



Hallie Randall Elementary

Student and Parent Handbook 2020 – 2021

“LEARNERS TODAY, LEADERS TOMORROW”

PREFACE:

To Students and Parents:

Welcome to school year 2020-2021! 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 Hallie Randall Elementary Student and Parent Handbook contains information students and parents need to ensure a successful school year. Throughout the handbook, the term "the student's parent" means parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student. 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.

This booklet is designed to acquaint the students, parents and teachers with information about the standard practices in Grades Pre-K through 5 in the Fruitvale ISD. While this booklet does cover routine procedures of FISD, it does not include in detail all the requirements and responsibilities of a particular situation. For additional information or clarification of material in this booklet, please contact the Elementary dean of students's office.

Students and parents also need to be familiar with the Fruitvale I.S.D. Student Code of Conduct, which sets out the consequences for inappropriate behavior. The Student Code of Conduct is required by state law and is intended to promote school safety and an atmosphere for learning. This document may be found as an attachment to this handbook and is available in the dean's office.

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

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

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

Fruitvale ISD

BOARD OF TRUSTEES

Heath Yates – President

Leann Wheeler – Vice-President

Bill Hunt– Secretary

Jason Brown – Member

Michael Hale – Member

Dwayne Reynolds – Member

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ADMINISTRATION

Rebecca Bain - Superintendent

Charles Harford-Dean of Academic Services

Zach Masterson-Dean of Student Services

Wendy Milam – Business Manager

Angela Clark – Director of Curriculum and Instruction

Winter Cason- Special Education Director

COUNSELING

Academic Counseling: Elementary and Secondary Grade Levels

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

Personal Counseling (All Grade Levels)

The school counselors are available to assist students with a wide range of personal concerns, including areas such as social/emotional development, bullying, grief, family issues, or substance abuse. The counselors may also make available information about community resources to address these concerns. Fruitvale ISD has a comprehensive guidance and counseling program based on the developmental needs of students in educational, career, and personal - social environments. The elementary and secondary school counselors have Master degrees, have been certified as school counselors by the Texas Education Agency, and have been classroom teachers.

The school counselors at FISD provide many services such as:

- Orientation activities at the beginning of the year
- Grade level guidance lessons and activities
- Coordination and interpretation of standardized testing and state mandated testing
- Individual counseling and small group counseling
- Academic advisement to students and parents
- Career awareness and exploration

Students may be referred to see the counselor by:

- Counselor request
- Staff referral
- Parent referral
- Administrative referral
- Student referral

All students will have access to the school counselor at any time during the school year; however, if a student needs to visit the counselor on a regular basis for an extended period of time or the student would benefit by participating in a small counseling group, parents will be contacted for approval.

FRUITVALE INDEPENDENT SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

Learners Today – Leaders Tomorrow

GUIDING VISION STATEMENT

The Partnership of families, community members, students, and Fruitvale Independent School District employees is critical to each student's growth and success.

We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.

We believe in providing a 21st century education interwoven with real world applications.

We believe in modeling and guiding students toward becoming good citizens. We believe in unlocking each individual student's potential.

We believe in a supportive and collaborative school culture for students, teachers, and families.

DISTRICT COMMENCEMENT GOAL

Fruitvale ISD students will be provided with the necessary tools to enter the work force or post secondary educational setting and be a successful, contributing member of any organization in which they choose to be a part.



Hallie Randall Elementary Parent and Family Engagement Plan 2020-2021

In support of strengthening student academic achievement, each local education agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents and guardians of participating students a written parent and family engagement plan that contains information required by PL 114-95 Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The plan establishes the LEA's expectations for parental and family involvement and describes how the LEA will implement a number of specific family involvement activities.

