

Stamford Independent School District
Mission Statement

Stamford ISD shares responsibility with families and the community in providing each child with the maximum opportunities for a complete education so he/she may be successful in life. Stamford ISD will spend the time and resources, and exert the effort to assure that each child is a productive member of society upon graduation. We have the philosophy that “All Children Can Learn” and that each child has the potential to benefit our future.

Oliver Elementary School
Mission Statement

We will provide an environment that promotes learning, understanding and the acceptance of authority. Our aim is to teach each student the importance of respect and responsibility in becoming a productive citizen.

Dear Parents,

The staff and I would like to welcome you to the 2019-2020 school year. At Oliver Elementary, we are committed to offering your child a high quality of education in a safe and caring environment. We are hopeful that this year will be an exciting educational year for your child as we work together to educate and empower all students to reach for their potential academically, socially and behaviorally.

Parent involvement is powerful and we as educators value it greatly. Because of this we encourage you to sit down with your child to review the rules and guidelines in this book. We believe this will help assure your child’s success at school.

We encourage you to take an active interest in your child’s daily efforts. We have an active Parent Teacher Organization and invite you to join. Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. We believe that the elementary years are the foundation for everything that will follow in each child’s lifelong educational journey. Together we can create a strong foundation for your child.

Please don’t hesitate to call the school if at any time you have questions or concerns. We wish your child a safe, healthy, exciting and productive year of learning!

Sincerely,
Kyle Chambers, Principal

Oliver Elementary Daily Schedules

Regular Schedule:

Breakfast	7:30-7:50
Pre-K,	7:45-3:15
Head Start	7:50-2:30
Kindergarten	7:50-3:20
Grades 1-5	7:50-3:25

All K-5 students will report to the cafeteria no later than 7:55 for a campus-wide "Morning Meeting."

K-5 students arriving after 7:55 will be considered tardy and report to the office for a tardy slip where they will be detained until the conclusion of the "Morning Meeting." Repeated tardiness will be dealt with in accordance to campus policy and state compulsory attendance laws (See ABSENCES/ATTENDANCE or TARDINESS in the campus handbook.

Early Release Schedule:

Breakfast 7:30-7:50
Pre-K/Head Start/Kindergarten 7:55-11:50
Grade 1 – Grade 5 7:55-12:00

Bad Weather/Late Start:

Pre-K/Head Start /Kindergarten 10:00-3:15
Grades 1-5 10:00-3:25

*Please watch local TV, Big Country Homepage and Twitter: @stamfordOliver

* We also have the phone system to alert parents of changes.

Stamford Independent School District

2018-2019

Board of Trustees

Jennifer Caddell, President

Curtis Birdsong, Vice President

Justin Corzine, Secretary

Eric Strand

Gwen Baker

Cary McClintock

Callie Metler-Smith

Administration

Will Brewer - Superintendent

Chase Seelke - High School Principal

Torrey Price - Middle School Principal

Kyle Chambers- Oliver Elementary Principal

Phone Numbers

Central Administration	773-2705
High School	773-2701
Middle School	773-2651
Oliver Elementary	773-5713

Stamford ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended. Stamford ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. The following district staff member has been designated to coordinate compliance with these requirements.

Stamford ISD Superintendent

507 South Orient, Stamford, Texas 79553

Oliver Elementary School Personnel

Assistants (Aides)

Kelsey Ballard
Deborah Acosta
Diana Sanchez
Emily Hernandez

Tabatha Lerma
Sally Moreno
Yolanda Martinez
Darla Bishop

Danielle Alvarado
Lupie Gonzales
Petra Alvarado
Clara Carter

Kindergarten

Lindsey Hernandez
Kelsie Salazar
Delinda Ender

First Grade

Ashley Seelke
Heather Wilhelm
Lisa Patton

Second Grade

April Beeson-Reading
Loren Wright-2nd Writing/Sci
Linda Anders-Math

Third Grade

Joni Patterson-Reading/LA/SS
Angelita Follis- 3rd Math/Science

Fourth Grade

Alexis Ender-Math
Holly Chapman- 4th/5th SS
Shannon Bell-Reading/LA

Fifth Grade

Joni Guzman-Math
Brooke Turner-Reading/LA
Jan Eldridge-4th&5th Science

Special Programs

Lanesa Hall
Patricia Oakley
Gwen Ratheal
JoLana Piske

PE

Cynthia Herrera

Early Childhood

Amber Corzine

Speech Therapist

Holly Stocks

Cafeteria

Carmela Villarreal
Cho Diers.

Maintenance

Krista Beltran
Rosa Gonzales
Shannon Morgan

Nurse

Cindy Ford

Maria Ponce

Paula Torres

Counselor

Julie Ann Bryant

Secretary

Sandy Templeton

Principal

Kyle Chambers



STAMFORD

Independent School District

2019-2020



AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	SD	SD	SD	WD	(16)	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	(30)					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	SD	(5)	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	H	H	H	H	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	ER	21
22	H	H	H	H	H	28
29	H	H				

JANUARY						
S	M	T	W	T	F	S
			H	H	H	4
5	WD	(7)	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	SD	(18)	19	20	21	22
23	24	25	26	27	28	29

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	ER	7
8	H	H	H	H	H	14
15	16	17	18	19	20	21
22	SD	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	(6)	7	8	9	new	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	new	16
17	18	19	20	21	ER	23
24	H	26	27	28	29	30
31						

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 2019-2020 Holidays:**
 Labor Day: September 2, 2019
 Columbus Day: October 14, 2019
 Martin Luther King Day: January 20, 2020
 President's Day: February 17, 2020
 Good Friday: April 10, 2020
 Memorial Day: May 25, 2020

****May 22nd -- Graduation****

Calendar Keys	
H	Student & Teacher Holidays
WD	Staff Work Day
SD	Staff Professional Development Day
BW	Bad Weather Day
ER	Early Release
	STAAR Testing
()	Begin/End of Six Weeks
[]	Begin/End of Semester

Six Weeks/Semester Dates		
	Students	Teachers
1st Semester:	83	88
2nd Semester:	89	92
Teacher Summer Days:		3
Total:	172	183
August 16th - First Day of Class		
	Days	Min
1st 6 weeks:	36	13650
2nd 6 weeks:	24	10920
3rd 6 weeks:	29	12985
4th 6 weeks:	28	12740
5th 6 weeks:	28	12530
6th 6 weeks:	33	14895
TOTAL:	172	77630

STAAR TESTING SCHEDULE	
Dec. 9	STAAR English I
Dec. 11	STAAR English II
Dec. 9-13	STAAR Assessment: Algebra I, Biology, US History
Apr 7	STAAR Writing 4 & 7; Math 5 & 8; STAAR English I
Apr 8	STAAR Reading 5 & 8
Apr 8	STAAR English II
May 4-8	STAAR Assessment: Algebra I, Biology, US History
May 11	STAAR Math 3, 4, 6 & 7; Grades 5 & 8 (retest)
May 12	STAAR Reading 3, 4, 6 & 7; Grades 5 & 8 (retest); English III
May 13	STAAR Science 5 & 8; Algebra II
May 14	STAAR Social Studies 8

May 22nd -- Graduation
May 22nd -- Last Day of Class

BOARD APPROVED 3/25/2019
 REVISED VERSION 6/25/2019

Table of Contents

PREFACE	11
SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES	
PARENTAL INVOLVEMENT	13
Working Together	13
Parent Involvement Coordinator	14
Obtaining Information and Protecting Student	
Rights Displaying a Student’s Artwork and Projects	14
Granting Permission to Video or Audio Record	
Student Prohibiting the Use of Corporal Punishment	
Requesting Limited or No Contact with a Student through Electronic Media	15
Participation in Third-Party Surveys	16
Removing a Student from Human Sexuality Instruction	17
Excusing a Student from Reciting a Portion of the Declaration of Independence	18
Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags Reviewing Instructional Materials	
Students Records.	19
Requesting Professional Qualifications of Teachers and Staff	23
Requesting Classroom Assignment for Multiple Birth Siblings	24
Accommodations for Children of Military Families	
School Safety Transfers	
Parents of Students with Disabilities	
Request for the Use of a Service Animal	25
A Student Who is Homeless	
Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services	26
Parents of Students Who Speak a Primary Language Other than English.	27
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS	
ABSENCES/ATTENDANCE	28
Compulsory Attendance	
Exemptions to Compulsory Attendance	

Failure to Comply with Compulsory Attendance	29
Attendance for Credit or Final Grade	
Official Attendance-Taking Time	30
Documentation after an Absence	
Doctor’s Note after an Absence for Illness	31
Contagious Diseases/Conditions	
ACCOUNTABILITY STATE/FEDERAL	31
BULLYING	32
CELEBRATIONS	33
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	33
CLASS SCHEDULE	35
COMMUNICATIONS-AUTOMATED	36
COMPLAINTS AND CONCERNS CONDUCT	36
Applicability of School Rules	37
Disruptions of School Operations	
Social Events	
COUNSELING	38
Personal Counseling	
Psychological Exams, Tests, or Treatment	
DISCRIMINATION, HARASSMENT, AND RETALIATION	39
Discrimination	
Harassment	
Sexual Harassment and Gender-Based Harassment	
Retaliation	40
Reporting Procedures	
Investigation of Report	
DISCRIMINATION	41
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	41
School Materials	
Nonschool Materials...from students	
Nonschool Materials...from others	
DRESS AND GROOMING	42
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES	43

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	
Possession and Use of Other Personal Electronic Devices	
Instructional Use of Personal Telecommunications and Other Electronic Devices	44
Acceptable Use of District Technology Resources Unacceptable and Inappropriate Use of Technology Resources	
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS FEES	45
GANG-FREE ZONES	47
GENDER-BASED HARASSMENT	
GRADE ACCESS	47
GRADING GUIDELINES	
HARASSMENT HAZING	51
HEALTH-RELATED MATTERS	52
Bacterial Meningitis	
Food Allergies	53
Head Lice	54
Physical Activity for Students in Elementary School	
Health Advisory Council (SHAC) Other Health-Related Matters	
Physical Fitness Assessment	
Vending Machines	
Tobacco Prohibited	
Asbestos Management Plan	
Pest Management Plan	
HOMELESS STUDENTS	56
HOMEWORK	
IMMUNIZATION	
LAW ENFORCEMENT AGENCIES	57
Questioning of Students	
Students Taken Into Custody	
Notification of Law Violations	
LEAVING CAMPUS	58

