

Rotan Independent School District

Student Handbook 2011-2012



As approved by the Board of Trustees on August 17, 2011

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ALMA MATER

On the city's eastern border,
Raised against the sky,
Proudly stands our Rotan High School
As the years roll by;
Ever onward is our motto,
Conquer and prevail;
Hail to thee, our Alma Mater,
Hail to thee, all hail!

SCHOOL COLORS

The colors of Rotan Schools are orange and white.

PLEDGE OF ALLEGIANCE

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

PLEDGE TO THE FLAG OF TEXAS

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

PREFACE

To Students and Parents:

Welcome to school year 2011–2012! 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 Rotan ISD 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 AND RESPONSIBILITIES—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, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Rotan 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 posted at www.rotan.org 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.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Rotan ISD Student Handbook includes information on topics of particular interest to you as a parent. The Rotan ISD Parent Involvement Policy for Rotan Elementary may be found on the District Website (www.rotan.org).

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.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 12 and **Academic Programs** on page 9.]
- 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 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.]

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the 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 Surveys and Activities

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 or selling that information.
- 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.]

Requesting Professional Qualifications of Teachers and Staff

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.

Reviewing 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.

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.

[See **Student Records** on page 5.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, 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 cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

Requesting Notices of Certain Student Misconduct

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.]

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade 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).]

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Donna Moffett at (325) 735-3274.

Parents of Students who speak a Primary Language Other than English

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

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties.

“Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.

- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

The principal is custodian of all records for currently enrolled students at the assigned school. The principal 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.

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.rotan.org.

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.

Directory Information

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

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

Release of Student Information to Military Recruiters and Institutions of Higher Education

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

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. Should you be unable to find the information on a particular topic, please contact the school principal.

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

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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

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

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

A student in grades 3–8 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.

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;
- Service as an election clerk; and
- 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.

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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. [See policy FEA(LEGAL).]

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.

Attendance for Credit

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.]

Parent’s Note after an Absence

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

Doctor’s Note after an Absence for Illness

Upon return to school, a student absent for more than 5 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).]

We cannot stress enough the value of regular attendance. Irregular attendance is the cause of many of the failures in school, making it impossible to succeed. Unless your health forbids it or unless a serious emergency arises, you are expected to be in school.

Parents will be called in for a conference, or will be notified by mail or telephone in cases of excessive absences, regardless of the reason. **It is the responsibility of the student to come by the office and obtain a reinstatement permit on his/her FIRST DAY FOLLOWING his/her ABSENCE.** It is also the student's responsibility to make up work missed within a specified period of time. Students have the same number of days to complete make-up work as the number of days they were absent.

ABSENCES - EXCUSED AND UNEXCUSED/MAKE-UP WORK

All students are required to be in attendance 90% of the number of school days by state law. **A parent note is required for any excused absence. Any medical absence requires a note from the doctor's office.** According to state law, excused and unexcused absences will be used to tabulate the 90% attendance rule. Hospital stays and other serious illnesses will be considered on an individual basis. A day taken off as a student personal leave day to go to any outside or extra-curricular activity that is not covered by U.I.L. will be treated as an unexcused absence. Absences for approved extenuating circumstances, such as wedding, funeral, or family graduation will not be required to be made up provided make-up work is turned in. This will be left to the discretion of the building principal prior to the absence. Students have the same number of days to complete make-up work as the number of days they were absent, however, all make-up work is due within 1 week of a student's return unless severe extenuating circumstances are determined to be present.

Any unexcused absence will constitute a ZERO in every class for the duration of the absence. A student may be permitted by the Principal to attend Saturday school or an after school class for full credit on makeup work. The grade for make-up work after an unexcused absence shall be no higher than 70. The District shall not impose a grade penalty for make-up work after an absence because of out-of-school suspension.

Make-up work for a school absence (extra-curricular) should be obtained prior to the absence and turned in immediately upon return to school. The maximum number of school related absences a student may acquire in one year is 25 as outlined in board policy FM Local.

UNEXCUSED ABSENCES & EXCESSIVE TARDIES

Students with more than six unexcused absences in a semester shall be subject to appropriate disciplinary action. MAKE-UP DAYS MAY BE SCHEDULED ON SATURDAYS OR AFTER SCHOOL. After six unexcused absences during a semester, students and their parent(s) shall be notified by the principal that the student has exceeded the maximum number of unexcused absences, and credit may not be granted. *Any unexcused absence will make the student ineligible to be exempt from any and all final exams.* Three (3) tardies will equal one (1) excused absence for exemption purposes.

EXCESSIVE ABSENCES

Students who are in danger of losing credit because of excessive absences shall be notified in accordance with administrative regulations. This regulation shall ensure that parent(s) are also notified. MAKE-UP DAYS MAY BE SCHEDULED ON SATURDAYS, OR AFTER SCHOOL – at the discretion of campus administration.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 12 of this handbook and policies at EIF.]

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

Bullying could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Agriculture, Business, and Family Consumer Science. Admission to these programs is based on current grade level.