Hallie Randall Elementary School (HRE) recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and school. Parents and other family members are their student's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. HRE believes that the involvement of all parents and family members in all schools increases the effectiveness of the program and contributes significantly to the success of the program. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by HRE. HRE encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

HRE agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents or guardians in all of its schools with Title I, Part A programs, consistent with ESSA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents or guardians of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116 of ESSA, and each include, as a component, a school-parent compact consistent with section 1116 of the ESSA.
- The school district will incorporate this district wide parent and family involvement plan into its LEA plan developed under section 1112 of the ESSA.

- In carrying out the Title I, Part A parent and family involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents or guardians with limited English proficiency, parents or guardians with disabilities, and parents or guardians of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents or guardians understand.
 - If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents or guardians of participating children, the school district will submit any parent or guardian's comments with the plan when the school district submits the plan to the Texas Education Agency.
 - The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--
 - The parents play an integral role in assisting their student's learning;
 - That parents are encouraged to be actively involved in their student's education at school;
 - That parents are full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - The carrying out of other activities, such as those described in section 1116 of the ESSA.
- I. HRE will involve parents or guardians of students in the joint development of the District Improvement Plan, School Improvement Plan, the Parent and Family Engagement Plan, and the school review and improvement process.
 - HRE will jointly develop and approve the district improvement plan with parents or guardians through the District Improvement Team.
 - HRE will be involved in the development and approval of the District Title I Parent and Family Engagement Plan with parents or guardians through the District Improvement Team.
 - II. FISSD will support HRE by providing coordination and other necessary support to build schools' capacity and implement effective parent and family involvement activities to improve student academic achievement and school performance.

- Parents or guardians may be assisted in understanding state standards, district and school assessments, and how to monitor a student’s progress in the following ways:
 1. HRE will provide parents or guardians with information that explains the assessments and how they are used to measure student progress.
 2. HRE will assist parents or guardians in monitoring their student’s progress through Parent Portal and frequent reports of student progress.
 3. HRE conducts activities designed to assist parents or guardians in understanding state and district assessments and achievement standards.
 4. HRE sends information to parents or guardians regarding standardized assessments to help them understand their student’s test results.
 5. HRE will provide parent programs which cover diverse topics such as supporting students, parenting, and partnering with schools.

- HRE provides training for parents and guardians according to the results of their Comprehensive Needs Assessment. This may include literacy training and using technology including cyber safety as well as other topics identified.

- HRE will, with the assistance of parents and guardians, educate dean of students, teachers, and other staff in the value and utility of contributions of parents and guardians, how to reach out to, communicate with, and work with parents and guardians as equal partners, how to implement and coordinate parent and family programs, and how to build ties between parents, families, and the school.
 1. Training is provided to schools in developing their parent and family involvement plan.
 2. HRE provides training, with the input of parents and guardians, to its staff regarding parent and family involvement.

- HRE will ensure that information related to school and parent programs, meetings, and other activities is sent to parents or guardians of participating students in a format and language the parents or guardians can understand whenever reasonably possible.
 1. Information and documents important to parents and families are located on the district website in appropriate languages.

- HRE shall provide reasonable support for parent and family involvement activities as parents or guardians may request.

III. HRE will coordinate and integrate parent and family involvement strategies with other local parent involvement programs, community-based organizations, and businesses.

- HRE will work with local community resources to include them in their parent involvement activities as appropriate.
 - HRE will work with local businesses and members to coordinate fundraisers and secure donations and sponsorships to help schools and improve student based programs.
- IV. HRE will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and families.
- Campuses participating in Title I, Part A will convene an annual parent meeting to inform parents and guardians of the requirements for Title I, Part A. This meeting will be publicized in the local newspaper, on the district website, as well as the district Facebook page. This meeting will be offered at flexible times. It will be offering in the morning and also in the evening to allow for maximum parental participation. The presentation used during the meeting will also be available through a QR code on the campus compact distributed to all parents at the beginning of the year.
 - HRE will conduct annual parent conferences and discuss the School and Family Compact.
- V. HRE will conduct an annual evaluation of the content and effectiveness of parent and family engagement plan in improving the academic quality of Title I schools. The finding of this evaluation will be used to design strategies for more effective parental involvement, and the parental involvement plan will be revised as necessary.
- HRE will seek to identify barriers to greater participation by parents and guardians with particular attention to those who are economically disadvantaged, or disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - HRE will seek to identify the needs of parents and family members to assist with the learning of their students, including engaging with school personnel and teachers.
 - HRE will seek to identify strategies to support successful school and family interactions.

SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Hallie Randall Elementary School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

STATEMENT OF NONDISCRIMINATION

In its efforts to promote non-discrimination, Fruitvale ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

ASBESTOS MANAGEMENT PLAN (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Rebecca Bain, the district's designated asbestos coordinator, at (903) 896 – 1191

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Rebecca Bain, the district's IPM coordinator, at (903) 896 - 1191.

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 dean of any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.

- Monitoring your child’s academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or dean of students, please call the school office at 903-896-4466 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer.
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction.
- Attending board meetings to learn more about district operations.
- Encourage parents to enroll in Parent Portal.

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.

“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 non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

INSPECTING SURVEYS

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

REQUESTING PROFESSIONAL QUALIFICATIONS OF TEACHERS & 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.

DISPLAYING A STUDENT'S ARTWORK AND PROJECTS

Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. The district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

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.

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 co-curricular or extracurricular activity; or
- When it relates to media coverage of the school.

REMOVING A STUDENT TEMPORARILY FROM THE CLASSROOM

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

EXCUSING A STUDENT FROM RECITING THE PLEDGES TO THE U.S. AND TEXAS FLAGS

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. Hallie Randall Elementary does require a student to stand during the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag along with a Moment of Silence. [See policy EC(LEGAL).]

EXCUSING A STUDENT FROM RECITING A PORTION OF THE DECLARATION OF INDEPENDENCE

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

REQUESTING NOTICES OF CERTAIN STUDENT MISCONDUCT

A non-custodial 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 LIMITED OR NO CONTACT WITH A STUDENT THROUGH ELECTRONIC MEDIA

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

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

PROHIBITING THE USE OF CORPORAL PUNISHMENT

- Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district’s policy manual.
- If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook. A signed statement must be provided each year.
- You may choose to revoke this request at any time during the year by providing a signed statement to the campus dean of students. However, district personnel may choose to use discipline methods other than corporal punishment even if the parent requests that this method be used on the student.

SCHOOL SAFETY TRANSFERS

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the school board to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent for information. [See policy FDB.] [See **Bullying** in policy FFI (LOCAL).]
- To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- To request the transfer of your child to another campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE.]

REQUESTING CLASSROOM ASSIGNMENT FOR MULTIPLE BIRTH SIBLINGS

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

REQUEST FOR THE USE OF A SERVICE ANIMAL

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

PARENTS OF STUDENTS WITH DISABILITIES

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time.

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

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

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

Special Education Referrals:

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

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

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

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Dawn Warren

Phone Number:903.896.4466

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Campus dean of students

Phone Number:903.896.4466

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la

Rtl tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas “chárter” deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela “chárter” respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el

consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el período de evaluación, dicho período se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.

Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Winter Cason

Número de teléfono: 903.896.4466

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas

procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto:Dawn Warren

Número de teléfono:903.896.4466

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.

- [Marco legal del proceso de educación especial centrado en el niño](#)
- [Red de colaboradores y recursos](#)
- [Centro de Información de Educación Especial](#)
- [Texas Project First](#)

PARENTS OF STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

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

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

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

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

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

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 post-secondary 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 dean of students; 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 dean of

students is custodian of all records for currently enrolled students at the assigned school. The dean of academic services is the custodian of all records for students who have withdrawn or graduated. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 244 VZCR 1910, Fruitvale, Texas 75127.

The address of the dean of students's office is 131 VZCR 1901, Fruitvale, Texas 75127.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the dean of students. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the dean of students's or superintendent's office.

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as 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.

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

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

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 dean of students within ten school days of your child's first day of instruction for this school year.