LOST AND FOUND	59
MAKEUP WORK	
Makeup Work Because of Absence	
DAEP Makeup Work	
In-school Suspension (ISS) Makeup Work	
MEDICINE AT SCHOOL	60
Psychotropic Drugs	
NONDISCRIMINATION STATEMENT	62
PARENT INVOLVEMENT PLAN	
PHYSICAL EXAMINATIONS / HEALTH SCREENINGS	63
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE PRAYER	
PROMOTION AND RETENTION	64
RELEASE OF STUDENTS FROM SCHOOL	65
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	
RETALIATION	66
SAFETY	
Accident Insurance	
Drills: Fire, Tornado, and Other Emergencies	
Fire Drill Bells	
Tornado Drill Bells	
Emergency Medical Treatment and Information	
Emergency School-Closing Information	
SCHOOL FACILITIES	67
Use by Students Before and After School	
Conduct Before and After School Use	
of Hallways During Class Time Cafeteria	
Services	
Library	68
Meetings of Noncurriculum-Related Groups	
SEARCHES	68
Students' Desks and Lockers	

Telecommunications and Electronic Devices	
Trained Dogs	69
SPECIAL PROGRAMS	
STANDARDIZED TESTING	
STAAR (State of Texas Assessments of Academic Readiness)	
Grades 3–8	
STUDENTS IN PROTECTIVE CUSTODY OF THE STATE	70
SUICIDE AWARENESS	
SUMMER SCHOOL	
TARDINESS	
TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT	
TRANSFERS	71
TRANSPORTATION	
School-Sponsored Trips	
Buses and Other School Vehicles	
VANDALISM	72
VIDEO CAMERAS	
VISITORS TO THE SCHOOL	
General Visitors	
VOLUNTEERS	
WITHDRAWING FROM SCHOOL	73
Glossary	5

PREFACE

To Students and Parents:

Welcome to school year 2019–2020! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Oliver Elementary Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Stamford ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook and posted on the district webpage at www.stamford.esc14.net or available in the principal’s office.

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

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the current provisions of board policy and the Student Code of Conduct are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the principal.

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

Also, please complete and return to your child’s campus the following required forms provided in the forms packet accompanying this handbook:

1. Parental Acknowledgment Form or Acknowledgement of Electronic Distribution of

Student Handbook form;

2. Student Directory Information and Release of Student Information Form;
3. Parent/Student Consent to Responsibilities of the Handbook and Student Code of Conduct; Field Trip Permission Form;
4. Health Services Information Form;
5. Computer Access & Internet Use Agreement;
6. Use of Student Work in District Publications
7. Title I Parent/School/Student Compact

[See Obtaining Information and Protecting Student Rights on page 4 and Directory Information on page 11 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office or online at www.stamford.esc14.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Oliver Elementary Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (325) 773-5713 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 40.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact the superintendent's office at 773-2705.]
- Participating in campus parent organizations. Parent organizations include: Parent/Teacher Organization (PTO).
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the Stamford ISD Superintendent at (325) 773-2705 or Kyle Chambers, principal, at (325) 773-5713.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 32.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Jennifer Hinds and may be contacted at the superintendent's office at (325) 773-2705.

Consent, Opt-out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports. The district will not provide a mental health care service to a student except as permitted by law.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction

A student under the age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

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.

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy

FO(LOCAL) in the district's policy manual.

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

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

Please note that if the district is made aware that a student is in temporary or permanent conservatorship of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic communications 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. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the schools yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generation schoolwide or classroom recognition);
- A student's name and photograph (posed on a district-approved and managed social

media platform);and

- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll)

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. Any objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

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

The district often needs to use student information for the following school-sponsored purposes: *name, address, photograph, grade level, participation in officially recognized activities and sports, weight and height, if a member of an athletic team, and honors and awards received in school.*

For these specific school-sponsored purposes, the district would like to use your child's: *name, major field of study, degree, honors, and awards received, dates of attendance, grade level, most recent educational institution previously attended, participation in officially recognized activities and sports, weight and height, if a member of an athletic team.* This information will not be used

for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians,

and ministers.

- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

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

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing 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.
- 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 state law. [See policies EF and FFAA.]

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

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

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:

At this time the District will support this curriculum with Health courses, state adopted text, “Always Changing”, and outside contract services that are previewed by the school administration, counselors, and the Districts appointed members of SHAC. For further information please contact the school office.

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.

Reciting a Portion of the Declaration of Independence

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

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

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

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to who the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the 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 a Minute of Silence** on page 38 and policy EC(LEGAL).]

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate in conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or test, 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.]

Right of Access to Access to Student Records, Curriculum Materials, and District Records

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

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

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

Student Records

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

Authorized Inspection and Use of 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 education records. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education. The rights, as discussed in this section as well as at Objecting to the Release of Directory Information on page 5, 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 the school is given a copy of a court order terminating parental rights or the right of a court order termination parental rights or the right to access a student's records.

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

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would include
 - board members and employees, such as the superintendent, administrators, and principals;
 - teachers, counselors, diagnosticians, and support staff (including district health or district medical staff);
 - A person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer or volunteer);
 - A person appointed to serve on a team to support the district's safe and supportive school program;
 - A parent or student serving on a school committee;
 - 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 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 test; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see Objecting to the Release of Directory Information on page ___ for opportunity to prohibit this disclosure].

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

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

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 507 S. Orient, Stamford, Tx. 79553.

The address(es) of the principals' offices are: Oliver Elementary (PK-5), 400 East Oliver, Stamford, Tx. 79553; Stamford Middle School (6-8), 800 East Reynolds, Stamford, Tx. 79553; Stamford High School (9-12), 700 East Reynolds, Stamford, Tx. 79553.

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

A request to correct a student's record should be submitted to the appropriate records custodian.

The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences** on page 40, and **Complaints and Concerns** on page 17 for an overview of the process.]

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.stamford.esc14.net.

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Teachers and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher:

- has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher has an emergency permit or other provisional status for which state requirements have been waived;
- and 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.

Students with Exceptionalities or Special Circumstance

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 related to leave or deployment activities may be excused by the district. The A student whose parent or legal guardian

is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the Superintendent to visit with the student's parent or legal guardian relative to such leave or deployment of the parent or guardian. [See FEA]

Additional information may be found at <http://tea.texas.gov/index2.aspx?id=7995>.

Parent Role in Certain Classroom and School Assignments

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) 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 policy FDB(LEGAL).]

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent for information. [See policy FDB.]

Consult with district administrators if of your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See **Bullying** on page 15, and policy FFI(LOCAL).]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to 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 FDE.]

Service/Assistance Animal Use by Students

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

A Student in the Conservatorship of the State (Foster Care)

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

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

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

A Student Who is Homeless

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Awarding partial credit when a student passes only one semester of a two semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing. If a homeless student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district. A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution. [See Credit by Examination for Advancement/Acceleration on page 53, Course Credit on page 52, and Students who are Homeless on page 124 for more information.]

Parents of Students with Disabilities with other School-Ages Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

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

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students. If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time

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

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

Special Education Referrals

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

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

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

number of school days that the student is absent.

There is an **exception** to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Terry Wyatt at (325) 773-3637.

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 the campus principal at 325-773-5713.

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will

determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

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

- Legal Framework for the Child-Centered Special Education Process
- Partners Resource Network
- Special Education Information Center
- Texas Project First

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact the school office at (325) 773-5713.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

Between Ages 6 and 19

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

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

A student 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 applicable subject area.

Prekindergarten, Headstart and Kindergarten

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

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;

- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. **A note from the health-care provider must be submitted upon the student’s return to campus.**
- For students in the conservatorship (custody) of the state,
 - Mental health or therapy appointments; or
 - Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section 1 at **Children of Military Families** absences of up to **five days** will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. Please see page 12 for that section.

Failure to Comply with Compulsory Attendance

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

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

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

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

If a student age 12 and through 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

To receive credit in a class, a student must attend 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 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 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. [See policies at FEC.]

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for this purpose of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

The actual number of days a student must be in attendance, to receive credit or final grade will depend on whether the class is for a full semester or for a full year.

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 at 9:30.

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

Documentation after an Absence All Grade Levels

When a student is 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 or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

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

Doctor's Note after an Absence for Illness All Grade Levels

Upon return to school, a student absent for more than **two consecutive days** because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

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.

[See policy FEC(LOCAL).]

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A school report card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by the No Child Left Behind Act.

Information about all of these can be found on the district's website at www.stamfordisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at <http://www.texaschoolaccountabilitydashboard.org> and <http://www.tea.texas.gov>.

BULLYING (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool. The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by filling out a report on the district website or contacting a school administrator.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments on page 18.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website. A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL). [See Safety Transfers/Assignments on page 18, Dating Violence, Discrimination, Harassment, and Retaliation on page 54, Hazing on page 79, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied

to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Also see **Food Allergies** on page 33.

CHILD SEXUAL ABUSE, SEX TRAFFICKING AND OTHER MALTREATMENT OF CHILDREN (ALL CHILDREN)

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children, which may be accessed at the superintendent's office.

Warning Signs of 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 or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you.

Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

neglect: <http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

http://kidshealth.org/parent/positive/talk./child_abuse1.shtml

<http://www.taasa.org/resources-2/>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at

<http://www.txabusehotline.org>).

Warning Signs of Sex Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online. Possible warning signs of sexual trafficking in children include: Changes in school

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

Reporting and Responding to Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children.

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.] Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children: ■

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor’s Child Sex Trafficking Team
- Human Trafficking of School-aged Children

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day.

The school day, for Kindergarten through Grade 5, begins at 7:50 AM. The tardy bell will ring at 7:55. Students will begin the day in a “Morning Meeting” in the school cafeteria. Breakfast will be served in the cafeteria from 7:20 – 7:50 AM. Only students who eat breakfast at school or ride a school bus should be on campus before 7:35 AM, unless instructed to attend tutoring with a teacher or in the computer lab.