Rotan ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 38 for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE

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

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

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

As a parent, if your child is a victim of sexual abuse, the 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 sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

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

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

Reports may be made to:

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

CLASS RANK / HIGHEST RANKING STUDENT

GPA CALCULATION

- A. Athletics, P.E., Fine Arts (except for Art II, Art III), Lab Management, Dual Credit Courses, Correspondence Courses, End of Course Examinations, ITV classes, and Credit by Exam Courses will not be used for calculating GPA.
- B. All classes taken at an alternative school will go in as basic classes on GPA calculation. Students transferring from other alternative schools will be calculated in the same manner.
- C. The End of Course Examination will be administratively handled as a Credit by Exam and will be given credit for a student receiving a passing grade of 70 on the EOC test. Actual course grades will be documented on the Academic Achievement Record and used to compute class rank and GPA. The credit will be documented in the Extra Column of the AAR with other correspondence courses, college dual credit, credit by exams, and concurrent credits. End of Course Exams will not be administered without the completion of 2 semesters of classroom instruction.
- D. Courses taken by 8th grade students for High School credit will not be used to compute High School GPA.

HONOR GRADUATES

A student, to be eligible for either Valedictorian or Salutatorian of the graduating class, must have attended Rotan High School during the last two complete years of High School. All grades with the exception of Applied Music/Applied Theater Arts, band, physical education, college courses used for concurrent (high school/college) credit, credit by exam, advanced placement exams, classes taken by 8th graders for high school credit, lab management, correspondence courses, and End of Course Exams earned during high school are counted toward determining honors. Class ranking and averages will be established, and recorded on the transcript, at the end of the sixth six weeks for seniors. Transferred classes will count for weighted credit, only if offered as a weighted class in Rotan High School. (See page 26.)

[For further information, see policies at EIC.]

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

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

COLLEGE CREDIT COURSES

Any college course taken for high school credit will not be averaged for GPA. Four full high school credits may be earned by college concurrent courses as specified in TEA regulations. Students may be enrolled in 2 concurrent or dual credit classes per semester.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. 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.rotan.org.

CONDUCT

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—both on and off campus—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.

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.

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.

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.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 08–11 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

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

COURSE CREDIT

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

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

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

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

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level.

A student will earn course credit with a passing score of at least 90 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district may honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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. [See policy FFH.]

Dating Violence

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

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

Discrimination

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

Harassment

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

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 or intimidating 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.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Examples of prohibited 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.

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 14.]

DISTANCE LEARNING

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- **HAIR CODE GRADES EE - 12**

- No unusual haircuts or odd regalia should be worn which creates an atmosphere of disruption or anti-learning. The students' hair should be in fashion with good grooming and an appearance according to community standards prevailing in the school district. Boys' hair shall be no longer than the top of the collar, no longer than halfway over the ears, will not extend below the eyebrows, and be no longer than 2" (two inches) from the scalp. No rattails or tail balls.
- No facial hair will be allowed.

- **DRESS CODE GRADES 9 - 12**

It is not the intent or purpose of the dress code to infringe upon the individual's freedom of expression, personal tastes or one's financial status. Its purpose is to provide an atmosphere for both students and teachers that is conducive to learning and provide a safe environment. Some classes and special programs will have specific clothing requirements for safety purposes.

- No tank tops, mini-skirts, midriffs, low cut blouses, bare backs, hip hugger pants, sweat pants, jeans or shirts with holes (absolutely no bare skin on the trunk area). House shoes, clothing advertising alcohol, tobacco, drugs, vulgarity or obscenity shall not be worn on school grounds. Boys shall not wear earrings. All visible body piercing, including tongue piercing is prohibited. Girls are allowed to wear earrings in the ears. Trousers will be worn at the waist. Students will be allowed to wear shorts. The appropriateness of shorts will be determined by the principal/administration. All shorts, skirts, and dresses must reach at least the mid-thigh area for length. No raveled cut-offs, biker shorts, athletic shorts, or wind shorts will be allowed. Students wearing shorts that are excessively short or that resemble men's boxer underwear will be required to have clothes brought to school, wear clothes temporarily provided by the school, or remain in isolation for the day. All shirts will be buttoned. No caps or hats will be worn in the building.
- If the principal determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. Students will not be allowed to leave campus for dress code violations.
- The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

- **DRESS CODE GRADES 6 – 8**

- No tank tops, mini-skirts, midriffs, bare backs, sweat pants, jeans or shirts with holes, clothing advertising alcohol, tobacco, drugs, vulgarity or obscenity shall be worn on school grounds. No wrestling shirts or caps will be allowed. Boys shall not wear earrings. Trousers will be worn at the waist.
- Students will be allowed to wear shorts. The appropriateness of shorts will be determined by the principal/administration. All shorts must come two inches below

fingertip length. The intent of the rule is to allow students to wear neat walking shorts. No raveled cut-offs, biker shorts, athletic shorts, or wind shorts will be allowed. Students wearing shorts that are excessively short or that resemble men's boxer underwear will be sent home to change. All shirts will be buttoned.

- **DRESS CODE GRADES EE – 5**

These guidelines are intended for students in grades Early Education through grade five. It is the wish of the Rotan Independent School District that these standards be accepted in good faith and cooperation.