DIRECTORY INFORMATION FOR SCHOOL-SPONSORED PURPOSES

The district often needs to use student information for the following school-sponsored purposes: all District publications and announcements (FL(LOCAL)).

For these specific school-sponsored purposes, the district would like to use your child's name, address, photograph, grade level, honors and awards, received dates of attendance, participation in officially recognized activities and sports, and weight and height of members of athletic teams (FL(LOCAL)). This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at **Directory Information**.

Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above. For all other purposes, directory information shall include student name, photograph, grade level, honors and awards received, and participation in officially recognized activities.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of rights under FERPA for elementary institutions and notifications relating to directory information:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the Fruitvale Independent School District receives a request for access.

Parents or eligible students should submit to the school dean of students a written request that identifies the record(s) they wish to inspect. The dean of students will make arrangements for access and notify the parent, or eligible student, of the time and place where the records may be inspected.

- (2) The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the Fruitvale Independent School District to amend a record that they believe is inaccurate or misleading. They should write the school dean of students, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the

hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Fruitvale Independent School District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Notice of Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Fruitvale ISD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Fruitvale ISD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Fruitvale ISD to include this type of information from your child's educational records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies receiving assistance under the *Elementary and Secondary Education Act of 1965* to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

If you do not want Fruitvale ISD to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1st of each year. Fruitvale ISD has designated the following information as directory information:

- Student's Name
- Photograph
- Grade Level
- Dates of Attendance
- Participation in officially organized activities and sports
- Enrollment status

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, , and the Department of State Health Services, .

SECTION II: 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 conveniently organized in alphabetical order to serve as a quick-reference when you or your child have a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact 903-896-4466.

ACCELERATED READER: Good literature is exciting and interesting, but it is also challenging. Students need motivation to select and read good books that stretch their minds. Accelerated Reader is a computerized reading management program that allows each student to move at his or her own pace and level of ability.

ALTERNATIVE EDUCATIONAL PROGRAM: Students may be placed in an Alternative Educational Program for continual or severe behavioral violations. These classes shall be held off campus. Refer to the Alternative Educational Plan for further information.

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 dean of students, 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.
- A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:
- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.
- For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the student's failure to attend school.
- If a student between the ages of 12 and 18 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.
- If the student is age 18 or older, the student, but not the student's parents, would be subject to penalties as a result of the student's violation of state compulsory attendance law. [See policy FEA(LLEGAL).]

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 dean of students, 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 dean of students, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC.]

- In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:
- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG(LOCAL).
- The actual number of days a student must be in attendance in order to receive credit will depend on whether the class is for a full semester or for a full year.

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. If it is absolutely necessary for a student to be absent, in order for the absence to be excused, the student must present a written statement to the office with a legitimate reason of why the student was absent within 3 days of the absence

DOCTOR'S NOTE AFTER AN ABSENCE FOR ILLNESS

Upon return to school, a student absent for more than 3 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 dean of students 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).]

When a student accumulates as many as ten excused absences, the dean of students shall take the following steps:

- ⇒ A certified letter shall be sent to the student's parent(s) or guardian advising them of the attendance record of their child.
- ⇒ The parent(s) or guardian shall be contacted by telephone to set up a conference to discuss the student's attendance record.

⇒ If a parent refuses to cooperate, the student's attendance record shall be forwarded to the county truant officer for investigation.

Students who have three unexcused absences in any class during a semester will be advised by the teacher that if three more unexcused absences are accrued, credit will not be earned. The teacher will send written notice to the office, and the dean of students will mail a copy of the notification to the students' parent(s). The notification shall specify the penalties for unexcused absences, include a statement reminding the parent that it is the parent's duty to monitor the student's school attendance and require the student to go to school, and that the parent is subject to prosecution if the student continues to be truant from school. It will also request a conference. Upon the 5th unexcused absence, the superintendent shall, in writing, notify parents of the penalties for unexcused absences. After six unexcused absences during a semester, students and their parent(s) will be notified by the dean of students that the student has exceeded the maximum number of unexcused absences, and credit will not be granted.