Regular Daily schedules are as follows:

- Pre-Kindergarten will meet from 7:55 until 3:20 PM.
- Head Start will meet from 7:55 AM until 2:30 PM
- Kindergarten – Grade 5 students will meet from 7:55 AM until 3:25 PM.

For a list of Regular schedules, Early Release, or Bad Weather/Late Start schedules, see **Oliver Elementary Daily Schedules** on page *i*

Communications-Automated

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include realtime or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed. [See Safety on page 110 for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and email address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See Safety on page 110 for information regarding contact with parents during an emergency.]

COMPLAINTS AND CONCERNS (ALL GRADE LEVELS)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's web site at www.stamford.esc14.net.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint from within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit a 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.

CONDUCT (ALL GRADE LEVELS)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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 each district campus is listed below:

- Kyle Chambers, Principal Oliver Elem.
- Torrey Price, Principal Stamford Middle School
- Chase Seelke, Principal Stamford High School

Deliveries

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud

noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

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

Social Events

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

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.

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.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns.

Some aspects of the counseling program require prior written parent consent. As a parent, you have the right to preview materials used in the school counseling program. For full information, please contact Julie Bryant, school counselor.

Credit by Examination for Advancement / Acceleration If a Student Has Not Taken the Course / Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The examinations offered by the district are approved by the district's board of trustees. The dates on which examinations are scheduled during the 2019–2020 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, 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 examination only once.

Psychological Exams, Tests, or Treatment

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 policies EHBA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid 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, color, religion, gender, national origin, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office. [See policy FFH.]

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting

a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

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

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

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

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

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

DISCRIMINATION

[See **Discrimination, Harassment, and Retaliation** on page 20.]

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)

School Materials

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

The campus yearbook will be printed and available to students for purchase.

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

Nonschool Materials

From Students

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

The principal has designated the front entryway as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

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 GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or

reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Research has indicated that student behavior is influenced by dress and grooming. Consequently, student dress and grooming is an area of concern for the principal, teachers, and other staff members. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Students will be prohibited from wearing the types of clothing and other items mentioned below:

1. Clothing with drug, alcohol, tobacco, other symbols or slogans disruptive to the educational setting.
2. Bike shorts or wind shorts.
3. Shorts or skirts must be of respectable length reaching to at least the mid-thigh region of the leg. The principal/designee will resolve questions dealing with this.
4. Tank, sheer, or short tops which do not cover the body.
5. Leggings or stirrup pants unless accompanied by a shirt or blouse that is at least fingertip length when the arms are extended down the side of the legs.
6. Shoes are to be worn at all times, and house shoes and roller shoes are prohibited, unless special circumstances allow for such (ex. Pajama Day—Drug Awareness Week). Oliver students must wear tennis shoes during PE time.
7. Dark glasses and caps in the school building.
8. Ornaments, such as earrings, worn by male students. The ears are the only acceptable place in which pierced body jewelry may be worn by females. Chains and jewelry with large medallions should not be worn. Prohibited piercing may not be covered.
9. Hairstyles are not to be a distraction in the classroom. Therefore, students are not allowed to wear hair colors or streaks in the hair that are not their normal hair color, unless given permission by the principal in advance. Students are not allowed to cut designs or initials in their hair. In addition, hairstyles, such as Mohawks, often cause a disruption in the classroom, are not allowed.
10. Hairstyles for males shall be groomed or cut in such a manner that it will hang

- no further than the eyebrow or below the top of the collar.
11. Any clothing that is not worn appropriately or worn in a fad fashion, which is deemed inappropriate.
 12. Use of grooming products in the classroom during instruction or an assignment.
 13. Any other item that may be considered disruptive or inappropriate is left to the discretion of the principal.

If the principal determines that a student's grooming or clothing violates the school's dress code or is a distraction to the learning environment the student will be given an opportunity to correct

the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to bring personal mobile telephones with them to school; *however, at the elementary level, these devices must remain turned off during the instructional day and turned in for safe keeping at the school office, upon arrival to the campus. The student will need to return to the school office to pick up their phone at the end of the school day or as they are leaving campus for the day.* A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. If the elementary students do not abide by the above policy and they are found to be in possession of such device during the school day, the device will be confiscated and a fee imposed to retrieve the device. The 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 **Searches** on page 43 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be 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 electronic device may be searched by authorized personnel. [See **Searches** on page 43 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or 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 (separate from this handbook). 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 (separate from this handbook) 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 possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, 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 consequence may rise to the level of expulsion.

English Learners

A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible. To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing on page 119, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services. If a student is considered an English learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [Also see **Transportation** on page 49]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district 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.uil texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of the TEA at (512) 463-9581 or curriculum@tea.state.tx.us.

[See <http://www.uiltexas.org> for additional information on all UIL-governed activities.]

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 15 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill 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 board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: Student Council

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own 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 voluntary clubs or student organizations and admission fees to extracurricular activities.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

- Voluntarily purchased student accident insurance.
- Fees for lost, damaged, or overdue library books.

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 policies at FP.]

Fundraising

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 20]

GRADE ACCESS

Stamford ISD uses computerized software for recording students' grades. Parents can access their child's grades through the internet. At the beginning of the school year, parents will receive a letter with the information needed to register and gain access to their child's grades on a regular basis. If you have trouble signing up, please contact the campus office for assistance. Please realize grades are not updated on a daily basis, so averages are not always up-to-date. Access, however, is a good tool to help parents monitor student progress and assignments.

GRADING GUIDELINES (All Grade Levels)

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.

Oliver Elementary Grading Policy

Grades should represent student performance on TEKS (Texas Essential Knowledge and Skills) objectives in each subject area at the student's grade level.

There are a **minimum number of grades** required to accurately reflect student achievement during a grading period for subjects and grade levels.

***For 1st Grade –2nd Grade** there should be a minimum of **10 grades** per grading period in each of the following subjects: reading, math, and language arts and a minimum of **6 grades** per grading period in each of the following subjects: science and social studies.

***For 3rd – 4th Grades** there should be a minimum of **10 grades** per grading period in each of the following subjects: reading, math, and language arts and a minimum of **6 grades** per grading period in each of the following subjects: science and social studies.

***For 5th Grade** there should be a minimum of **10 grades** per grading period in each of the following subjects: reading, math, and science and a minimum of **6 grades** per grading period in each of the following subjects: English and social studies.

Homework Policy

- Homework is work assigned to be completed at home.
- No new concepts should be included in homework assignments.
- Homework is an effective tool in developing responsibility, study habits, and skills. It is an extension of the learning process and involves the home in the child's curriculum. It should be purposeful, related to classroom experiences, and be age and grade appropriate. The purpose and directions for the assignment needs to be clearly communicated and should be preceded by instruction that adequately prepares the child to do the task independently and successfully.

Make-up Work

Students will be expected to make-up work/tests missed when absent. [exception: GT students are not required to complete daily assignments missed while attending GT activities; however, they will be held responsible for the content of that material.]The student should be allowed one day for each day absent, unless the child was absent for an extended period of time. However, work that is missed of which grades will be taken, may be required to be completed at school.

Late Work

Teachers may take off points for late work. After 3 days, they may require the student to remain after school until the assignment is completed.

Retesting/Corrections

Testing/corrections may occur or may be required if a student's score is below 70. After retesting/correction, the maximum score recorded shall be a 70 if the retest/corrections satisfy the requirements set by the teacher.

All non-core subjects should be graded as **E, S, N, or U**

including PE and conduct.

Grading Scale

Academics

- **90 – 100** indicates outstanding achievement or “A” work
- **80 – 89** indicates good achievement or “B” work
- **75 – 79** indicates average achievement or “C” work
- **70 – 74** indicates poor achievement or “D” work
- “**E**” indicates outstanding achievement or **Excellent** work
- “**S**” indicates good achievement or **Satisfactory** work
- “**N**” indicates below average achievement or **Needs improvement** on work
- “**U**” indicates poor achievement, **Unsatisfactory**, or failing work

Conduct

- “**E**” indicates the student has an exceptional attitude, is cooperative, and promotes school rules and regulations.
- “**S**” indicates the student has a fine attitude, is cooperative, and generally conforms to school rules and regulations.
- “**N**” indicates the student is uncooperative, and his/her attitude is poor. He/she disrupts class and shows little respect for school rules and regulations.
- “**U**” indicates the student will not take steps for correcting unacceptable behavior. He/she disrupts class and shows no respect for school rules and regulations.

Student Performance will be reported to the parent/guardian at the end of each grading period. Progress reports will also be sent to parents/guardians of student's at the mid-point during the grading period. Parents should sign and return the report in the Wednesday folder. Progress reports for students who are in danger of failing that are not returned signed are to be mailed home to the parent.

Honor Roll

Oliver Elementary will recognize two types of honor rolls: The “A” Honor Roll and the “A/B” Honor Roll. Students will be required to obtain the appropriate grades and maintain good behavior to be placed on one of the honor rolls. **To be on the “A” Honor Roll, a student must have all grades at 90 or above.** For the “A/B” Honor Roll, **a student must have all grades at or above 80 with at least one grade at or above 90 in a core academic subject (ELA, Math, Science, Social Studies).** These Honor Rolls will be published at the end of each six weeks grading period. The semester honor rolls will be designated as the Superintendent’s Honor Roll for those students with all “A’s” for the semester in all classes. The Principal’s Honor Roll will include those students with all “A’s” and “B’s” for the semester in all classes.

Grading Percentages/Weights

A grade may not count more than 2 times for any one assignment.

Please refer to the chart that follows for the categories and weights.

Pre-K/Kindergarten

No numerical grades will be given. All grades will be recorded as **S, N, or U.**

Subject	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Math	100% daily	100% daily	60% daily 40% test	60% daily 40% test	60% daily 40% test
Reading	100% daily	100% daily	100% daily Test/projects= gr. x 2	60% daily 40% test	60% daily 40% test
Language Arts					
English	70%	70%	70%	100% daily	100% daily
Spelling	30%	30%	30%		
Science/Health	100% daily	100% daily	100% daily Test/projects= gr. x 2	100% daily Test/projects= gr. x 2	60% daily 40% test
Social Studies	100% daily	100% daily	100% daily Test/projects= gr. x 2	100% daily	100% daily

P.E. Grading System

Percentages: 60% participation; 30% behavior; 10% skills test

Participation: This accounts for 60% of the grade. If a child participates in all activities in class, he/she gets a 100 for the day. Every time the teacher catches a child “playing around” or not trying their best, the teacher will take off 5 points for that day.