- The District's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others.
- The students who attend Rotan Elementary School may wear shorts of appropriate length to school. Students will be allowed to wear shorts provided they are fingertip length. The appropriateness of shorts will be determined by the principal/administration. Exceptions to the rule are to be filed with the Superintendent. The intent of the rule is to allow students to wear neat walking shorts. No raveled cut-offs or biker shorts will be allowed. Bare backs, tank tops (3 finger width strap allowed), midriff shirts or blouses, or any shirt with pictures, emblems, writing, or logos that are offensive or advertise tobacco products, alcohol, or drugs in any fashion may not be worn. No wrestling shirts or caps will be allowed. Students may also wear blue jeans, skirts, dresses, split skirts, and any outfits that are clean and neat and make for a good appearance. It is encouraged that the length of the skirt or dress be below the fingertips. Trousers and shorts will be worn at the waist.

If the principal determines that a student's grooming or clothing violates the school's dress code, 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 possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices 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. The student may pick up the confiscated telecommunications device from the principal's office for a fee of \$15 at the end of the school day.

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.

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

sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit** on page 13, **Grading Guidelines** on page 23, **Graduation** on page 26, and **Standardized Testing** on page 45.

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.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uiltexas.org> for additional information.]

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 with disabilities 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.

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

CHEERLEADER ELECTIONS

Cheerleaders are selected each year. Scholastic standards set by the school administration must be met before a student is eligible for tryouts.

For a student to be eligible for try-outs, UIL scholastic eligibility must be maintained throughout their cheerleader service. All applicants must be passing during the six-week grading period in which they are seeking election regardless of when they will serve. If there is a pep club the

preceding year, it is strongly recommended that cheerleader candidates have been in it to show interest and school support.

The purpose of cheerleaders is to promote school spirit at all athletic events. Cheerleaders selected will be under the direction of their sponsor. They are expected to cooperate with the school administration. Cheerleaders who do not cooperate will be replaced.

Cheerleaders may organize unofficially with their sponsor during the latter part of the summer to fit their uniforms and practice yells. Workshops will be conducted on the Middle School campus.

The school will provide Middle School uniforms and most decorating supplies. The student will purchase items such as shoes, tights, socks, and megaphones.

Students interested in trying out for cheerleader must submit their names with a parent permission slip to the office on or before the day of the sign-up deadline. Parent permission slips may be obtained in the office one week prior to the day of sign-up, usually held in the Spring semester. Permission slips (contracts) must be turned in by designated date and time.

Any cheerleader selected who does not cooperate with fellow cheerleaders; sponsor or principal will be dismissed after a hearing with the sponsor and principal.

CHEERLEADER ELECTIONS (HIGH SCHOOL)

Rules and regulations for cheerleaders and mascot:

1. There will be six (6) varsity cheerleaders chosen at large from upcoming freshmen, sophomores, juniors, and seniors. The mascot will be selected at-large from upcoming freshmen, sophomores, juniors, and seniors.
2. Tryout packets should be picked up in the principal's office 8:00 A.M. - 4:00 P.M. during designated dates.
3. Tryouts will take place in the Spring Semester.
4. Monday prior to tryouts, contestants will be divided into small groups and sponsor(s) will assign yells to be learned.
5. The cheerleaders and mascot will be judged by a panel of impartial judges, the upcoming freshmen, sophomores, juniors, and seniors in an open session at the same time. The percentage of the judges' vote will count 2/3, and the percentage of the student body popular vote by secret ballot will count 1/3. All the cheerleaders will elect the head cheerleader. Preference for an experienced cheerleader is recommended.
6. Candidates will perform one (1) individual cheer and one (1) group cheer.
 - a. Tumbling will be accepted in their entrance and/or individual cheer.
 - b. A minimum of three (3) jumps will be required.
7. The sponsor(s)/administration will select camp.
8. An alternate cheerleader may be added in extenuating circumstances as directed by the administration. No alternates will serve after camp.
9. Eligibility for cheerleaders shall be the same as for all UIL contests. Contestants must be eligible under UIL rules at the time of tryouts.
10. All cheerleader and mascot candidates and their parent or guardian will sign a contract stating that they agree to follow all the guidelines outlined by the sponsor(s) and

administration. Failure to honor the terms of the contract will result in suspension and/or dismissal of the cheerleader or mascot.

CHEERLEADER ELECTIONS (JUNIOR HIGH)

Junior High Cheerleader rules and regulations will be the same as High School with these exceptions:

1. Selections will be made by a panel of impartial judges and student vote at the same time.
2. There will be six cheerleaders elected at large.
3. The junior high principal will determine the time of the cheerleader elections.
4. The judges' scores will count 2/3, and the student vote will count 1/3.
5. Fifth, sixth, and seventh grade students will vote.
6. The sponsor(s)/administration will select camp.
7. An alternate cheerleader may be added in extenuating circumstances as directed by the administration. No alternates will serve after camp.
8. Dismissal may be brought about by unbecoming conduct or failure to carry out duties. Removal will be made by the principal and the sponsor(s).

