policy FDB (Local).

Service/Assistance Animal

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Gordon Martin at 806-227-2431.

Students With Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law. The designated person to contact regarding a referral for evaluation applicable to Section 504 is Gordon Martin at 806 227 2431.

[Also see policy FB.]

ACCOMODATIONS 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.texas.gov/index2.aspx?id=7995>.

STANDARDIZED TESTING/COLLEGE

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

STAAR (State of Texas Assessments of Academic Readiness)

Grade 8

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

- Mathematics, annually in grade 8
- Reading, annually in grade 8
- Science in grade 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grade 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 A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

STAAR-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).

End-of-Course (EOC) Assessments for Students in Grades 9-12

STAAR, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the

fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STEROIDS

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 anabolic steroids or human growth hormone by a healthy student is to 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.uiltexas.org/health/steriod-information>.

STUDENT OFFICES AND ELECTIONS

In order to qualify to hold a class office, a student council office, or a student council representative, all candidates must meet or exceed the following requirements.

- Candidates must have been enrolled in this school for at least one semester.
- The candidate must have maintained an average of 80 in all academic classes the previous year.
- The candidate must not have been subject to any severe disciplinary action during the current or previous school year.

Any student who betrays the trust placed in him or her by their fellow students as evidenced by severe disciplinary action, dishonesty, or disrespect will be removed from office at the discretion of the principal.

STUDENT RECORDS

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

section are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5901

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records; the district must verify the identity of the person, including a parent or the student, requesting the information. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Inspection and release of student records is primarily restricted to an eligible student or a student's parents--whether married, separated, or divorced--unless 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, is emancipated by the court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

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

*When district school officials have what federal law defines as a "legitimate educational interest" in a student's record. Such persons would include school officials (such as board members, the superintendent, and principals), school staff members (such as teachers, counselors, and diagnosticians), or an agent of the district (such as a medical consultant); a person or company with whom the district has contracted or allowed to provide a particular institution service or function (such as an attorney, consultant, third party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

*To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

*To individuals or entities granted access in response to a subpoena or court order.

*To another school, school district/system or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

*In connection with financial aid for which a student has applied or which the student has received.

*To accrediting organizations to carry out accrediting functions.

*To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.

*To appropriate officials in connection with a health or safety emergency.

*When the district discloses information it has designated as directory information.

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. 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. The address of the superintendent's and principal's office can be located in this handbook.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate or otherwise in violation of the student's privacy rights. 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. [See Report Cards/Progress Reports and Conferences and Student or parent Complaints and Concerns for an overview of the process].

FERPA permits the district to disclose appropriately designated "directory information" from a child's educational records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. This directory information will be released to anyone who follows procedures for requesting it. However, a parent or eligible student may object to the release of a student's directory information. This objection must be made in writing to the principal within 10 days of the child's first day of this school year OR on a later date established by the district.

The district often needs to use student information for the following school-sponsored purposes: For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; enrollment status; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. For these specific school-sponsored purposes, if you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

Parents or eligible students have the right to file a complaint with the US Department of Education if they believe the district is not in compliance with federal law regarding student records. The district's policy regarding student records is available from the principal's or superintendent's office. 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 teachers' 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.

Special Education Records

Parents of a student with disabilities who has been provided special education services by the District will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted from the records but the records will be maintained until the time has expired.

STUDENT SCHEDULES

Student schedule changes will only be allowed for the first week of each semester.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) 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 foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district if he or she meets the criteria to graduate from the previous district.

Please contact the principal who has been designated as the district's foster care liaison, at 806-227-2431 with any questions.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

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

SUICIDE AWARENESS

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

SUMMER SCHOOL

Summer school is strongly recommended for all students who fail one or more semesters of a core course during the regular school year. Students are also encouraged to take courses during summer school that will allow them to take more advanced courses or a desired elective during the regular term. Students are prohibited from taking classes in summer that directly impact the STAAR, ACT, or SAT tests unless they were taken and failed during the regular term. Students must complete a permission slip that requires the signatures of their parents and the principal before they will be allowed to enroll in summer school. Summer school is provided for all students at no charge at the Pep campus. However, in order to ensure that students take summer school seriously and do not waste school funds, students are required to pay a \$100 deposit per course. If the student completes the summer course work, the deposit check will be returned. If the student does not complete summer school, Sudan ISD will keep the check to cover the costs pertaining to summer school.

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

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

the parent or guardian; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSPORTATION

School Sponsored

Students who participate in school-sponsored trips are required to ride in transportation provided by the school to and from the event. However, the principal may make an exception to this requirement under the following circumstances:

1. The parent personally requests that the student be released to their custody.
2. On the day of the scheduled trip, the parent presents a written request that the student be permitted to ride with an adult designated by the parent.
3. Students will not be released into the custody of a minor.

Buses and Other District Vehicles

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling 227-2431 ext.111.

Conduct

Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window nor hold any object out of the window or throw objects within or out of the vehicle.
 - Not possess or use any form of tobacco on any district vehicle.
 - Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the bus.
- When students ride in a District van or passenger car, seat belts must be fastened at all times.
 - Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended or revoked.