Behavior: This accounts for 30% of the grade. If a child has no behavioral problems, they get a 100 for the day. Every time there is a behavioral problem, 5 points will be taken off for that day.

Skills Test: This account for 10% of the grade. At the end of each unit or term, a test will be given to test for certain skills

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives 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 ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

HARASSMENT

[See **Discrimination, Harassment, and Retaliation** on page 20.]

HAZING (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent. [See Bullying on page 35 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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.

Bacterial Meningitis (All Grade Levels)

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

- What are the symptoms?

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 a 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>.

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas

Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at Allergies and Anaphylaxis. [Also see policy FFAF]

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

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

Physical Activity Requirements

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

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

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held six meetings. Additional information regarding the district's SHAC is available from the school nurse.

The duties of the SHAC include

- Making recommendations regarding physical and mental health curriculum.
- 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, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents' awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 6 for additional information.]

Seizures

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse. For more information, see “A Student with Physical or Mental Impairments Protected under Section 504” on page 25.

Student Wellness Policy/Wellness Plan

Stamford ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the campus principal with questions about the content or implementation of the district’s wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3-12)

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

Vending Machines

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

Tobacco Prohibited (All Grade Levels and All Others on School Property)

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

Asbestos Management Plan

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

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to

manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the superintendent's office at (325) 773-2705.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's homeless education liaison, Reva York, at the superintendent's office, 507 S. Orient, Stamford, Texas or by calling (325) 773-2705.

HOMEWORK

See **GRADING POLICY** (p. 27).

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the 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 (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contradiction or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the 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.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a 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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LEAVING CAMPUS

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

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

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

At Any Other Time During the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

LOST AND FOUND

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

MAKEUP WORK

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course, 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. 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 is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.”

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

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

See **GRADING POLICY** (p. 27).

DAEP Makeup Work

A 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, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) Makeup Work (All Grade Levels)

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. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).] While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

MEDICINE AT SCHOOL (All Grade Levels)

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

- Only authorized employees, in accordance with policies at FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

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

55

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 nurse or principal for information. [See policy FFAF(LEGAL).]

60

Topical Preparations Used in Health Offices

The following topical preparations may be available for use in the health office. Unless a parent specifically states such preparations are not to be used on his/her child, they will be administered, if available, judiciously and appropriately.

1. Alcohol
2. Anbesol or equivalent
3. Maalox or equivalent
4. Campho-phenique/Mentholatum
5. Triple antibiotic ointment
6. 911 Relief Spray
7. Chloraseptic Spray
8. Cough Drops/peppermints
9. Saline eye wash
10. Hydrocortisone Cream

Emergency Meds: see explanation in Student Handbook

Benadryl Elixir/Tablets

Epipen/Epipen Jr.

All other medications must be provided by the parent, both prescription and over-the-counter medications must be in the original container with original label and directions. These will be given only if written permission has been given by the parent and will only be given according to proper dosing instructions. A medication release form must be on record with the school nurse for any prescription medications. Over-the-counter meds must be accompanied with a written note, dated and signed by the parent. These medications can be left in the health clinic for use throughout the year, but will be discarded at the end of the school year if not picked up by the parent.

Psychotropic Drugs

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

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination and as required by law, Stamford ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex or disability, age or any other basis in 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:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Stamford ISD Superintendent, 507 S. Orient Stamford, Texas, phone (325) 773-2705.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Stamford ISD Superintendent, 507 S. Orient Stamford, Texas, phone (325) 773-2705
- All other concerns regarding discrimination: See the Stamford ISD Superintendent, 507 S. Orient Stamford, Texas, phone (325) 773-2705.

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

PARENT INVOLVEMENT PLAN

Law requires that Title I schools develop jointly with parents and agree on with parents a written parent involvement policy. Since Oliver Elementary is a School-wide Title I campus, the school and parents have created such a document. This document is distributed to parents at the beginning of the school year or when a student enrolls in the district. This policy is evaluated and revised annually (in the spring), and parents are encouraged to be a part of that evaluation. If you, as a parent or community member, would like to be included in that process, please contact the school office (773-5713), so your name may be added to a list and you will be contacted as to the date, time, and place of the annual revision.

Working Together

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

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

- Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling on page 50].
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 325-773-5713 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences on page 109.]
- Becoming a school volunteer. [For further information, see policy GKG and Volunteers on page 132.]
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the office at 325-773-5713]
- 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 at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council (SHAC) on page 87.]
- Being aware of the school’s ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

We do not perform any invasive physical examinations or screenings as a condition of attendance. We do perform vision, hearing, and scoliosis screenings, as required by law. In addition, teeth screenings are offered at certain levels. Please contact the school nurse if you have questions regarding these screenings.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. 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. [See Reciting the Pledges to the U.S. and Texas Flags on page 11.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute 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 for more information.]

PRAYER (All Grade Levels)

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not 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 in 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 addition, at certain grade levels a student – with limited exceptions – will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

In grades 1-5, 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, a grade of 70 or above in both reading and mathematics, and a grade of 70 or above in two of the following areas: language arts, science, and social studies. [See EIE (LOCAL)].

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

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.

[See **Standardized Testing** on page 45.]

A student in grade 5 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, an 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 policy EIE.]

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

Parents of a student at or above grade level 3 who does not perform satisfactory on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving 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 (All Grade Levels)

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

At the end of the first three weeks of a grading, parents will be given a written progress report if their child's performance in reading, English language arts, mathematics, science, or social studies is near or below 74, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 3 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 26.]

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 74 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within three days.

RETALIATION

[See **Discrimination, Harassment, and Retaliation** on page 20.]

SAFETY (All Grade Levels)

Student safety on campus and at school-related events 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 others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal 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

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

Preparedness Drills: Evacuation, Severe Weather 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.

Oliver Elementary will follow the Standard Response Protocol in all emergency situations.

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 written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways: All call system from the SISD Administration Building, www.stamfordisd.net, and local radio 97.1, Abilene TV stations.

SCHOOL FACILITIES

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at:

- Computer Lab, with adult supervision - 7:30 a.m.
- Cafeteria, with adult supervision - 7:30 a.m.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Cafeteria Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized

under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced-price meals or free milk. See campus office to apply for free or reduced-price meal service.

State and federal law, as well as board-adopted policies, defines when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day. [For more information, see policies CO(LEGAL) and FFA(LOCAL).]

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library schedule allows for classroom visits, in addition to open library time as available.

School-sponsored Field Trips

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

SEARCHES

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 their lockers are locked, and that the combinations are not available to others.

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

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

Telecommunications and Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored

by the district. [See policy CQ for more information.]

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

[See policy FNF(LEGAL) for more information.]

Trained Dogs

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

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, 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 school office to obtain the contact for a specific program.

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

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–5

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–5
- Writing, including spelling and grammar, in grades 4
- Science in grades 5

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. See **Promotion and Retention** on page 39 for additional information.

STAAR Alternate, 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.

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.

Please contact Reva York, who has been designated as the district's foster care liaison, at 325-773-2705 with any questions.

Students Who are Homeless

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Jennifer Hinds, at Stamford Administration [See Students Who Are Homeless on page 20.]

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

Students who fail to earn appropriate credit for promotion, who fail to be successful on the State of Texas Assessment of Academic Readiness (STAAR) or show to be below level, according to end of year benchmark testing, may be required to attend summer school.

TARDIES

A student who is tardy to school or class 2 or more times in a six weeks period will be assigned to an early morning detention or after school detention. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL

EQUIPMENT

State-approved textbooks are provided to students free of charge for each subject or class. 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 paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments**, on page 8, and **Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**, on page 8, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School 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 and on the district's Website.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an

approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the school office at (325) 773-5713.

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.

- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Not possess or use any form of tobacco on school buses.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle.

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

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 criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video/audio equipment may be used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

VOLUNTEERS

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve

our district and students. If you are interested in volunteering, please contact the school office for more information and to complete an application.

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 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 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 sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 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 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.

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.

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.

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 who meet the participation requirements, as determined by the student's ARD committee.