Athletic Code of Conduct

THE ROTAN YELLOWHAMMER ATHLETIC GOALS

- Be loyal to yourself, your family, teammates, coaches and school.
- Be a good example – represent your team and school well at all times.
- Keep your word.
- Be the best teammate you can be.
- Always DO WHAT IS RIGHT AND DO YOUR BEST!!!

MAJOR CODE OF CONDUCT INFRACTIONS

- There will be no use of any controlled substance!
- There will be no stealing, vandalism, or any unlawful activity!

OTHER INFRACTIONS

- Cursing
- Disrespect shown toward coaches, officials, teachers, or administrators
- Missing practice or contest without PRIOR approval from coach
- Quitting a sport after the season has started
- Any violations of the Rotan I.S.D. handbook

PROCEDURES

1. *Reports of violations of the Code of Conduct are to be made either to the Athletic Director or the head coach of the current sport.*
2. If after the meeting with the accused student athlete and it can be established that a violation has occurred, the athlete and his/her parents will be notified.
3. The Athletic Director and the head coach of the in-season sport will determine the course of action. The student and parent will be notified of the decision immediately.

4. Any student athlete who violates the Code of Conduct and/or does not satisfactorily complete the season or activity may not be eligible for any awards or special recognition given for participation in that sport or activity.
5. Penalties will be applied in every area of athletics in which a student participates.

Guidelines For Penalties And Punishment – Major Infractions

Guidelines refer to infractions, which occur in or out of season, on or off campus. Guidelines apply during the entire calendar year, including summer and school holidays. These infractions will be considered cumulative for the duration of a student's secondary (7th – 12th grades) athletic career.

1st Offense

Suspension from team contests for a minimum of two (2) weeks of game competition and all other extra-curricular activities. Students will still be required to attend and participate in all practices and conditioning in addition to punishment. If the contests in which they will next be participating have not yet begun, the athlete will serve his/her suspension the first two weeks of competition for the season. The athlete will not participate in a contest until the running phase of the punishment is complete and he/she has publicly apologized to the team. The athlete will be required to run one (1) Hammer Reminder per day for five (5) consecutive school days beginning at 6:30 a.m. each morning. At the coach's discretion, twenty-five (25) sets of lines in the gym (5 per day) may be substituted for the Hammer Reminder. The apology will be done at a time and place determined by the coach of that sport. If the athlete does not abide by these guidelines, he/she will not be allowed to participate in any athletics in the future.

2nd Offense

Suspension from athletics for six (6) weeks of competition. Students will still be required to attend and participate in all practices and conditioning during the time of the suspension. If the contests in which they will next be participating have not yet begun, the athlete will serve their suspension during the first six (6) weeks of competition for the season. In addition, same conditions as above in "First Offense" with the athlete required to run one (1) Hammer Reminder for ten (10) consecutive days. At the coach's discretion, fifty (50) sets of lines in the gym (5 per day) may be substituted for the Hammer Reminder.

3rd Offense

The athlete would be subject to a one (1) calendar year suspension from any involvement in athletics, including workouts and practices with the team(s).

Other Violations

Other violations of the Code of Conduct will be subject to disciplinary action by the coach of that specific sport or activity in which the student is involved at the time of the infraction. These disciplinary consequences will range from additional exercises to suspension from competitions for one or more weeks.

Drug Testing Policy

The District requires drug testing of any student in grades 6-12 who chooses to participate in school-sponsored extracurricular activities. The District offers voluntary testing to any student not involved in extracurricular activities.

Scope A student participating in these activities shall be tested for the presence of illegal drugs and alcohol randomly throughout the school year.

Covered Activities

School-sponsored extracurricular activities for which testing is required including all board-approved extracurricular activities.

Purpose

The purposes of the drug-testing program are to: (1) Prevent injury, illness, and harm resulting from the use of illegal and performance-enhancing drugs or alcohol. (2) Help enforce a drug-free educational environment. (3) Deter student use of illegal and performance-enhancing drugs or alcohol. (4) Educate students regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol.

Distribution of Policy

The District shall provide each parent and student a copy of the drug-testing policy and consent form prior to the student's participation in an affected activity. Consent form must be signed in order to participate in extra-curricular activities.

The District shall distribute this guideline to all students and parents each year before the beginning of extra-curricular activities. Posting of this policy on the District's Website shall constitute distribution.

Consent

Before a student is eligible to participate in extra-curricular activities, the student shall be required to sign a consent form agreeing to be subject to the rules and procedures of the drug-testing program. If the student is under the age of 18, the student's parent or guardian shall also sign a consent form. If appropriate consent is not given, the student shall not be allowed to participate in extracurricular activities. This authorization shall be valid during the student's attendance at Rotan Independent School District.

Use of Results

Drug testing results shall be used only to determine eligibility for participation in extracurricular activities. Positive drug test results shall not be used to impose academic penalties. Bylaws and policies of the individual extracurricular programs will also apply.

Nothing in this policy shall limit or affect the application of state law, local policy, or the Student Code of Conduct. A student who commits a disciplinary offense shall be subject to consequences in accordance with the Student Code of Conduct.

Testing Laboratory

The Board shall contract with a certified drug-testing laboratory to conduct testing of students' urine samples.

Testing laboratories shall not release statistics regarding the results of positive drug tests to any person or organization without the consent of the District.