TUTORIALS

Sudan High School offers tutorials for all students in all subject areas. Students who have a grade of 74 or below in a subject for a six-week are required to schedule and attend tutorials. There are **mandatory tutorials** for each subject area beginning at 7:30 AM. Teachers of the core subjects tutor Monday thru Thursday, and the non-core classes are tutored on Friday.

VEHICLES ON CAMPUS

Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable suspicion to do so with or without permission of the student. Students have full responsibility for the security of their vehicles and will make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, or weapons that are found in their cars and

will be subject to disciplinary action by the District as well as referral for criminal prosecution. Searches of vehicles may be conducted at any time there is reasonable suspicion to do so, with or without the presence of the student.

Parking at school

Students who drive to school must park in the student parking area provided for that purpose. Because of truck traffic and the danger they present to students, students are absolutely prohibited from parking on FM 303 or the Baptist Church parking lot across the street. Because of the safety risk, students parking in violation of this rule will meet with severe consequences on the first offense. Repeated instances of unsafe operation of a motor vehicle on the school campus will result in the removal of on-campus parking privileges and can result in a student being banned from driving on school property.

VIDEO CAMERAS

For safety purposes, video equipment is 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 tapes routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS

Parents are welcome to visit the school at any time. For the safety of the school and those within it, all visitors must first report to the principal's office. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher if their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. The district does invite representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students

VOTER REGISTRATION

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office. On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

GLOSSARY

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

ACT-Aspire refer to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performances on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

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

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

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

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with the ninth graders in the 2014-15 school year, and for any student in middle who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

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-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services that meet the participation requirements, 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 STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

SUDAN ISD ACCEPTABLE USE POLICY FOR ELECTRONIC COMMUNICATION SYSTEM ACCESS

Letter to Parents, Teachers, and Students:

The purpose of our access to the Internet is to promote research and education among the student body and faculty of Sudan ISD. The use of any account must be in accordance with the educational objectives of the Sudan Independent School District. Commercial use is strictly prohibited. The availability and use of the Internet is not a right, but a privilege intended to enhance the curriculum established by the district. The administrators of the computer system within each campus will deem what use is acceptable and what is inappropriate; all decisions will be final and supported by the administration of Sudan ISD.

The Internet is a unique resource that allows the user to connect to numerous other computers around the world. Students and teachers will have the ability to communicate through E-mail with people all over the world. They will be able to access various informational databanks as well as provide information from their own research and experiments to other users of the Internet.

Please note that the Internet is an association of diverse communication and information networks. It is possible that your child may run across areas of adult content and some material you might find objectionable. While the District will take reasonable steps to preclude access to such material and does not condone such access, it is not possible for us to absolutely prevent such access.

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.

Sudan ISD requires efficient, ethical, and legal utilization of the resources provided by the district. The responsibility for any infraction lies with the user, and that user will be held accountable. The account of a user not following proper procedures will be restricted or terminated. The administrators will determine if further disciplinary action is required.

In signing the student agreement form and the parental consent form, the parties agree to follow the procedures and accept the terms and conditions set forth in this document. This signature is binding and must be in the possession of the campus administrator to obtain access to the Internet under guardianship of Sudan ISD.

Guidelines

I. Warranties

A. Sudan ISD makes no guarantee that the system and services provided will be fault proof or without defect and will not be held responsible for the accuracy or quality of any information obtained via the Internet. The district will not be held responsible for any damage that may occur, including but not limited to loss of information, interruption of data, and accuracy of data, quality of data obtained or stored on the system. Sudan ISD will not be held responsible for any financial obligations arising through unauthorized purchases or commercial ventures on the system.

B. Every possible precaution is taken with the privacy of the user in mind but all persons should realize that the Internet is not a secure network and that electronic communication (E-mail) is not always completely private. The campus and SISD accept no responsibility for any damage done directly or indirectly by the inadvertent mishandling of E-mail.

II. Copyright

- A. SISD expects all computer users to abide by all copyright laws and license agreements pertaining to software packages used in the district.
- B. Copying of district owned or personal software is strictly prohibited.
- C. Plagiarizing information from the Internet is an act of theft. Any student caught plagiarizing will be subject to

the disciplinary action outlined in the Student Code of Conduct.

- D. Students may add no software to any of the district's computers without permission of the technology staff. This includes Internet downloading of applications, music, & movie files.

III. Security

- A. Only students authorized to use a computer account may do so.
- B. A secure password will be maintained at all times. Students must keep their password confidential.
- C. Access or the attempt to gain access to passwords or restricted areas will result in termination of computer privileges and/or other penalties determined by the campus administrator.
- D. Users of the campus computer system have a responsibility to inform the technology staff if a security problem is suspected or identified.
- E. To maintain security, the district reserves the right to review personal files at anytime. A search will be conducted if there is sufficient suspicion or evidence to warrant an investigation. This will be determined by the campus administrator.
- F. Staff e-mail accounts and student accounts will be assigned by the technology staff. Student access of personal Internet e-mail accounts, other than those assigned by the SISD Technology Department, using the school's network is prohibited. Additionally, the use of Internet messenger, Internet phone, MySpace, Facebook, and similar unapproved products by students is prohibited.
- G. Unsupervised individual student access of Internet chat rooms and other electronic information exchanges between individuals is strictly prohibited. Chat rooms access under the direct supervision of a teacher on an occasion-by-occasion basis will be allowed as deemed appropriate by the respective teacher.
- H. Knowingly or inadvertently spreading any form of malware will result in a suspension and/or revocation of computer privileges and will be subject to the Student Code of Conduct.
- I. The modification, damage, or destruction of software and hardware is prohibited.
- J. Forgery or attempted forgery of electronic mail messages is prohibited.
- K. A student knowingly bringing prohibited materials into the school's electronic environment will be subject to a suspension and/or revocation of privileges on the District's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

IV. Personal Safety

Every effort is made to maintain the integrity of the computer system and to protect the students from unacceptable materials by providing a well-structured and safe learning environment.