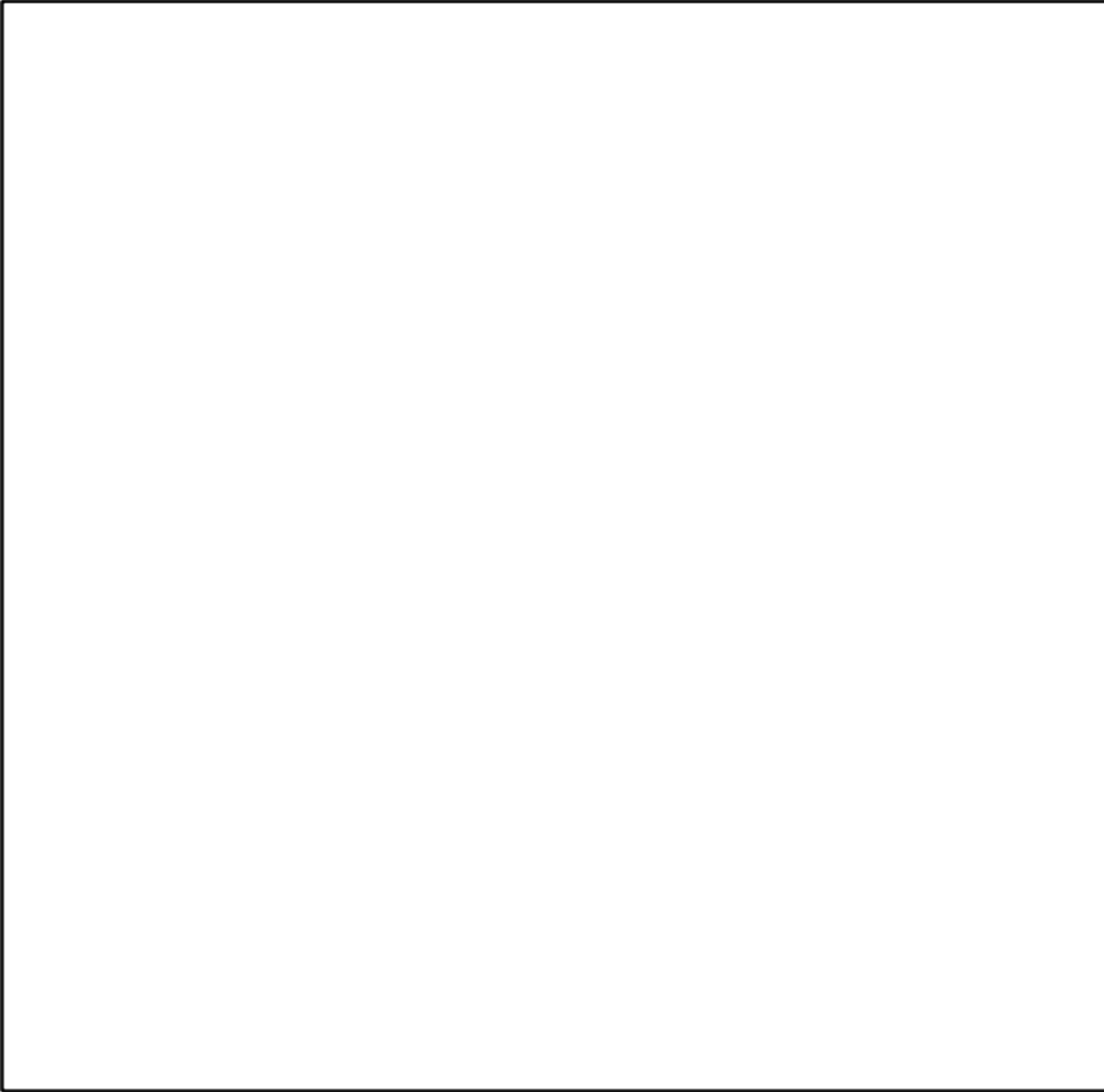
STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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 grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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



**APPENDIX I:
Acknowledgment Form**

**PARENT/STUDENT CONSENT TO RESPONSIBILITIES
OF THE HANDBOOK AND STUDENT CODE OF CONDUCT**

I understand and consent to the responsibilities outlined in the District’s Student Code of Conduct and Discipline Management Plan. I understand that I am requested to read the Parent/Student Handbook and review the information with my child knowing that he/she will be held accountable according to the information therein. I also understand and agree that my child:



Student’s Name _____ **Grade Level** _____

shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school and at school sponsored and school-related activities, including school sponsored travel, and for any school related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct shall be subject to disciplinary action, up to and including referral for criminal prosecution for violations of the law.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: a student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, awards received in school and most recent previous school attended. Directory information may be released by the District to anyone who requests it, unless I object to the release of any or all of this information within ten days of the time this handbook was issued to my child. I have marked through those types of directory information listed above that I wish the District to withhold.

My child and I have been offered the option to receive a paper copy of or to electronically access at www.stamfordisd.net the Oliver Elementary Student Handbook and the Student Code of Conduct for 2017–18.

I have chosen to:

- Receive a paper copy of the Student Handbook and the Student Code of Conduct.
- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that the handbook contains information that my child and I may need during the school year.



Parent Signature _____

FIELD TRIPS-Notes will be sent closer to the date of the field trip to tell of more specifics on the trip. Please sign the permission slip below for your child to attend.

_____ has permission to attend all school sponsored field trips.
(student’s name)

Parent signature _____

STAMFORD I.S.D. HEALTH SERVICES INFORMATION

(Also see HEALTH-RELATED INFORMATION section of this Handbook)

All students must remain in compliance with state requirements for immunizations. Failure to do so could result in withdrawal of the student from school until these are obtained.

Students requiring routine prescription medication that must be received during the school day must have a signed medication administration release form on file with the school nurse or campus secretary. All prescription medicines must be in their original container with their original label of instructions.

Under the supervision of a private physician, the school nurse or principal’s designee has the authority to administer certain over-the-counter medications for minor complaints such as a headache, stomach ache, muscle pain, etc., as well as first aid treatment for minor injuries. Parental permission is required in order for this to be done by the school nurse or principal’s designee. School personnel will not hesitate to contact parents if they deem it necessary.

After reading the above information, I understand and authorize the school nurse or principal’s designee to administer medication and treatment to my child as necessary in their judgment for the health of my child. I also understand that if emergency medical care is needed and a parent cannot be reached, the school nurse or principal’s designee will arrange to transport my child to the nearest medical facility for treatment. I give the physician at the facility permission to render such care as necessary, and I do not hold Stamford I.S.D. or its personnel financially responsible for the medical treatment or transportation of my child.



Student Name _____



Parent Signature _____

If your child has any allergies or other health problems that the school nurse or other personnel need to know about please explain below:

THE STAMFORD I.S.D. COMPUTER ACCESS ACCEPTABLE USE POLICY & INTERNET USE AGREEMENT

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications services such as the Internet. Prior to such authorization, the student and parent must sign and return this Computer Access Acceptable Use Policy. Violations of the Acceptable Use Policy may result in the termination of computer access privileges and other disciplinary action.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from:

- transmitting, retrieving, printing, and/or publishing obscene messages or graphics, including photographs/pictures;
- revealing anyone’s personal address, telephone, or other personal information—including their own;
- pretending to be someone else;
- using the network in a way that would disrupt use by others.

Computer and Internet access is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges and further disciplinary action.

I understand that in an interactive television environment, including but not limited to, distance learning, virtual field trips, and video conferencing my/my child’s voice, physical presence, and participation in classroom activities will be transmitted to distance learning sites. I hereby agree that my/my child’s voice, presence, and participation in these classes will not be a violation of my/my child’s personal rights and hereby release any claims for the use of such during the duration of the interactive television activity. I understand that my child may appear on television, newspaper, and/or Stamford ISD websites for educational purposes.

Parent/Student Agreement

Please read, sign, and return this form to the office or to your child’s homeroom teacher as soon as possible.

As a student, I understand and will abide by the Stamford I.S.D. Computer Access Acceptable Use Policy & Internet Use Agreement. Should I commit any violation, I understand that my access privileges may be revoked and further disciplinary action may be taken.

As a parent, I have read the Stamford I.S.D. Computer Access Acceptable Use Policy & Internet Use Agreement. I understand that computer access is for educational purposes and I will reinforce the responsibility that my child has by using the technology provided by the school.

By my signature, I give permission for Oliver Elementary School to make available the technological resources of the Stamford I.S.D.



—

Parent Signature

Date



Student Signature

Date

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Stamford ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of your child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** on page 14 for more information.]

For the following school-sponsored purposes: Stamford ISD has designated the following information as directory information:

- Student's name
- Address
- Photograph
- Honors, and awards received
- Grade level
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

A parent shall be permitted to object to the release of one or more categories of directory information regarding his or her child.

Parent: Please circle one of the choices below:

I, parent of _____ (*student's name*), **(do give) (do not give)** the district permission to use the information in the above list for the specified school-sponsored purposes.



Parent signature

Date

For all other purposes, Stamford ISD has designated the following information as directory information:

- Student's name
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team

A parent shall be permitted to object to the release of one or more categories of directory information regarding his or her child.

Parent: Please circle one of the choices below:

I, parent of _____ (*student's name*), **(do give) (do not give)** the district permission to release the information in this list in response to a request unrelated to school-sponsored purposes.



Parent signature

Date

Use of Student Work in District Publications

Occasionally, Stamford ISD wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give)** **(do not give)** the district permission to use my child's artwork or special project on the district's Web site and in district publications.



Parent signature

Date

OLIVER ELEMENTARY

Parent and Family Engagement Policy

Public Law 114-95 Section 1116 (b)(c)

Oliver Elementary 2019-2020

Oliver Elementary and Stamford ISD will involve parents in the joint development of the Title I plan and the process of school review and improvement. A component of the plan will be the school-parent compact. Elementary teachers will meet with all parents in order to discuss the compact and to explain how it relates to the child's academic achievement. Parents will receive timely information regarding Supplemental Educational Services and School Choice as required by NCLB if a campus is placed into School Improvement by TEA and/or is identified as being persistently dangerous. Teachers and school personnel will receive training in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners.

Parent and Family Engagement Required Components:

1. Involve parents in the joint Development/evaluation of its Parent and Family Engagement Policy and the joint development of the schoolwide program plan:

- Participation in: the evaluation of programs; evaluation of CIP; evaluation of parent and family engagement policies through SBDM and other committees as appropriate.

2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- Annual Title IA Parent Meeting held at the beginning of first semester (Open House) Student led update on Title I programs.
- Campus committees
- Parent/Family Surveys
- SBDM meetings

3. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Parent/Teacher conferences – required for grades PK-5 in the first six weeks (Goals Days October 10)
- Parent requested conferences
- Teacher requested conferences
- RtI/ARD/LPAC and/or 504 meetings
- Parents informed of student pull-out programs
- SBDM Committee

4. Provide each parent an individual student report about the performance of their child on the State assessment in all areas including math, language arts and reading by:

- Send home the State Parent Assessment Reports as they are received from TEA
- Phone calls to 5th grade parents not meeting expectations on first testing opportunity.

5. Provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards (curriculum),
- the state's student academic achievement standards on State Assessments,

- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators:
 - Meet the teacher nights
 - Open House/Title IA Annual Parent Meeting
 - Review of District/Campus Reports from State
 - SBDM
 - Rod Pruitt Internet Safety
 - Region 14 Parent Training

6. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Newsletters/Flyers
- Calendar of Parent/Family activities
- Campus website (send list at start of year of resources on website)

7. With the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Power Point of training placed on website
- Staff training sessions
- Parent organizations

8. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- PK/K Round-up
- Social Media
- Registration information
- Title IA Annual Meeting
- Head Start Parent/Student activities each six weeks

9. Once the schoolwide plan is available to the LEA the campus will submit any parent comments on the schoolwide plan, if it is not satisfactory to the parents of participating children.