AWARDS PROGRAM: At the end of each nine week grading period there will be a presentation of awards. Parents are encouraged to attend these programs. These awards include:

“A” honor roll -have earned all A's, Excellent or Satisfactory in each academic area, including citizenship.

Honor roll - have earned all A's, B's, Excellent or Satisfactory in each academic area, including citizenship.

“Citizen” of each nine week period - may not have any referrals to the elementary office. Must have exhibited positive character traits and shown outstanding citizenship qualities throughout the nine-week period.

"Perfect Attendance" - the student has not arrived late, left early or missed any day during the nine week period of time.

BAD WEATHER PROCEDURE: If severe weather occurs, listen to local radio or television stations (Channel 4, Channel 5, Channel 7, KVCI 1510, and KNUE 101.5) for information regarding school closing. The announcement will be made at approximately 6:00 a.m. and will be made at various intervals throughout the morning.

BEHAVIOR AT EXTRACURRICULAR ACTIVITIES: Students are expected to behave appropriately at all school activities. Proper manners, respect, and courtesy are expected during performances, sporting events, and other school activities. Frequent moving around, playing, and throwing, chasing or other disturbances will not be allowed. A student may be barred from attending an event if the student chooses to disobey the rules. **Elementary students should not be allowed to attend an extracurricular activity without adult supervision.**

BULLYING: Bullying occurs when a student or group of students engages in written or verbal expression 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 is prohibited by the district and 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 or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, dean of students, or another district employee as soon as possible. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Any retaliation against a student who reports an incident of bullying is prohibited

CREDIT BY EXAM: School districts are required to offer three (3) testing days twice a year for the administration of examinations for acceleration to all students who wish to earn credit without prior instruction. Students in kindergarten would need to score 90% mastery on a locally devised checklist for the purpose of acceleration. A four- (4) test battery of exams (math, reading/language arts, science and social studies) is available for grades 1-5. The complete battery must be taken and passed at 90%. The dates of “Credit by Exam” for the Fruitvale ISD have been set for three days in June and three days in July. Any student who is interested must register and pay a deposit of \$30.00 for each test by April 15 in the Counselor’s office. Students may take only two tests on any test date.

CAFETERIA: The weekly menu, including breakfast and lunch, is provided to each classroom, posted in the school office, and on the school’s website. Both breakfast and lunch will be provided for the students. Due to new state rules and regulations, no outside lunch or snacks (pizza, cupcakes, etc...) need be brought to the cafeteria except for your own children. The lunch period is 30 minutes, and students are expected to sit at their assigned tables and use proper manners while eating. Teacher aides monitor students during the lunchtime.

CELL PHONE POLICY: Cell phones must be kept out of sight and turned off during school hours. From the time students arrive on campus until the last bell at 3:30 phones are to be put out of sight and turned off, unless it is being used in class and under the authority of the teacher. If a cell phone is displayed or used by a student, it will be taken to the dean of students’s office.

- 1st offense: Phone will be returned at the end of the day to the student with a warning..
- 2nd offense: Phone will be returned to the parent at the end of the day with a \$10 fine.

Fines collected will be deposited into a activity fund.

The use of cell phones in locker rooms or restroom areas at any time while at school or at a school-sponsored event is strictly prohibited.

COMMUNICABLE DISEASES: Parents of students absent with a communicable or contagious disease are asked to telephone the school nurse/dean of students so that other students who have been exposed to the disease can be alerted; convalescing students are not allowed to come to school until the disease is no longer contagious. These diseases include: Campylobacteriosis (bacterial diarrhea), Chickenpox, Common Cold with a fever, Diphtheria, Fever of 100F or greater, Gastroenteritis (stomach flu), Giardiasis (parasitic diarrhea), Head Lice, Hepatitis (Type A), Impetigo (bacterial skin infection), Influenza, Measles (Rubeola), Meningitis (Bacterial), Mumps, Pink Eye (Bacterial or viral Conjunctivitis), Poliomyelitis, Ringworm of the scalp, Rubella (German Measles), Salmonellosis (food poisoning), Scabies, Shigellosis (bacterial diarrhea), Streptococcal Sore Throat and Scarlet Fever or Scarlatina, Tuberculosis (Pulmonary), and Whooping Cough (Pertussis).