Substances Eligible For

The District shall make available to students and parents this list of the substances eligible for testing:

Alcohol

Amphetamines

Barbiturates

Benzodiazepine

Cocaine

Methaqualone

Opiates: Codeine, Heroin, Morphine, Papaverine, Phensyclidine

Tetrahydrocannabinoids (THC): Marijuana

Ecstasy

Collection Procedures

Personnel from the drug-testing laboratory shall collect urine samples under conditions that are no more intrusive than the conditions experienced in a public restroom. When selected for testing, a student shall be escorted to the school's testing site by a District employee and shall remain under employee supervision until the student provides a sample. A student from behind a closed restroom door in a small employee restroom shall produce samples. The collection professional will be waiting outside the restroom door.

Random Testing

Random tests shall be conducted on as many as 10 dates throughout the school year. No less than 10 percent and no more than 20 percent of the students participating in the program shall be randomly selected for each random test date.

The drug-testing laboratory shall use a random selection method to identify students chosen for random testing. Students shall not receive prior notice of the testing date or time.

Refusal to Test or Tampering

A student who refuses to be tested when selected, fails to produce a sample in the allotted time, or who is determined to have tampered with a sample shall be deemed to have a positive test result and shall be subject to the appropriate consequences depending on previous positive test results, if any.

If a student is absent on the day of the random test, a sample shall be collected on the next random testing date.

Positive Test Results

An initial positive test shall be confirmed by a second test of the same specimen before being reported as positive.

Upon receiving results of a positive drug test, the District shall schedule a meeting with student, the student's parent if the student is under the age of 18, and if applicable, the

coach or sponsor of the extracurricular activity to review the test results and discuss consequences.

The student or parent shall have 3 school days following the meeting to provide a medical explanation for a positive result.

Consequences

Any number of positive tests in Middle School will carry over as one offense into High School.

A student who has a confirmed positive drug test shall be subject to the following consequences:

First Offense

Upon the first result of testing positive a student shall be suspended from any extracurricular activity for two weeks. The student must receive drug education counseling and be drug tested for the remainder of the school year.

Second Offense

Upon the second result of testing positive a student shall be suspended from any extracurricular activity for six weeks. The student will complete a drug education program recommended by the district at the student and parent's expense and shall be drug tested for the remainder of the school year.

Third Offense

Upon the third result of testing positive a student shall be suspended from extra-curricular activities for one calendar year from the time the test results are received by the school district. Student must have a negative test result to be readmitted into the extracurricular program, and participate in continual drug counseling throughout the school year.

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the Principal at least 7 days before the event. [For further information, see policies at FJ and GE.]

GRADE CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

GRADING GUIDELINES

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

THE FOLLOWING CHART SHALL BE USED TO COMPUTE CLASS RANKING, GRADE POINT AVERAGE, NHS, AND ACADEMIC EXCELLENCE (GRADES 9, 10, 11, & 12).

Numerical	Basic	Regular	Advanced
100	4.0	7.0	10.0
99	3.9	6.9	9.9
98	3.8	6.8	9.8
97	3.7	6.7	9.7
96	3.6	6.6	9.6
95	3.5	6.5	9.5
94	3.4	6.4	9.4
93	3.3	6.3	9.3
92	3.2	6.2	9.2
91	3.1	6.1	9.1
90	3.0	6.0	9.0
89	2.9	5.9	8.9
88	2.8	5.8	8.8
87	2.7	5.7	8.7
86	2.6	5.6	8.6
85	2.5	5.5	8.5
84	2.4	5.4	8.4
83	2.3	5.3	8.3
82	2.2	5.2	8.2
81	2.1	5.1	8.1
80	2.0	5.0	8.0
79	1.9	4.9	7.9
78	1.8	4.8	7.8
77	1.7	4.7	7.7
76	1.6	4.6	7.6
75	1.5	4.5	7.5
74	1.4	4.4	7.4
73	1.3	4.3	7.3
72	1.2	4.2	7.2
71	1.1	4.1	7.1
70	1.0	4.0	7.0
69	.9	3.8	6.65
68	.8	3.6	6.30
67	.7	3.4	5.95
66	.6	3.2	5.60
65	.5	3.0	5.25
64	.4	2.8	4.90
63	.3	2.6	4.55
62	.2	2.4	4.20
61	.1	2.2	3.85
60	.0	2.0	3.50
59	.0	1.8	3.15
58	.0	1.6	2.80
57	.0	1.4	2.45
56	.0	1.2	2.10
55	.0	1.0	1.75
54	.0	0.8	1.40
53	.0	0.6	1.05
52	.0	0.4	0.70
51	.0	0.2	0.35
50	.0	0.0	0.00

GPA CALCULATION

- A. Athletics, P.E., Fine Arts (except for Art II, Art III), Lab Management, Dual Credit Courses, Correspondence Courses, End of Course Examinations, ITV classes, and Credit by Exam Courses will not be used for calculating GPA.

- B. All classes taken at the alternative school (HOBBS) will go in as basic classes on GPA calculation. Students transferring from other alternative schools will be calculated in the same manner.