- Once the Campus Improvement Plan (CIP) is adopted by the schoolboard it will be placed on the school website

10. Ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Required forms are in English/Spanish
- Translators are available at the campus

ADOPTION

This Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This Parent and Family Engagement Policy was adopted by the campus on 5-8-2019 and was approved by Stamford ISD on 5/24/2019. This policy will be in effect for the 2019-2020 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the first day of school through registration packets, place it on the district and campus websites, and have the policy available during the Title IA Annual Parent Meetings.

Kyle Chambers

(Campus Principal)

5/24/2019

(Date)

Campus Reviewed/Approved: 5/8/2019

District Reviewed/Approved: 5/24/2019

Política de participación de padres y familias

Ley Pública 114-95 Sección 1116 (antes de Cristo)

Oliver Primaria 2019-2020

Oliver Elementary y Stamford ISD involucrarán a los padres en el desarrollo conjunto del plan Título I y el proceso de revisión y mejora de la escuela. Un componente del plan será el pacto entre la escuela y los padres. Los maestros de primaria se reunirán con todos los padres para discutir el pacto y para explicar cómo se relaciona con el logro académico del niño. Los padres recibirán información oportuna con respecto a los Servicios Educativos Suplementarios y la Elección Escolar según lo requerido por NCLB si TEA y / o se identifican como persistentemente peligrosos. Los maestros y el personal escolar recibirán capacitación en el valor y la utilidad de las contribuciones de los padres, y en cómo llegar a, comunicarse y trabajar con los padres como socios iguales.

Participación de los Padres y la Familia Componentes Requeridos:

1. Involucrar a los padres en el desarrollo / evaluación conjunta de la Participación de Padres y Familia La política y el desarrollo conjunto del programa escolar:

- Participación en: la evaluación de programas; Evaluación del PIC; Evaluación de las políticas de participación de padres y familias a través de SBDM y otros comités según corresponda.

2. Hacer una reunión anual para informar a los padres de la escuela de la participación en el Título I, Parte A los programas, y para explicar el Título I, los requisitos de la Parte A y el derecho de los padres a estar involucrados en el título I, programas de un arte P. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones de participación de los padres adicionales, como por la mañana o por

la noche, por lo que el mayor número de padres posible puedan asistir. La escuela invitará a todos los padres de los niños participantes en el Título I, Parte A los programas a este encuentro, y les animará a asistir, por:

- Reunión Anual de Padres del Título IA celebrada a principios del primer semestre (Open House) El estudiante llevó actualización de los programas de Título I.

- Comités del campus
- Encuestas de Padres / Familias
- Reuniones SBDM

3. En la solicitud de los padres, provee oportunidades para reuniones regulares para los padres para formular sugerencias y participar, según sea apropiado, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquier sugerencia tan pronto como sea prácticamente posible por:

- Conferencias de Padres / Maestros - requeridas para los grados PK-5 en las primeras seis semanas (Objetivos Días 10 de octubre)
- El padre pidió conferencias
- El profesor solicitó conferencias
- ITR / ARD / LPAC y / o 504 reuniones
- Los padres informados de los programas-nido estudiantiles
- Comité SBDM

4. Proveer cada padre un informe del estudiante individual sobre el rendimiento de su hijo en la evaluación del estado en todas las áreas, incluyendo matemáticas, lenguaje y lectura por:

- Envíe a casa los Informes de Evaluación de los Padres de Estado a medida que son recibidos de TEA
- Las llamadas telefónicas a los padres 5º grado que no cumple las expectativas en las pruebas de primera oportunidad.

5. Asistencia proveer a los padres de los niños servidos por la escuela, en su caso, en la comprensión de los temas por undertaking las acciones descritas en este párrafo -

- Las normas del estado del contenido académico (curriculum),
- estándares de logro académico de los estudiantes del estado en las evaluaciones estatales,
- las evaluaciones académicas estatales y locales incluyendo evaluaciones alternas,
- los requisitos del Título I, Parte A,
- cómo monitorear el progreso de sus hijos, y
- cómo trabajar con los educadores:
- Conoce a las noches de maestros
- Abrir Junta de Padres Casa / Título IA Anual
- Revisión de los Informes de Distrito / Campus del Estado
- SBDM
- Rod Pruitt Seguridad en Internet
- Región 14 Entrenamiento de Padres

6. Materiales provee y entrenamiento para ayudar a los padres trabajar con sus hijos para mejorar el logro académico de sus hijos, tales como la alfabetización y uso de tecnología, según sea apropiado, para fomentar la participación de los padres, por:

- Boletines / volantes
- Calendario de actividades de padres / familia
- Sitio web del campus (lista, enviar al inicio del ejercicio de los recursos en el sitio web)

7. Con la ayuda de sus padres, educar a sus maestros, personal de servicios estudiantiles, directores y otro personal en cómo llegar a, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, por:

- Punto de Fuerza del entrenamiento colocado en el sitio web
- Entrenamiento del personal
- Organizaciones de padres

8. En la medida de lo posible y apropiado, coordinar e integrar Programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First, Even Start, Home instrucción de control s para niños de edad preescolar, los padres como Maestros, preescolares públicos y otros programas. La escuela también llevará a cabo otras actividades, tales como centros de recursos para padres, que animan a los padres y support a participar más plenamente en la educación de sus hijos, por:

- PK / K Resumen
- Medios de comunicación social
- Información de Registro
- Título IA Reunión Anual
- Head Start Actividades de Padres / Estudiantes cada seis semanas

9. Una vez que el plan de toda la escuela está disponible para la LEA el campus someterá cualquier comentario de los padres sobre el plan de la escuela, si no es satisfactorio para los padres de los niños participantes.

- Una vez que el Plan de Mejora de Campus (CIP) está aprobada por la schoolboard que se colocará en el sitio web de la escuela

10. Segúrese de que la información relacionada con las escuela y los padres-programas, reuniones, y otro un ctividades se envía a los padres de los niños participantes en un formato comprensible y unifor m, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Los formularios requeridos están en inglés / español
- Los traductores están disponibles en el campus

ADOPCIÓN

Este padre y Política de Participación de la Familia ha sido desarrollado conjuntamente con, y en acuerdo con los los padres de los niños participantes en el Título I, Parte A los programas.

Este padre y Política de Participación de la Familia fue adoptado por el campus el 5-8-2019 y fue aprobado por Stamford ISD el 5/24/2019. Esta política estará en vigor durante el año 2019 a 2020 s chool. La escuela distribuirá esta póliza a todos los padres del Título I, Parte A los niños en o antes del primer día de clases a través de paquetes de registro,colocararlo en el sitio web del distrito y de la escuela s, y tienen la política disponible durante el padre del título IA Reunión Anual s.

Kyle Chambers _____

(Principal Campus)

5/24/2019 _____

(Fecha)

Campus revisado/Aprobado: 5/8/2019

Distrito revisado/Aprobado: 5/24/2019

2019-2020 School – Parent Compact for Achievement
Parent and Family Engagement
Public Law 114-95 Section 1116
Grades: EC-5th

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, please contact the principal (Kyle Chambers, 325-773-5713).

What is a School Parent Compact?

A School-Parent Compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will share the responsibility for improved student academic achievement. The compact will be distributed during registration, during parent-teacher conferences and at the Annual Title I Parent Meeting.

Effective Compacts:

- Explain how teachers and parents will have two-way, meaningful communication about student progress. Parent conferences will be held at least annually for elementary schools.
- Describe opportunities for parents to volunteer, observe, and participate in the classroom
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Link goals of the school improvement plan
- Focus on student learning skills
-

The parents, students and staff of Oliver Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to volunteer, participate and/or observe in the classroom, please contact: Kyle Chambers, 325-773-5713, kchambers@stamfordisd.net or to our school website on the Parent Button.

Building Partnerships

The following activities:

- Title I Family nights are available throughout the year and will be posted on our school website as well as student newsletters that go home each six weeks.

- SRC reading nights are available each six weeks to encourage families to read together and increase student achievement in reading.
- Donuts with Dads, Muffins with Moms, and Lunch with Loved Ones, Watchdog Group help encourage families to gather together for positive family time at school.

Communication about Student Learning

Oliver Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly Blue Communication Folders
- Remind App
- Social Media (Facebook and Twitter)
- Updates on the school website and current grades
- Class meetings on understanding student progress
- Parent-teacher conferences held in October and then as needed
- 3 week progress reports
- 6 week report cards
- Grade available online as they are posted along with email/text alerts from txConnect.

Do you have questions about your child's progress?

Contact your child's teacher by phone (325-773-5713) or email. E-mail addresses are on the school website at <http://www.stamford.esc14.net/>

Goals for Student Achievement

Administrators and teachers have studied our student performance data to decide the most important areas of improvement for our school.

Reading 95% of students in K-2 meeting requirements of being developed on TPRI, 3-5 95% meeting standard on STAAR.

Math 95% of students meeting AIMS Web computation and problem solving EOY standards in K-2 and 95% meeting standard on STAAR in grades 3-5.

Teachers, Parent, and Students Together

Each classroom will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

- Teachers will provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Share ESC 14 Parent Newsletters quarterly by placing on the web site.
- Communicate by conferences, phone calls, and/or notes regarding student achievement and behavior.
- Parents joined the staff to develop ideas about how families can support students' success in reading and math. Families may have other ideas to add to this list.
- Volunteer in the classroom - if possible
- Support my child in completing homework
- Encourage my child to read each night
- Have fun with math. Use materials in the home to explore math at home (cooking, measuring,

estimating, etc.)

- Try to attend Family nights. If we can't attend, get information from the PTO or my child's teachers.
- Play word games with the new vocabulary words and find ways to use these words in family conversations.

Students joined staff and parents to develop ideas about how they can succeed in school. Students thought of the following ideas to make connections between learning at home and school:

- Talk with my family about new vocabulary words and what I am learning in math.
- Bring home our class newsletter and notices about Family Nights.
- Use AVID notebook and strategies to stay organized.
- Complete work on time.
- Set high goals for myself.
- Get along with classmates and treat everyone how I want to be treated.