COMPUTER USE: For more information refer to the Fruitvale ISD Acceptable Use Policy (AUP): Students will be given access to the District's electronic communications system. Through this system, they will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. They will have access to hundreds of databases, libraries, and computer services all over the world.

With this educational opportunity comes responsibility. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities. As a user you are required to make efficient, ethical and legal utilization of the network resources. If a Fruitvale user violates any of the provisions, his or her account will be terminated and future access could possibly be denied. The signature(s) in the Appendix (are) legally binding and indicates the party (parties) who signed has (have) read the terms and conditions carefully and understand their significance.

Please note that the Internet is a network of many types of communication and information networks. Fruitvale ISD does have a filtering system in place to block or filter content as required by the Children's Internet Protection Act (CIPA). It is possible that you may run across areas of adult content and some material you (or your parents) might find objectionable. While the District will take reasonable steps to restrict access to such material, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

CORPORAL PUNISHMENT: Defined as - 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.

- The parent will give written permission for corporal punishment.
- The punishment will be administered in the presence of one other District professional employee and out of view of other students.
- A record will be maintained of each instance of corporal punishment.
- The student will be told the reason for the corporal punishment.
- The punishment may be administered only by the dean of students, discipline coordinator, or a teacher.
- The instrument to be used will be approved by the dean of students.

COUNSELING: A school counselor is available to help students with a wide range of personal concerns. Counselors are familiar with available resources and may direct students to other sources of information and assistance. Students who wish to discuss academic or personal concerns with a counselor should contact the school office for an appointment.

CURRICULUM: Hallie Randall Elementary offers curriculum as outlined by the State of Texas. All teachers use the Texas Essential Knowledge and Skills provided by the State of Texas.

DELIVERY AND PICKING UP STUDENTS: Parents who drive students to school or pick their child up after school must enter the parking lot at the south entrance and drive north through the parking lot to pick up students and exit at the first exit to the left. Visitors to the elementary school are requested to park in the designated visitor spaces.

If a friend or relative picks up your child at school, written permission is required. For your child's protection, we cannot allow a student to leave school with anyone other than a parent who has legal custody of the child unless we have a note or a phone call verifying that this person will be picking up your child.

If a student is leaving school before 3:30, the parent or designated person must sign the child out in the office.

DELIVERING ITEMS TO SCHOOL: If a parent needs to deliver items left at home by a student (lunches, lunch money, books, coats, etc.), please deliver these items to the school secretary. She will deliver them as soon as possible without disturbing the academic learning of your child.

DETENTION: Students may be detained after school hours (for not more than one (1) hour on one or more days) if a student violates the school's rules of conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention. The parent must make arrangements for the student's transportation on the day(s) of the detention.

DISASTER DRILLS: There will be monthly fire drills during the school year. A diagram of the school will be displayed in each classroom showing the route that should be taken by the students and teachers in case of a fire drill. There will also be drills for weather related issues such as a tornado drill, and disaster or intruder alert drills such as a lock down. These will be practiced periodically to ensure that all teachers and students are prepared in an emergency situation.

DISCIPLINE MANAGEMENT PLAN: Parents will receive a copy of the Fruitvale Independent School District Student Code of Conduct. Parents will be asked to read the district's policy on discipline and sign a document stating it has been read.

DISPLAY OF AFFECTION: Any open display of affection (kissing, hugging, "illegal use of hands", etc.) that distracts from the educational setting is prohibited.