Responsibility for personal safety lies with the user by:

- A. Not giving their real name, addresses, or phone numbers.
- B. Not agreeing to meet with someone who has been met on the Internet without parental knowledge or approval.
- C. Not releasing school information such as addresses or phone numbers.
- D. Realizing that all information is not always accurate or truthful.
- E. Reporting any message or site that the user feels is inappropriate or undesirable.
- F. Students should report any cyber stalking or cyber bullying to their teacher, counselor, or campus principal. A link is available on the school website at www.sudanisd.net to anonymously report bullying.
- G. Cyber bullying, or any intimidational use of the network, is strictly prohibited and will be punished accordingly.

V. District Web Site

- A. the District will establish a Web site and will develop Web pages that will present information about the District. The technology coordinator will be designated the Webmaster, responsible for maintaining the District Web site. Webmaster classes at Sudan High School will do production and edit work for the District and campus web pages. Each teacher will maintain a page for their classes.
- B. The Webmaster and his/her students will produce and coordinate Web page design that assures representation of the entire district.

- C. Occasional pictures of student activities may be placed on the district's web page. Any parent wishing to exclude any pictures or information about their child from the web page should file written request with the campus administrative office.

VI. Internet Access

- A. An account agreement must be signed by both parent and student before the student will be allowed access to the Internet. Parents have the right to withdraw permission at any time.
- B. Any material produced to be placed on the Internet must be approved by the building principal. All materials must relate to school or educational activities.
- C. All eligible students will have equal access to the Internet resources. Exploration of the Internet for educational purposes is encouraged, but no single user should monopolize a computer or the network it uses. Size limitations will be imposed on personal files.
- D. Student will be provided education on proper use of the Internet and response to cyber bullying and/or any inappropriate contact via the Internet.

VII. Netiquette

All users are expected to abide by the rules of etiquette when using the network. Following is a list of examples, but the rules are not limited to only these:

- A. Politeness. Verbal abuse is not acceptable.
- B. Appropriate language must be used at all times. The Student Code of Conduct rules apply to language used on the Internet.
- C. Illegal activities are strictly forbidden, and Code of Conduct rules will be enforced.
- D. Personal addresses, phone numbers, and information of students and faculty should not be released on the Internet or through E-mail. No E-mail should be considered private.
- E. Any use of the network that disrupts the ability of others to successfully use the network is prohibited.
- F. Subject headings in E-mail transmission should be used and stated clearly.
- G. Wording should be chosen carefully because context clues or voice inflections are not conveyed over the net.
- H. Harassment, as defined in the Student Code of Conduct, is strictly prohibited and will be dealt with in accordance with SISD policy.
- I. False, defamatory, and/or inflammatory information about another person or information that will damage or disrupt the system are prohibited.

VIII. Vandalism

- A. Vandalism is the malicious attempt to destroy or harm District data or hardware, data of another user of the District's system or any users connected to the Internet. This includes but is not limited to the uploading of viruses and worms.
- B. Deliberate attempts to degrade or disrupt system performance may be viewed as violation of District policy and Student Code of Conduct and, possibly, as criminal activity under applicable state and federal laws.
- C. Monetary responsibility lies with the student and/or parent if repair or replacement of software or hardware is necessary if the damage was caused by careless use or vandalism.
- D. It is the user's responsibility to report any misuse of software or hardware. Knowingly suppressing information about vandalism could result in loss of computer privileges & disciplinary action.
- E. Programs developed to harass are strictly prohibited and will result in loss of computer privileges and disciplinary action.
- F. Vandalism as defined above will result in the cancellation of system use privileges and may require restitution for costs associated with system restoration, hardware or software costs.

IX. Consequences of Inappropriate Network Behavior

Any user who does not comply with this Acceptable Use Policy will lose network privileges for a period of not less than one week. Repeated or severe infractions of the Acceptable Use Policy may result in termination of access privileges permanently. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft under state and/or federal law.

*Sudan Independent School District
Deterrents to the Use of Drugs
2015-2016 School Year*

Objectives

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

Introduction

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

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

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

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

PROHIBITED BEHAVIOR

Illegal Drugs

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

Drug Paraphernalia

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

EDUCATION

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

- **Teacher/Staff Training
- **Texas Prevention Curriculum Guide: Drug and Violence Education
- **Character Education-New Focus and Governor’s Character Curriculum
- **Mentoring
- **Counseling-Both Individual and Group

- **Parent Education
- **Community Coordination Activities
- **Community Service Projects
- **Special One-Time Events, Assemblies, and Red Ribbon Week
- **Surveys
- **Conflict Resolution Training for Students and Staff
- **Crisis Plan Education

USE OF TRAINED DOGS

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

Students will be notified that:

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

**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

Student Signature

Printed Name

The completed form must be in to the office of the principal by September 4, 2015.