Teacher	Parent
Student	Date

Reviewed & Updated by Oliver Site Base Committee: 5/8/2019
Approved by the District SBDM Committee: 5/24/2019

2019-2020 Compromiso escuela-padre para el logro Participación de los Padres y la Familia

Ley Pública 114-95 Sección 1116
Calificaciones: EC-5th

La información será compartida, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda, comuníquese con el director (Kyle Chambers, 325-773-5713).

¿Qué es un Pacto de Padres Escolares?

Un Pacto entre la Escuela y los Padres es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto se distribuirá durante el registro, durante las conferencias de padres y maestros y en la Reunión de Padres de Título I Anual.

Compactaciones efectivas:

- Explicar cómo los maestros y los padres tendrán una comunicación bidireccional significativa sobre el progreso del estudiante. Las conferencias de padres se llevarán a cabo al menos una vez al año para las escuelas primarias.
- Describa oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el aula
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades utilizando instrucción de alta calidad.
- Compartir estrategias que los padres pueden usar en casa
- Vincular los objetivos del plan de mejoramiento escolar
- Concéntrese en las habilidades de aprendizaje del estudiante

Los padres, los estudiantes y el personal de la Escuela Primaria Oliver desarrollaron este Compromiso Escolar-Padres para el Logro. Los maestros sugirieron estrategias de aprendizaje en casa, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron qué les ayudaría a aprender. Se realizan reuniones anuales para revisar el compacto y hacer cambios basados en las necesidades del estudiante.

Los padres son bienvenidos a aportar comentarios en cualquier momento.

Si desea ser voluntario, participar y / o observar en el aula, por favor comuníquese con:

Kyle Chambers, 325-773-5713, kchambers@stamfordisd.net O al sitio web de nuestra escuela en el botón Padre.

Creación de asociaciones

Las siguientes actividades:

- Título I Las noches familiares están disponibles durante todo el año y se publicarán en el sitio web de nuestra escuela, así como en los boletines informativos de los estudiantes que regresan a casa cada seis semanas.
- Las noches de lectura del SRC están disponibles cada seis semanas para animar a las familias a leer juntos y aumentar el logro del estudiante en lectura.
- Donuts con papás, muffins con madres y almuerzo con seres queridos, Watchdog Group ayuda a las familias a reunirse para un tiempo familiar positivo en la escuela.

Comunicación sobre el aprendizaje de los estudiantes

Escuela Primaria Oliver se ha comprometido a una comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en las que puede esperar que nos comuniquemos con usted son:

- Carpetas de comunicación semanales azules
- Recuerda la aplicación
- Medios de comunicación social (Facebook y Twitter)
- Actualizaciones en el sitio web de la escuela y calificaciones actuales
- Reuniones de clase para entender el progreso del estudiante
- Conferencias de padres y maestros en octubre y luego según sea necesario
- 3 semanas de informes de progreso
- Tarjetas de calificaciones de 6 semanas
- Grado disponible en línea ya que se publican junto con alertas de correo electrónico / texto de txConnect.

¿Tiene preguntas sobre el progreso de su hijo?

Comuníquese con el maestro de su hijo por teléfono (325-773-5713) o por correo electrónico. Las direcciones de correo electrónico están en el sitio web de la escuela en <http://www.stamford.esc14.net/>

Metas para el logro estudiantil

Los administradores y maestros han estudiado nuestros datos de desempeño estudiantil para decidir las áreas de mejoramiento más importantes para nuestra escuela.

Lectura 95% de los estudiantes de K-2 que cumpla los requisitos de ser desarrolladas en TPRI, 3-5 95% norma reunión sobre STAAR.

Matemáticas 95% de los estudiantes de AIMS reunión cómputo Web y las normas EOY resolución de problemas en% norma reunión K-2 y el 95 de STAAR en los grados 3-5.

Maestros, padres y estudiantes juntos

Cada aula trabajará con los estudiantes y sus familias para apoyar el éxito de los estudiantes en lectura y matemáticas. Algunas de nuestras conexiones clave con las familias serán:

- Los maestros proveerán currículo e instrucción de alta calidad en un ambiente de aprendizaje de apoyo y efectivo.
- Compartir ESC 14 Parent Newsletters trimestralmente colocando en el sitio web.
- Comuníquese por conferencias, llamadas telefónicas y / o notas sobre el rendimiento y el comportamiento del estudiante.

Los padres se unieron al personal para desarrollar ideas sobre cómo las familias pueden apoyar el éxito de los estudiantes en lectura y matemáticas. Las familias pueden tener otras ideas para agregar a esta lista.

- Voluntario en el aula - si es posible
- Apoye a mi hijo en la tarea
- Anime a mi hijo a leer cada noche
- Diviértete con las matemáticas. Use materiales en el hogar para explorar las matemáticas en casa (cocinar, medir, estimar, etc.)
- Trate de asistir a las noches de familia. Si no podemos asistir, obtenga información de la PTO o de los maestros de mi hijo.
- Juegue juegos de palabras con las nuevas palabras de vocabulario y encuentre maneras de usar estas palabras en conversaciones familiares.

Los estudiantes se unieron al personal ya los padres para desarrollar ideas sobre cómo pueden tener éxito en la escuela. Los estudiantes pensaron en las siguientes ideas para hacer conexiones entre el aprendizaje en casa y en la escuela:

- Hable con mi familia sobre nuevas palabras de vocabulario y lo que estoy aprendiendo en matemáticas.
- Traiga a casa nuestro boletín de clases y avisos sobre Noches Familiares.
- Utilice el cuaderno AVID y las estrategias para mantenerse organizado.
- Completar el trabajo a tiempo.
- Establecer metas altas para mí.
- Llévate bien con tus compañeros de clase y trata a todos de cómo quiero ser tratado.

Maestro Padres

Estudiante Fecha

Revisado y actualizado por el Comité de Base de Sitio de Oliver: 5/8/2019

Aprobado por el Comité de SBDM del Distrito: 5/24/2019

STAMFORD I.S.D.

YOUTH IN TRANSITION POLICY 2019-2020

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds and others. Their lack of permanent housing can lead to potentially serious physical, emotional and mental consequences. Stamford I.S.D. will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney- Vento Act.

It is the policy of our district to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term “children and youth in transition.” Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district- wide assessments and accountability systems. Stamford I.S.D. will ensure that children and youth in transition are free from discrimination, segregation and harassment.

Information regarding this policy will be distributed to all students upon enrollment and once during the school year; provided to students who seek to withdraw from school and posted in every school in the district.

Definitions:

- *Children and youth in transition* means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including:
 - children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, camping grounds or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting; and
 - migratory children and youth who are living in a situation described above.

Note: A child or youth shall be considered to be in transition for as long as he or she is in a living situation described above.

- *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term *youth* also includes unaccompanied youth.
- *Parent* means a person having legal or physical custody of a child or youth.
- *School of origin* means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.
- *Liaison* is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

Liaison: The Superintendent shall appoint an appropriate staff person as the District liaison for homeless students.

Admissions: The principal shall notify the homeless liaison within one school day of admission of a homeless student.

Identification:

The liaison will collaborate with school personnel and community organizations to identify children and youth in transition in the district. The liaison will keep data on the number of children and youth in transition in the district, where they are living, their academic achievement (including performance on state- and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education or school transfers.

School Selection:

In determining feasibility of educating a homeless student in his or her school of origin, the District shall consider the best interests of the student with regard to such relevant factors as:

- Continuity of instruction
- Age and grade placement of the student
- Distance of the commute and its impact on the student’s education or special needs

- Personal safety of the student
- Student's need for special instruction, such as Section 504 or special education and related services
- Length of anticipated stay in a temporary shelter or other temporary location
- Likely area of the family's or youth's future housing
- Time remaining in the school year
- School placement of siblings
- Services that the District is required to provide shall not be considered in determining feasibility including transportation.

Enrollment:

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents readily available and the school must immediately enroll any child or youth in transition.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency;
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.);
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.);
- Proof of guardianship;
- Birth certificate;
- Any other document requirements;
- Unpaid school fees;
- Lack of uniforms or clothing that conforms to dress codes; and
- Any factor related to the student's living situation.

Transportation:

The District shall provide transportation to a homeless student assigned to attend the school of origin, as provided by law. If such a student ceases to be homeless, the District shall continue to provide transportation to and from the school of origin through the end of the school year, upon request from the parent or guardian.

Services:

Children and youth in transition shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above);
- Title I (as described below);
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- Vocational and technical education programs;
- Gifted and talented programs;
- School nutrition programs; and
- Before and after school programs.

Disputes:

In the event that a homeless student, or his or her parent or guardian, has a complaint about admission, placement, or services provided by the District, that person shall use the complaint resolution procedures set out in the District Local policy. When the principal becomes aware of a complaint, he or she shall notify the liaison for homeless students within one school day. At all times the liaison for homeless students or designee shall accompany and assist the student, parent, or guardian in the dispute resolution process. Throughout the dispute resolution process, the homeless student shall be permitted to attend classes, receive the requested services, and participate fully in school activities.

Free meals:

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S. Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals. On the day a child or youth in transition enrolls

in school, the enrolling school must submit the student's name to the district nutrition office for immediate processing.

Title I:

Children and youth in transition are automatically eligible for Title I services, regardless of what school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the Title I director. Reserved funds will be used to provide educationally related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance.

Our district's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the liaison. Children and youth in transition shall be assessed, reported on and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Every state is required to have a coordinator for the education of homeless children and youth and every school district is required to have a liaison for homeless students. For information on the education of children and youth experiencing homelessness in Texas and to obtain contact information for the liaison in your district, please contact:

Texas Homeless Education Office
The University of Texas at
Austin Charles A. Dana Center
2901 N IH 35, Room 2.200, Austin, TX 78722
www.utdanacenter.org/theo 1-800-446-3142

Local contact information:
Jennifer Hinds, Homeless
Liaison Stamford I.S.D.
507 S. Orient, Stamford, TX 79553
325-773-2705
jhinds@stamfordisd.net

Reviewed/Approved:5/24/2019

STAMFORD I.S.D.
JUVENTUD EN LAS POLÍTICAS DE TRANSICIÓN 2019-2020

Existe falta de vivienda en nuestra comunidad. Una combinación de los altos costos de la vivienda y la pobreza hace que muchas familias pierdan su vivienda. Muchos jóvenes abandonan sus hogares debido al abuso , el abandono y los conflictos familiares . Los niños y jóvenes que han perdido su vivienda en vivo en una variedad de lugares, incluyendo moteles , albergues, residencias compartidas, los programas de vivienda de transición , automóviles , campings y otros. Su falta de vivienda permanente puede llevar a consecuencias físicas , emocionales y mentales potencialmente graves. Stamford I.S.D. se asegurará de que todos los niños y jóvenes reciban una educación pública gratuita y apropiada y se les da oportunidades significativas para tener éxito en nuestras escuelas. Este distrito también seguirá los requisitos de la Ley McKinney- Vento.