- C. The End of Course Examination will be administratively handled as a Credit by Exam and will be given credit for a student receiving a passing grade of 70 on the EOC test. Actual course grades will be documented on the Academic Achievement Record and used to compute class rank and GPA. The credit will be documented in the Extra Column of the AAR with other correspondence courses, college dual credit, credit by exams, and concurrent credits. End of Course Exams will not be administered without the completion of 2 semesters of classroom instruction.

- D. Courses taken by 8th grade students for High School credit will not be used to compute High School GPA.

HONOR GRADUATES

A student, to be eligible for either Valedictorian or Salutatorian of the graduating class, must have attended Rotan High School during the last two complete years of High School. All grades with the exception of Applied Music/Applied Theater Arts, band, physical education, college courses used for concurrent (high school/college) credit, credit by exam, advanced placement exams, classes taken by 8th graders for high school credit, lab management, correspondence courses, and End of Course Exams earned during high school are counted toward determining honors. Class ranking and averages will be established, and recorded on the transcript, at the end of the sixth six weeks for seniors. Transferred classes will count for weighted credit, only if offered as a weighted class in Rotan High School. (See page 28)

SUBJECT AWARDS

Subject awards are awards other than those given for athletics or band, to those students who have excelled in course assignments. Teachers in subjects in which the awards are to be presented recommend the awards.

FINAL EXAMINATIONS (HIGH SCHOOL)

Students are required to take final exams for all classes unless exemptions apply. Periods of one and one-half hours are set-aside for class exams and a student may take final exams only at the scheduled time except with the permission of the teacher and principal.

Exemptions may be for one-half credit courses during the Fall semester. Other exemptions will be campus specific.

EXEMPTION CRITERIA FOR SEMESTER EXAMS:

9th, 10th, 11th, 12th graders may be exempt, if:

Regular Classes with grades from 92 - 100 and no more than 5 excused absences. Grades from 83 – 91 and no more than 4 excused absences. Grades from 75 – 82 and no more than 3 excused absence.

Weighted Classes with grades from 87 – 100 and no more than 5 excused absences. Grades from 75 – 86 and no more than 4 excused absences.

3 tardies = 1 excused absence for exemption purposes.

All absences posted as of the last Friday prior to Finals.

Seniors exempt from all tests

Juniors exempt from 6 tests

Sophomores exempt from 4 tests

Freshmen exempt from 2 tests

ELIGIBILITY REQUIREMENTS FOR OFFICE OR HONOR

1. Not yet be a high school graduate.
2. Qualify as full time student.
3. Maintain grade eligibility by maintaining at least a grade of 70 in all classes.
4. Maintain eligibility for other extra-curricular activities as specified in individual handbooks.

Course Weights

Basic

Special Education resource classes or any other classes modified by IEP

Regular

Any class not listed as basic, weighted, concurrent credit, correspondence, or aide class.

Weighted

Concurrent English III	Independent Studies in Math (State Course)
Concurrent English IV	Anatomy & Physiology
Concurrent US History	Advanced Animal Science
BCIS II, III, IV	Advanced Biology
Foreign Language III, IV	Advanced Chemistry
Accounting I & II	Advanced Geometry
DIM (Digital Imaging Media)	Advanced Physics
*Pre-Calculus	

*Indicates advanced classes identified for no pass, no play exemption providing that a minimum grade of 65 is maintained.

Courses added after this publication is made will be considered for course weight on an individual basis. All classes are subject to scheduling and availability of staff.

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Also see **Standardized Testing** on page 45 for more information.

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics,

World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

Also see **Grading Guidelines** above and **Standardized Testing** on page 45 for more information.

Graduation Programs

Graduation Credit Requirements Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Business English (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • The third credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Algebra II ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: <ul style="list-style-type: none"> ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics

Science ♦	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▫ Environmental Systems ▫ Anatomy and Physiology (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▫ Environmental Systems ▫ IB Environmental Systems ▫ Anatomy and Physiology (CTE)
Social Studies ♦	<p>Two and one-half credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: <ul style="list-style-type: none"> ▫ World History Studies (one credit) ▫ World Geography Studies (one credit) 	<p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) 	<p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	One-half credit	One-half credit	One-half credit
Academic Elective	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies • Any science course approved by SBOE <p>(If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)</p>	None	None
Languages Other Than English ♦	None	Two credits: The credits must consist of any two levels in the same language.	Three credits: The credits must consist of any three levels in the same language.
Physical Education	<p>One credit:</p> <ul style="list-style-type: none"> • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Marching Band ▪ Cheerleading 	<p>One credit:</p> <ul style="list-style-type: none"> • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Marching Band ▪ Cheerleading 	<p>One credit:</p> <ul style="list-style-type: none"> • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Marching Band ▪ Cheerleading

Health Education	None	None	None
Speech	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	None	None	None

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

The district offers the graduation programs listed above. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL).]

Effective with ninth graders in the 2011–2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

Certificates of Coursework Completion

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

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities may be permitted to graduate under the provisions of his or her IEP.

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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **STANDARDIZED TESTING** for additional information.] If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

State Scholarships and Grants

- Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced/Distinguished Achievement Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.
- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ(LEGAL).]

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 14.]