Consent/Opt-Out Form

Dear Parent:

The district is required by federal law to notify you and obtain your consent for or denial or opt-out for your child's participation in certain school activities. The activities include any student survey, analysis, or evaluation, known as "protected information survey" that concerns one or more of the following eight areas:

1. political affiliations or beliefs of the student or student's parents;
2. mental or psychological problems of the student or student's families;

3. sexual behavior attitudes;
4. illegal, antisocial, self-incriminating, or demeaning behavior;
5. critical appraisals of others with whom the student has a close family relationship;
6. legally recognized privileged relationships, such as lawyers, doctors, or ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, other than as required by law to determine program eligibility or to receive financial assistance under such a program.

This notice and consent/opt-out requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and to certain physical exams and screenings.

Following are activities requiring notice and consent or opt-out for the 2014-15 school year. Please note that this notice and authority to consent transfer from the parent to the student when the student reaches 18 or is an emancipated minor under state law:

Surveys concerning private information: This type of survey is an anonymous survey that asks students questions. If you wish to review any survey instrument or instructional material used in connection with any protected information survey, please submit a request to the building principal or counselor. Someone will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

A parent must sign and return this consent form no later than September 5, 2014, if you would permit your child to participate in this type of survey.

_____ (parent signature)

Student-Based Commercial Services: Some school-approved businesses collect, use, and disclose personal information on students. Again, you have the right to review any survey instrument or instrument materials used in connection with any marketing survey. Please submit a request to the school if you so choose to review the materials.

A parent must sign and return this consent form no later than September 5, 2014, if you would permit your child to participate in this type of survey.

_____ (parent signature)

Opt-out for nonemergency physical exam and screening: This policy is adapted for any non-emergency, non-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. This is not required for hearing, vision, or scoliosis screenings, or any other screenings/exams required by state law.

To opt-out: Contact the campus principal, Gordon Martin, at 227-2431, no later than September 4, 2015, if you do not want your child to participate in this activity.

No signature required at this time to opt-out.

TELEPHONE & VOICE MAIL EXTENSIONS

| | | |
|---|---------------------|-----|
| * | ALTUM, LAWRENCE | 101 |
| * | ALTUM, TINA | 133 |
| | BALES, TANNER | 156 |
| | BARKER, JEFF | 155 |
| * | BIGHAM, MISSY | 214 |
| * | BINION, RHONDA | 219 |
| | BLACK, SHANNON | 129 |
| * | BRASHEAR, STEPHANIE | 201 |
| * | CARTER, BREANNE | 203 |
| | CHESTER, POLLY | 143 |
| | EDWARDS, ERIK | 157 |

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|---|---------------------|-----|
| | MONTEMAYOR, DOLORES | 143 |
| * | PIERCE, ANGIE | 208 |
| * | PIERCE, DORIS | 219 |
| | PROVENCE, DJ | 109 |
| * | REYHER, SABRINA | 205 |
| | RICHARDS, KENNETH | 134 |
| | ROBERTSON, ANGIE | 132 |
| | ROBERTSON, JONATHAN | 125 |
| | SCHOVAJSA, CHANDA | 225 |
| * | SCHULTZ, ANGELA | 150 |
| | SCISSON, MARK | 119 |

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| | EDWARDS, GUTHRY | 142 |
| * | EDWARDS, JENNIFER | 216 |
| | EDWARDS, ROBBIE | 209 |
| | HARPER, MARY ANN | 136 |
| * | HARPER, MELANIE | 105 |
| | HARRELL, KAYELA | 114 |
| | HARRELL, SCOTT | 111 |
| | HILL, LARHONDA | 112 |
| | HOUCHIN, TRENT | 116 |
| * | HUMPHREYS, TARA | 154 |
| * | JOHNSON, LESLIE | 206 |
| | JOSSELET, JASON | 121 |
| * | KLEMAN, NEAL | 108 |
| | LEGG, CARROLL | 140 |
| | LEGG, CINDY | 128 |
| | LOCKHART, BENNY | 120 |
| * | LOCKHART, STACI | 204 |
| * | LOGAN, LISA | 221 |
| * | LOPEZ, RACHEL | 207 |
| * | MARTIN, CINDY | 210 |
| | MARTIN, GORDON | 113 |
| * | MARTINEZ, AMY | 215 |
| | MEDRANO, ROSA | 118 |
| * | MILLER, RANDY | 141 |