Es la política de nuestro distrito para ver a los niños como individuos. Por lo tanto , esta política no se referirá a los niños como personas sin hogar ; en su lugar se utilice el término "niños y jóvenes en transición. " Bajo la ley federal , los niños y los jóvenes en transición deben tener acceso a apropiarse de la educación pública, incluyendo preescolar , y se le dará una oportunidad plena para cumplir con las normas estatales de desempeño académico y locales. Deben incluirse en y estatales - evaluaciones del distrito y sistemas de rendición de cuentas . Stamford I.S.D. se asegurará de que los niños y los jóvenes en transición están libres de la discriminación , la segregación y el hostigamiento .

La información relativa a esta política será distribuida a todos los estudiantes al momento de inscripción y una vez durante el año escolar ; provistos a los estudiantes que buscan retirarse de la escuela y se publicará en todas las escuelas del distrito.

Definiciones:

• Los niños y los jóvenes en transición significa que los niños y jóvenes que de otra manera legalmente autorizados o con derecho a una educación pública gratuita , incluyendo el preescolar , y carecen de una residencia nocturna regular, adecuada fija y , en particular:

o niños y jóvenes que comparten la vivienda de otras personas debido a la pérdida de vivienda, problemas económicos o una razón similar; están viviendo en moteles, hoteles, zonas de acampada o parques de casas rodantes debido a la falta de alojamiento alternativo adecuado ; están viviendo en refugios de emergencia o de transición; son abandonados en hospitales ; o que están en espera de colocación en hogares de guarda; o los niños y jóvenes que tienen una residencia nocturna primaria que es un lugar público o privado no diseñado para o normalmente utilizado como dormir regularmente los seres humanos;

o los niños y jóvenes que viven en un automóvil, parque, espacio público , edificio abandonado, vivienda precaria , autobús o estación de tren o centro similar ; y

o niños migrantes y los jóvenes que viven en una situación descrita anteriormente.

Nota: Un niño o joven se considera que están en transición durante el tiempo que él o ella se encuentra en una situación de vida se ha descrito anteriormente .

• Los jóvenes no acompañados : un joven que no la custodia física de un padre o tutor , quien se encuentra en transición como se definió anteriormente . El término más general la juventud incluye también menor no acompañado .

• El padre significa una persona que tenga la custodia legal o física de un niño o joven .

• Escuela de origen significa que la escuela del niño o joven asiste cuando alojados de forma permanente , o la escuela en la que el niño o joven se produjo el último inscrito .

• Enlace es la persona designada por nuestro distrito y cada LEA en el estado como la persona responsable de llevar a cabo las tareas que le asigna el enlace por la Ley McKinney- Vento.

Enlace : El Superintendente nombrará a un miembro del personal apropiado como enlace del distrito para estudiantes sin hogar .

Admisiones : El director deberá notificar al enlace sin hogar dentro de un día escolar de la admisión de un estudiante sin hogar .

identificación :

El enlace colaborará con el personal escolar y organizaciones comunitarias para identificar a los niños y jóvenes en transición en el distrito. La vinculación se mantendrá datos sobre el número de niños y jóvenes en transición en el distrito, en la que viven , sus logros académicos (incluyendo el rendimiento y el estado en evaluaciones del distrito) , y las razones de los retrasos de inscripción , las interrupciones en su educación o la escuela transferencias.

Selección de la escuela :

En la determinación de la viabilidad de la educación de un estudiante sin hogar en su escuela de origen , el Distrito tendrá en cuenta los mejores intereses del estudiante con respecto a tales factores relevantes como :

- La continuidad de la instrucción
- La edad y el grado de colocación del estudiante
- Distancia del viaje y su impacto en la educación del estudiante o necesidades especiales
- La seguridad personal del estudiante
- necesidad del estudiante para la instrucción especial, como la Sección 504 o la educación especial y servicios relacionados
- Duración de la estancia prevista en un refugio temporal o en otra ubicación temporal
- zona probable de la familia o la vivienda del futuro de la juventud
- El tiempo restante en el año escolar
- Colocación Escuela de hermanos
- Los servicios que se requiere que el Distrito proporcione no serán considerados en la determinación de viabilidad incluyendo el transporte .

Inscripción :

Educación consistente e ininterrumpido es vital para el rendimiento académico. Debido a la realidad de la falta de vivienda y la movilidad , los estudiantes en transición no pueden tener documentos de matriculación en la escuela estén a disposición de la escuela deben inscribirse de inmediato a cualquier niño o joven en transición. Los jóvenes no acompañados también debe ser inmediatamente matriculado en la escuela. Pueden inscribirse ya sea ellos mismos o ser inscrito por un padre, cuidador no es el padre , un hermano mayor o un enlace. La inscripción no puede ser negado o retrasado debido a la falta de cualquier documento que normalmente se requiere para la inscripción, que incluye:

- Comprobante de residencia ;
- Los registros de Transcripciones / escolares (La escuela de inscripción debe ponerse en contacto con la escuela anterior del estudiante para obtener los registros escolares. Colocación inicial de los estudiantes cuyos registros no están disponibles de inmediato se puede hacer en base a la edad del estudiante y la información obtenida en el estudiante, los padres y las escuelas anteriores o profesores). ;

- Las vacunas o inmunizaciones / registros médicos / de salud / físicos (Si es necesario , la escuela debe referir a los estudiantes a la colaboración para ayudar a las vacunas que obtengan y / o inmunización y otros registros médicos. Registros de salud a menudo se pueden obtener de las escuelas anteriores o de registros estatales , y clínicas comunitarias escuela o pueden iniciar la vacunación en caso necesario) . ;
- Prueba de custodia ;
- Acta de nacimiento ;
- Cualesquiera otros requisitos de documentación ;
- los gastos de escolaridad no pagadas ;
- La falta de uniformes o ropa que se ajusta a los códigos de vestimenta ; y
- Cualquier factor relacionado con la situación de vida del estudiante .

Transporte:

El Distrito proveerá transportación a un estudiante sin hogar asignado para asistir a la escuela de origen , conforme a lo dispuesto por la ley. Si tal estudiante deja de ser personas sin hogar , el Distrito continuará proporcionando transporte hacia y desde la escuela de origen hasta el final del año escolar , a petición de los padres o tutores .

Servicios:

Los niños y los jóvenes en transición se proporcionarán servicios comparables a los servicios que se ofrecen a otros estudiantes en la escuela seleccionada , incluyendo:

- Transporte (tal como se describe más arriba);
- Título I (como se describe más adelante);
- Los servicios educativos para los que el estudiante cumple con los criterios de elegibilidad , incluyendo la educación especial y los servicios y programas para los estudiantes del idioma Inglés afines;
- Profesional y programas de educación técnica;
- Dotados y programas de talento;
- Los programas de nutrición escolar ; y
- Antes y después de la escuela .

Disputas:

En el caso de que un estudiante sin hogar , o su padre o tutor, tiene una queja acerca de la admisión , la colocación, o servicios proporcionados por el Distrito, esa persona podrá recurrir a los procedimientos de queja de resolución establecidos en la política del Distrito Local . Cuando el director se da cuenta de una queja , se le notificará al enlace para estudiantes sin hogar dentro de un día escolar. En todo momento el enlace para estudiantes sin hogar o persona designada deberá acompañar y ayudar al estudiante , padre o tutor en el proceso de resolución de disputas. Durante todo el proceso de resolución de disputas , se permitirá que el estudiante sin hogar para asistir a clases , recibir los servicios solicitados , y participar plenamente en las actividades escolares.

Comidas gratuitas :

El hambre y la mala nutrición son obstáculos evidentes para el aprendizaje. Para ayudar a asegurar que los niños y los jóvenes en transición están disponibles para el aprendizaje, el Departamento de Agricultura de EE.UU. ha determinado que todos los niños y jóvenes en transición son automáticamente elegibles para comidas gratis. En el día de un niño o joven en transición se matricula en la escuela, la escuela de inscripción deberá presentar el nombre del estudiante a la oficina de nutrición del distrito para su procesamiento inmediato .

Título I:

Los niños y los jóvenes en transición son automáticamente elegibles para servicios del Título I , independientemente de lo que la escuela que asisten. El trauma y la inestabilidad de la falta de vivienda pone a los estudiantes en riesgo suficiente de regresión académica para justificar un apoyo adicional . El distrito se reserva los fondos que sean necesarios para proporcionar

servicios comparables a los de estudiantes de Título I para los niños y jóvenes en transición que asisten a escuelas no participantes. La cantidad reservada será determinada por una fórmula basada en el gasto por alumno de Título I y desarrollado conjuntamente por el enlace y el director de Título I . Los fondos reservados se utilizan para proporcionar servicios de apoyo relacionados con la educación para niños y jóvenes en transición , tanto en la escuela como fuera de la escuela , y para eliminar las barreras que impiden la asistencia regular .

Título de nuestro distrito que planeo se coordinará con nuestros servicios de McKinney-Vento , a través de la colaboración entre el director del Título I y el enlace. Los niños y los jóvenes en transición se evaluarán , informaron y se incluyen en los sistemas de rendición de cuentas , como lo exige la ley federal y el Departamento de Educación de EE.UU. reglamentos y orientaciones .

Se requiere que cada estado tenga un coordinador para la educación de niños y jóvenes sin hogar y se requiere que cada distrito escolar tenga un enlace para estudiantes sin hogar. Para obtener información sobre la educación de niños y jóvenes sin hogar en Texas y para obtener información de contacto para el enlace en su distrito , por favor póngase en contacto con :