HAZING

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

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

[Also see Bullying on page 9 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

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

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. 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/>.

Physical Activity for Students in Elementary and Middle School

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.

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held meetings. Additional information regarding the district's School Health Advisory Council is available from the Superintendent. [See also policies at BDF and EHAA.]

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

Other Health-Related Matters

Pest Management Plan

Rotan ISD will periodically use approved pesticides throughout the school year on all district owned properties, as licensed and regulated by the Structural Pest Control Board (S.P.C.D); 1106 Clayton Lane, Suite 100 LW; Austin, Texas 78723-1066; Phone: 512-451-7200

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a Physical Education class. At the end of the school year, a parent may submit a written request to Superintendent to obtain the results of his or her child's physical fitness assessment conducted during the school year.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Trish Spikes, at (325) 735-3612.

HOMEWORK

Learning cannot be confined to a time schedule or to a particular place; therefore, study should not be restricted to the classroom, but should involve the out-of-school life of the pupil. The greater part of home study should be motivated by what goes on in the classroom. Many manifestations of good education overflow the classroom and permeate a community.

I. PURPOSE

There should be a valid purpose for the assignment of homework:

- A. To help the child develop the attitude that learning and achievement
- B. involve his total environment;
- C. To provide essential practice in skills needed;
- D. To enrich and extend school experiences;
- E. To bring pupils into contact with out-of-school learning resources;
- F. To promote growth in responsibility;
- G. To reinforce learning;
- H. To provide opportunities for children to think and work creatively away
- I. from school.

II. DEFINITION

Homework may be any preparation, work, or activity that a pupil does on non-school time at the request or with the consent of his teacher. This is broad in meaning to allow for many different types of homework assignments. Some types of homework may include the following activities:

- A. Library research;
- B. Make-up work when absent;
- C. Limited remedial work;
- D. Special reports and long-range study assignments provided a time schedule for completion of the various phases of the assignment is set up.

- E. Drill on fundamentals;
- F. Collections, gathering materials for "show and tell";
- G. Guided and recreational reading;
- H. Creative writing (and/or) projects;
- I. Recommended TV programs, good movies, plays, etc.;
- J. Use of community resources.

III. CRITERIA

- A. Daily assignments should not be required. Teacher should not feel obligated to require daily assignments;
- B. Should be such that the child can do it independently;
- C. Procedure and assignment should be fully understood by the child;
- D. Should be meaningful and reasonable;
- E. Should be geared to individual abilities;
- F. Should supplement formal presentation;
- G. Should be of a type, which can be done better away from school;
- H. Should be evaluated as carefully as class work;
- I. Should not be busy work;
- J. Should not be a punishment.

IV. No homework assignments will be assigned over holidays and will be limited on weekends. Long-term projects/assignments and preparation for exams are exceptions for the weekends.

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://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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.

Immunization Requirements

AGE	VACCINES	VACCINES	Vaccines and the Diseases they prevent
Birth	Hep B	Hep B	Hepatitis B
2 months	Hep B, DtaP, Hib, IPV, PCV, RRV-TV	DtaP	Diphtheria, Tetanus (lockjaw), Pertussis (whooping cough)
4 months	DtaP, Hib, IPV, PVC, RRV-TV	<i>Haemophilus</i>	Diseases caused by the organism <i>Haemophilus influenzae</i> type b

		<i>Influenzae</i> type b	
6 months	Hep B, DtaP, Hib, IPV, PCV, RRV-TV	IPV	Polio
6-23 months	Influenza	RRV-TV	Rotavirus
12-15 months	Hib, MMR, PCV	PCV	Pneumococcal diseases
12-18 months	Varicella	Varicella	Chickenpox
15-18 months	DtaP	MMR	Measles, Mumps, Rubella (German measles)
12-23 months	Hep A	Hep A	Hepatitis A
4-6 years	DtaP, IPV, MMR	Tdap	Tetanus (lockjaw), Diphtheria, Pertussis (whooping cough)
11-18 years	Tdap, MCV4	Influenza	Flu
		MCV4	Meningococcal disease

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or 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>.]

LIMITED ENGLISH PROFICIENT STUDENTS

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

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

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 and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

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

Students have the same number of days to complete make-up work as the number of days they were absent, however, all make-up work is due within 1 week of a student's return unless severe extenuating circumstances are determined to be present.

Any unexcused absence will constitute a ZERO in every class for the duration of the absence. A student may be permitted by the Principal to attend Saturday school or an after school class for full credit on makeup work. The grade for make-up work after an unexcused absence shall be no higher than 70. The District shall not impose a grade penalty for make-up work after an absence because of out-of-school suspension.

Make-up work for a school absence (extra-curricular) should be obtained prior to the absence and turned in immediately upon return to school. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

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

MEDICINE AT SCHOOL

Employees of the District may administer medication to a student, provided:

1. The District has received a written request from the parent, legal guardian, or other person having legal control of the student to administer the medication.
2. When administering prescription medication, the medication appears to be in original container and be properly labeled.

Employees authorized by this policy to administer medication to students shall include superintendents, principals, classroom teachers, supervisors, counselors, registered nurses, teacher aides, secretaries, or any other classified personnel employed by the District.