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|---|----------------------|-----|
| | SCISSON, TONJUA | 110 |
| * | STEINBOCK, BELINDA | 135 |
| * | STEPHENSON, MIKAYLA | 217 |
| | STEPHENSON, NICK | 117 |
| * | SWARB, WARREN | 106 |
| | SWARB, WENDY | 122 |
| | SYNATSCHK, JANA | 226 |
| * | THOMASON, LEIGH | 104 |
| * | WALL, BRIDGETTE | 223 |
| * | WARREN, JANICE | 224 |
| * | WELTY, JOYCE | 222 |
| * | WILLOUGHBY, QUINCI | 202 |
| | WILSON, DEANN | 123 |
| | WILSON, LAUREN | 144 |
| * | WOOD, SHAWNDA | 212 |
| | H.S. TEACHERS LOUNGE | 115 |
| | H.S. INNER OFFICE | 126 |
| | H.S. FRONT DESK | 127 |
| | ITV LAB | 226 |
| | ELEM CONFERENCE ROOM | 124 |
| | ELEM FRONT DESK | 250 |
| | ISS | 160 |
| | ROOM 103/ROBERTSON | 103 |
| | HEADSTART ADMIN | 145 |

Sudan School: 227-2431

Admin. Fax: 227-2146

H.S. Fax: 227-2121

Field House Fax: 227-2261

Exterior ITV Lab Fax: 227-2443

Interior ITV Lab Fax: 227-2208

Interior ITV Lab Phone: 227-2208

* DENOTES VOICE MAIL ONLY

SCHOOL ADDRESSES

Administration: PO Box 249

High School: PO Box 659

Elementary: PO Box 659

Tax Office: PO Box 479

County District Number:

140-908

UIL (University Interscholastic League)

The University Interscholastic League was created by The University of Texas at Austin to provide leadership and guidance to public school debate and athletic teachers. Since 1909 the UIL has grown into the largest inter-school organization of its kind in the world.

The voluntary-membership, non-profit organization exists to provide educational extracurricular academic, athletic, and music contests. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis.

The purpose of the UIL is to organize and properly supervise contests that assist in preparing students for citizenship. It aims to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants.

Sensible organized competition under proper controls has demonstrated its value and has furnished inspiration to talented students for many years. The UIL does not provide a contest for every student but does fill the need for those with the physical and intellectual capacity to excel in activities beyond the classroom. The UIL has the active support of most of the school executives, teachers, and citizens in Texas.

The following Sudan ISD teachers serve as coaches for these high school UIL literary events:

| | |
|--------------------|--|
| Jonathan Robertson | UIL Academic Coordinator |
| Guthry Edwards | Accounting & Computer Applications |
| Tara Humphreys | Spelling & Vocabulary, Literary Criticism |
| Leigh Thomason | Chemistry & Physics |
| Tina Altum | Informative Speaking, Persuasive Speaking, Ready Writing, Current Issues & Events, OAP |
| Lawrence Altum | Biology |
| Neal Kleman | OAP, Theatrical Design |
| Jonathan Robertson | One Act Play, LD Debate, CX Debate, Computer Science, Prose, Poetry, Congress |
| Melanie Harper | Number Sense |
| Jana Synatschk | Mathematics |
| Angie Robertson | Editorial Writing, News Writing, Feature Writing, Headline Writing, OAP |
| Warren Swarb | Social Studies |
| Belinda Steinbock | Calculator |

STUDENT CODE OF CONDUCT

Purpose

The Student Code of Conduct is the district's response to the requirements of Chapter 37 of the Texas Education Code. The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems. The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the Sudan Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at

all school-related events and activities outside of the school year until an updated version adopted by the board becomes effective for the next school year. In accordance with state law, the Code will be posted at each school campus or will be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents will be notified of any conduct violation that may result in a student being suspended, placed in a DAEP, or expelled or taken into custody by a law enforcement officer under Chapter 37 of the Education Code. Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the student handbook, the Code will prevail.

Please Note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district maintains a current list of the person serving as a campus behavior coordinator in the student handbook or on the district's website at www.sudanisd.net.

School rules and the authority of the district to administer discipline 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:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
6. When criminal mischief is committed on or off school property or at a school-related event;
7. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
8. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas; and
9. When the student commits a felony, as provided by Texas Education Code 37.006 or 37.0081; and
10. When the student is required to register as a sex offender.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe it contains articles or materials prohibited by the district.

The district has the right to search a student's locker or desk when there is reasonable cause to believe it contains articles or materials prohibited by the district.

Reporting Crimes

The principal or campus behavior coordinator and other school administrators as appropriate shall report crimes as required by law and will call local law enforcement when an administrator suspects that a crime has been committed on campus.

Revoking Transfers

The district has the right to revoke the transfer of a nonresident student for violating the district's Code.

'Parent' Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code. Participation might include a speaking role, as established by district policy and procedures. Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code, resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation. The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Standards for Student Conduct

Each student is expected to:

1. Demonstrate courtesy, even when others do not.
2. Behave in a responsible manner, always exercising self-discipline.
3. Attend all classes, regularly and on time.
4. Prepare for each class; take appropriate materials and assignments to class.
5. Meet district and campus standards of grooming and dress.
6. Obey all campus and classroom rules.
7. Respect the rights and privileges of students, teachers, and other district staff and volunteers.
8. Respect the property of others, including district property and facilities.
9. Cooperate with and assist the school staff in maintaining safety, order, and discipline.
10. Adhere to the requirements of the Student Code of Conduct.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on Suspension, DAEP Placement, and/or Expulsion for certain offenses and expulsion, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in Removal from the Regular Educational Setting as detailed in that section.

Disregard for Authority

Students shall not:

1. Fail to comply with directives given by school personnel (insubordination).
2. Leave school grounds or school-sponsored events without permission.
3. Disobey rules for conduct on district vehicles.
4. Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

1. Use profanity or vulgar language or make obscene gestures.
2. Fight or scuffle. (For assault see DAEP Placement and Expulsion)
3. Threaten a district student or employee or volunteer including off school property if the conduct causes a substantial disruption to the educational environment.
4. Engage in bullying, harassment, and making hit lists. (See glossary for all three terms)

5. Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person including a district student, employee, or volunteer.
6. Engage in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship.
7. Engage in inappropriate or indecent exposure of private body parts.
8. Participate in hazing (see glossary).
9. Cause an individual to act through the use of/ or threat of force (coercion).
10. Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
11. Engage in inappropriate verbal, physical, or sexual conduct directed toward another person including a district student, employee, or volunteer.
12. Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.
13. Engage in gender-based harassment which 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 include, but not 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.

Property Offenses

Students shall not:

1. Damage or vandalize property owned by others. (For felony criminal mischiefs see DAEP Placement or Expulsion)
2. Deface or damage school property--including textbooks, technology and electronic resources, lockers, furniture, & other equipment--with graffiti or by other means.
3. Steal from students, staff, or the school.
4. Commit or assist in a robbery or theft even if it does not constitute a felony according to the Texas Penal Code. (For felony robbery and theft see DAEP Placement and Expulsion)

Possession of Prohibited Items

Students shall not possess or use:

1. Fireworks of any kind smoke or stink bombs, or any other pyrotechnic device;
2. A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
3. A "look-alike" weapon;
4. An air gun or BB gun;
5. Ammunition;
6. A stun gun;
7. a pocketknife or any other small knife;
8. Mace or pepper spray;
9. Pornographic material;
10. Tobacco products; cigarettes; e-cigarettes; and any part, or accessory for an e-cigarette device;
11. Matches or a lighter;
12. A laser pointer for other than an approved use; or
13. Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists. (For weapons and firearms see DAEP Placement and Expulsion)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

Students shall not:

Use a telecommunications device, including a cellular telephone, or other electronic device in violation of district and campus rules.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. (See Policy FNCE.)

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. (See 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.

Illegal, Over the Counter, and Prescription Drugs

Students shall not:

1. Possess or sell seeds or pieces of marijuana in less than a usable amount. (For illegal drugs, alcohol, and inhalants see DAEP Placement and Expulsion)
2. Possess, use, give, or sell paraphernalia related to any prohibited substance. (See glossary for "paraphernalia")
3. Possess or sell look-alike drugs or items attempted to be passed off as drugs or contraband.
4. Abuse the student's own prescription drug, give a prescription drug to another student, or possess or being under the influence of another person's prescription drug on school property or at a school related event. (See glossary for abuse)
5. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.
6. Abuse over the counter drugs (See glossary for abuse) be under the influence of prescription or over the counter drugs that cause impairment of the physical or mental faculties. (See glossary for under the influence)
7. Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

1. Violate computer use policies, rules, or agreements signed by the student and/or agreements signed by the student's parent or student.
2. Use the Internet or other electronic communications to threaten students, employees, or district volunteers including off school property if the conduct causes a substantial disruption to the educational environment.
3. Send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal including off school property if the conduct causes a substantial disruption to the educational environment.
4. Use e-mail or Web sites at school to encourage illegal behavior or threaten school safety.
5. Attempt to access or circumvent passwords or other security related information of the district, students, or employees, or upload or create computer viruses, including off school property, if the conduct causes a substantial disruption to the educational environment.
6. Attempt to alter, destroy, or disable district computer equipment, district data, the data of others, or other networks connected to the district's system, including off school property, if the conduct causes a substantial disruption to the educational environment.

Safety Transgressions

Students shall not:

1. Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten

school safety.

2. Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
3. Make false accusations or perpetrating hoaxes regarding school safety.
4. Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
5. Throw objects that can cause bodily injury or property damage.
6. Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

1. Violate dress and grooming standards as communicated in the student handbook.
2. Cheat or copying the work of another.
3. Gamble.
4. Falsify records, passes, or other school-related documents.
5. Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
6. Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative discipline practices. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal may restrict or revoke a student's transportation privileges, in accordance with law.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law will prevail. In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists (see glossary) until an ARD committee meeting has been held to review the conduct. In deciding whether to order suspension, DAEP placement, or expulsion, the district will take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used—alone or in combination—for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

1. Verbal (oral or written) correction.

2. Cooling-off time or “time-out.”
3. Seating changes within the classroom or vehicles owned or operated by the district.
4. Temporary confiscation of items that disrupt the educational process.
5. Rewards or demerits.
6. Behavioral contracts.
7. Counseling by teachers, school counselors, or administrative personnel.
8. Parent-teacher conferences.
9. Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
10. Detention.
11. Sending the student to the office or other assigned area, or to in-school suspension.
12. Assignment of school duties such as cleaning or picking up litter.
13. Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
14. Penalties identified in individual student organizations’ extracurricular standards of behavior.
15. Restriction or revocation of district transportation privileges.
16. School-assessed and school-administered probation.
17. Corporal punishment, unless the student’s parent or guardian has provided a signed statement prohibiting its use.
18. Out-of-school suspension, as specified in the Suspension section of this Code.
19. Placement in a DAEP, as specified in the DAEP section of this Code.
20. Placement and/or Expulsion in an alternative educational setting, as specified in the Placement and/or Expulsion for Certain Offenses section of this Code.
21. Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
22. Other strategies and consequences as determined by school officials.
23. Expulsion, as specified in the Expulsion Section of this Code.