Consent to Medical Treatment

The school in which a minor student is enrolled may consent to medical treatment of this student, provided:

1. The person having the power to consent as otherwise provided by law cannot be contacted.
2. Actual notice to the contrary has not been given by that person.
3. Written authorization to consent has been received from that person.

Form of Consent

Consent to medical treatment under this policy shall be in writing signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment. The consent must contain:

1. The name of the student.
2. The name of one or both parents, if known, and the name of the managing conservator or guardian of the student, if either has been appointed.
3. The name of the school official giving consent and his relation to the student.

4. A statement of the nature of the medical treatment to be given.
5. The date on which the treatment is to begin.

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

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Rotan ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Mickey Early, 102 N McKinley, (325) 735-3218.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mickey Early, 102 N McKinley, (325) 735-3218
- All other concerns regarding discrimination: See the superintendent, Kent Ruffin, 102 N McKinley, (325) 735-2332.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

PROMOTION AND RETENTION

Kindergarten - All students will be promoted from kindergarten to first grade unless parent or guardian requests child to repeat.

Key to grading:

- E (Excellent)
- S (Satisfactory)
- P (Progressing)
- NI (Improvement Needed)

Grades 1-12 - Retention and promotion will be in accordance with School Board Policy EIE (Local).

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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

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 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment in reading and math. 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 policies at EIE.]

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

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

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/secretary. The nurse/secretary will decide whether or not the student should be sent home and will notify the student's parent.

Rotan High School shall allow students in grades 9-12, with the approval of their principal, to leave campus during the lunch period. The district has jurisdiction over its students during the regular school day, including lunch periods during which a student is allowed to leave campus, and while going to and from school on District Transportation. Students violating school rules while off-campus during lunch could lose these privileges.

To assist in traffic control during the lunch period, **High School students should be picked up at the front entrance near the LRC. Students may not drive off campus during lunch.**

Students in grades 9-12 may leave campus during lunch if they have on file in the principal's office a signed parental request that they be released for lunch, or if they are picked up at the school by the parent, guardian or other adult specified by the parent and approved by the principal. A parent or guardian who wishes to pick up a student for the lunch period shall first secure the principal's approval. Students who abuse off-campus privileges or leave campus at any other time without the principal's approval shall be subject to disciplinary action.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every 6 weeks.

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** on page 2 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 23.]

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 70 in a class or subject.

Report cards are issued on Thursday following the end of the six-week period. Students in elementary and junior high are to return their cards the following day signed by one or both of their parents.

SAFETY

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.

Drills: Fire, Tornado, 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.

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.

IN CASE OF BAD WEATHER, CHECK AREA RADIO AND TV STATIONS

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing** on page 45.

SCHOOL FACILITIES

Use by Students Before and After School

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

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

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

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See Jeff Hurt to apply.

Payment for Cafeteria Purchases: All purchases made in the school cafeteria must be paid in advance or, in the morning of the school day the student eats in the cafeteria. Students may pay by cash or check in the principal's office on the student's campus. No purchase shall be made on a credit basis.

Lunch Prices: Elementary - \$2.00; Jr. High & High School - \$2.25; Reduced - \$.40; All Adults - \$3.25.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO(LEGAL).]

Library

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 is open for independent student use during the following times with a teacher permit:

7:45 a.m. to 3:45 p.m. during school. Additional times can be arranged.

Circulation: Most books are checked out for two weeks and can be rechecked; however, books must be presented for rechecking. All overnight books and other materials are due by 9:00 a.m. the following day. Materials on reserve may be checked out according to specific time limits applying at the time. Teachers may check out copies of magazines. Other media may be checked out for limited periods with permission from the librarian.

Fines: A five-cent per day fine is charged for overdue books and magazines. Fines are not charged for weekends and holidays. A fine will not be charged on overdue books if the student presents the overdue material with an excused Admittance Slip following his/her being absent. All fines and lost books should be cleared as soon as possible. Students owing fines will not be allowed to check out additional books until the fines have been paid.

Lost Books: Lost books will be paid for by the student at the cost to the library. Said books will be replaced after two weeks – no refunds will be made after that date. Lost magazines will be paid for at the price on the cover of the magazines.

Damaged Books: Damaged books will be paid for at a rate in accordance with the extent of damage to the book.

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.

Electronic Devices

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

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

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

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations.

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

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process.

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

- [Texas Project First](#)
 - [Partners Resource Network](#)
-

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is:

Contact Person: Donna Moffett
Phone Number: 325-735-3274

STANDARDIZED TESTING

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011–2012 school year only, this requirement will be waived. See **Promotion and Retention** on page 38 for additional information.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student’s Language Proficiency Assessment Committee (LPAC).

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

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

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

particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

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

Additional information will be provided to students and parents prior to the spring 2012 administrations.

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

Also see **Graduation** on page 26 for more information.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

STERIODS

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

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uil texas.org/health/steroid-information>.

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

See **Standardized Testing** on page 45.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. 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.

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.

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.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

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

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

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

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

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

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

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

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

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

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

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

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the 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.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 10 and 11 and is required for graduation for students at these grade levels. .

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.

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

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