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in In-school or out-of-school suspension, placement in DAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00p.m. Of the first business day after the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Parental questions or complaints regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal’s office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: (<http://www.sudanisd.net>).

Consequences will not be deferred pending the outcome of a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges. Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall then employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher **may** also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or the appropriate administrator will schedule a conference with the student's parent; the student; the teacher, in the case of removal by a teacher; and any other administrator.

At the conference, the campus behavior coordinator or the appropriate administrator shall inform the student of the misconduct for which he or she is charged and the consequences. The student shall have an opportunity to give his or her version of the incident.

When a student is removed from the regular classroom by a teacher and a conference is pending, the principal may place the student in:

- Another appropriate classroom
- In-school suspension
- Out-of-school suspension
- DAEP

A teacher or administrator **must** remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning Student to Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent, if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-Of-School-Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student will have an informal conference with the campus behavior coordinator or appropriate administrator who shall advise the student of the conduct of which he or she is accused. The student shall be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the campus behavior coordinator, but will not exceed three school days.

In deciding whether to order suspension, the district will take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, or
3. A student's disciplinary history.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom.

For purposes of DAEP, secondary classification shall be grades 8-12.

Summer programs provided by the district shall serve students assigned to a DAEP separately from those students who are not assigned to the program.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student may be placed in a DAEP for any one of the following offenses:

1. Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, or secret society, or gang. (See glossary)

2. Any criminal mischief, including a felony.
3. Involvement in criminal street gang activity. (See glossary)
4. Assault (no bodily injury) with threat or imminent bodily injury.
5. Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see glossary) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses involving injury to a person in Title 5 (see glossary) of the Texas Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

1. Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See glossary)
2. Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see glossary) under Texas Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in the Expulsion section.) (See glossary for "under the influence")
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in the Expulsion section.)
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure.
3. Engages in expellable conduct and is between six and nine years of age.
4. Commits a federal firearms violation and is younger than six years of age.
5. Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in the Expulsion section of this Code.)
6. Engages in conduct punishable as a felony listed under Title 5 (see glossary) of the Texas Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (see glossary),
 - A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
 - The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim or the victim's parents or another person with the authority to act on behalf of the victim request that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is

no other campus in the district serving the grade level of the offending student, the offending student will be transferred to a DAEP.

Emergencies

In an emergency, the principal or the principal's designee may order the immediate placement of a student in a DAEP for any reason for which placement in a DAEP may be made on a non-emergency basis.

Process

Removal to a DAEP will be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and will give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary)
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Placement Order

After the conference, if the student is placed in the DAEP, the appropriate administrator shall write a placement order. A copy of the DAEP placement order will be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee will deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order will give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The duration of a student's placement in a DAEP will be determined by the campus behavior coordinator.

The duration of a student's placement will be determined on a case-by-case basis. DAEP placement shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory

requirements. The maximum period of DAEP placement shall be one calendar year except as provided below. The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended placement is in the best interest of the student.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement. For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see glossary) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent will be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with FNG(LOCAL).

A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through *Policy On Line* at the following address: www.sudanisd.net

Appeals shall begin at Level One with the campus behavior coordinator

Disciplinary consequences will not be deferred pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

The district will provide transportation to students in a DAEP.

For seniors assigned to a DAEP who are eligible to graduate, the placement in the program will continue through graduation, and the student will not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or

campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

The office of the prosecuting attorney shall notify the district if a student was placed in a DAEP for certain offenses including any felony, unlawful restraint, indecent exposure, assault, deadly conduct, terroristic threats, organized crime, certain drug offenses, or possession of a weapon, and:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see glossary), or deferred prosecution will be initiated; or

The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal during Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then reenrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state will be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, will reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement occurs, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the education code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the administration must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement will be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or designee determines that the student's presence:

1. Threatens the safety of other students or teachers
2. Will be detrimental to the educational process, or
3. Is not the best interests of the district's students.

Review Committee

At the end of the first semester of the student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance to state law, to review the student's placement. The committee will recommend if the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or the designee shall follow the committee's recommendation. The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or designee, the student, the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board and its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP placement or expulsion sections, in accordance to Education Code 37.0081, a student may be expelled or placed in either DAEP or JJAEP if the board or designee makes certain findings in the following circumstances exist in relation to a felony offense under Title 5 (see glossary) of the Texas Penal Code. The student must:

1. Have received deferred prosecution for conduct defined as a Title 5 felony offense;
2. Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as a Title 5 felony offense;
3. Have been charged with engaging in conduct defined as a Title 5 felony offense;
4. Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as a Title 5 felony offense; or
5. Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of a Title 5 felony offense.

The district may expel the student and/or placement under these circumstances regardless of:

1. The day on which the student's conduct occurred;
2. The location on which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the presence of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Newly Enrolled Students

A student who enrolls in the district before the completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, the district shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct, and
3. The student's disciplinary history.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Any Location

A student **may** be expelled for:

1. Engaging in the following no matter where it takes place:
 - Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
 - Criminal mischief, if punishable as a felony.
2. Engaging in conduct that contains the elements of one of the following offenses against another student, without regard to where the conduct occurs:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.
 - Aggravated robbery.
 - Breach of computer security.
3. Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

Committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or omitting a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See glossary)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson.
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Felony drug- or alcohol-related offense.
- Use, exhibition, or possession of a firearm (as defined by state law), an illegal knife, a club, or prohibited weapon, or possession of a firearm (as defined by federal law).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student **may** be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08, Penal Code;
 - c. Criminal Mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

Bringing to school a firearm, as defined by federal law. "Firearm" under federal law includes:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm weapon.
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Under the Texas Penal Code

1. Using, exhibiting, or possessing the following, as defined by the Texas Penal Code:

- A firearm (any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use), unless the use, exhibition, or possession of the firearm occurs at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.
- An illegal knife, such as a knife with a blade over 5 ½ inches; hand instrument, designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.
- A club (see glossary) such as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.
- A prohibited weapon, such as an explosive weapon, a machine gun, a short-barrel firearm, a firearm silencer, knuckles, armor-piercing ammunition, a chemical dispensing device, or a zip gun. (See glossary)

2. Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See glossary)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Aggravated robbery.

- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or children.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student will not be expelled, but will be placed in a DAEP. A student under age six will not be placed in a DAEP unless the student commits a federal firearm offense.

Emergency

In an emergency, the principal or the principal's designee **may** order the immediate expulsion of a student for any reason for which expulsion may be made on a nonemergency basis.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator will schedule a hearing within a reasonable time. The student's parent will be invited in writing to attend the hearing.

Until a hearing can be held, the principal may place the student in:

1. Another appropriate classroom
2. In-school suspension
3. Out-of-school suspension
4. DAEP

Hearing

A student facing expulsion will be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board will review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board will hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The board will make and communicate its decision orally at the conclusion of the presentation. Consequences will not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

2. Self-defense (see glossary),

Intent or lack of intent at the time the student engaged in the conduct, and

The student's disciplinary history.

If the student is expelled, the board or its designee will deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent will deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order will give notice of the inconsistency.

Length of Expulsion

The length of an expulsion will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion will be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit will be earned for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program or another district-approved program.

Newly Enrolled Students

The district will decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another

district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district will reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion

When an emergency expulsion occurs, the student will be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student will be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Glossary

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Student Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commits robbery and:

- 1 Causes serious bodily injury to another;
- 2 Uses or exhibits a deadly weapon; or
- 3 Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Armor-piercing ammunition is handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
 - c. Any vegetation, fence, or structure on open-space land; or
 - d. Any building, habitation, or vehicle:
 - i. Knowing that it is within the limits of an incorporated city or town,
 - ii. Knowing that it is insured against damage or destruction,
 - iii. Knowing that it is subject to a mortgage or other security interest,
 - iv. Knowing that it is located on property belonging to another,
 - v. Knowing that it has located within it property belonging to another, or
 - vi. When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
4. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another, or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code 22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; 22.01 (a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and 22.01 (a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bullying is when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and a school district's board of trustees or the board's designee determines that the behavior:

- A. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a

student in reasonable fear of harm to the student's person or of damage to the student's property; or

B. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

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

Chemical dispensing device is a device designed, made, or adapted for the purpose of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, mace, and tomahawk are in the same category.

Criminal street gang is 3 or more persons having a common identifying sign or symbol or identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship as defined by Section 71.0021 of the Family Code.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- A. Cause action by an official or volunteer agency organized to deal with emergencies;
- B. Place a person in fear of imminent serious bodily injury; or
- C. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti are markings with aerosol paint or an indelible pen or marker on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

- A. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or
- B. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional or reckless act, on or off campus, by one person alone or acting with others, that endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Knuckles is any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Public School Fraternity, Sorority, Secret Society, or Gang means an organization composed of wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in the school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121 (d) of the Education Code are accepted from this definition.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under Section 21.07, Penal Code;
 - b. Indecent exposure under Section 21.08; Penal Code;
 - c. Criminal mischief under Section 28.03, Penal Code;
 - d. Personal hazing under Section 37.152; or
 - e. Harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is ground for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt to complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is a threat of violence to any person or property with intent to:

- A. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- B. Place any person in fear of imminent serious bodily injury;
- C. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- D. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- E. Place the public or a substantial group of the public in fear of serious bodily injury; or
- F. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 offenses are those that involve injury to a person and include murder; kidnapping; trafficking of persons; smuggling

or continuous smuggling of persons; assault; aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; voyeurism; indecency with a child; invasive visual recording; disclosure or promotion of intimate visual material; injury to a child, an elderly person, or a disabled person of any age; abandoning or endangering a child; deadly conduct; terroristic threat; aiding a person to commit suicide; and tampering with a consumer product. [See FOC(EXHIBIT)]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior or the presence of physical symptoms of drug, alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.