DRESS CODE: The intent of the dress code is that all students shall be dressed so as to appear neat, clean, and in good taste in order to minimize any disruption to learning. Safety issues are also taken into consideration in the dress code. The dress code may not apply to every conceivable situation, and when questions arise regarding dress or grooming, the campus administrators involved will make the final determination whether or not the conditions in question are in keeping with the intent of the dress code. If a student is not in compliance with the dress code, a parent will be required to bring a change of clothing. The dean of students has the authority to send any student home that is not appropriately dressed. If a student disobeys the policy, he/she will be given an opportunity to conform at school, if possible. If the student refuses to obey the policy, he/she will have disciplinary actions until compliance is met.

- Shorts, Skirts, and Dresses - Students may wear shorts until October 31st and then again beginning March 1st of each year. All shorts and skirts must be fingertip length. Bike shorts, "baggies" or "saggies" (jeans), or spandex type pants are not permitted. If leggings or tights are worn, they must be covered by a top or dress that meets the fingertip length rule.
- Pants - Holes in pants are permitted only below the knee. This includes frayed, or thread thin areas. Holes maybe patched above the knee with iron on sewn on patches only. Taped or stapled patches are not acceptable. Leggings, tights or spandex are not allowed to circumvent this rule. Pajama pants are not allowed.
- Tops, Shirts, and Blouses - Midriff tops, fishnet tops, mesh tops, muscle/tank top type shirts, and low cut blouses are not allowed. All shirts must cover the shoulders. No spaghetti or thin straps will be allowed. With air-conditioned rooms, students are often cold during the day if dress is not appropriate. Girls must wear blouses that do not reveal the stomach when the arms are raised above the head. If an item of clothing is questionable, DO NOT WEAR IT.
- Hats and Caps - No type of hat or cap will be worn in the school buildings or classrooms.
- Shoes – Shoes must be worn at all times. Shoes must have a back or back strap. Due to safety issues, flip flop sandals, house shoes, and shoes with wheels (ex. heelies) are not allowed.
- Clothing and jewelry with suggestive slogans, inappropriate advertisements, or that otherwise distracts from learning will not be allowed.
- Hair - Hair must be neatly groomed and not fall into a student's eyes. Boys shall wear their hair no longer than shirt collar length. Boys may not wear hair accessories. Extreme styles that distract students from learning are not allowed. Styles and fads such as, but not limited to mohawks, tails, ponytails, designs, and unnatural hair color are not permitted.
- Jewelry - Boys shall not wear any earrings. No earring type jewelry or body piercing ornaments may be worn by anyone in any other part of the body. No visible tattoos or body art will be permitted.

EMERGENCY CARE: Registration forms with emergency information are completed at the time of enrollment and again at the beginning of each school year. If you have changes in telephone numbers, addresses, places of employment, etc., during the school year, it is **essential** that you call the office to assist us in keeping this information current.

FAILING TO COMPLETE ASSIGNMENTS:

First and Second Grade: After the third time or any recurrence during a six week period, a child failing to have their homework or required parent signature will be sent to the office and a detention will be assigned.

Third through Fifth Grade: Students will be given two extra days to complete homework or assignment. Ten points will be deducted per day. On the third day, if work is not turned in a zero will be given for missing work.

FIELD TRIPS: Field trips may be in the fall or in the spring. Students will ride buses to and from the destination. No siblings or parents will accompany students on the bus. Parents are encouraged to follow the bus in their own car or in a carpool with other parents.

GRADING: Report cards are issued each nine weeks. Parents are requested to carefully review the report card. Parents of pre-k and kindergarten students are requested to sign and return report cards promptly.

In grades 1-5, nine-week grades include daily and weekly tests, homework, class participation, special assignments, and daily work for grades. Grades will be averaged and entered as numerical grades for all subjects.

GIFTED AND TALENTED PROGRAM: The Fruitvale Independent School District Gifted and Talented Program is designed for students who are identified as gifted and talented according to Fruitvale I.S.D.'s identification procedures. Identification and selection for the gifted and talented program will be determined through a three step process to include: nomination, screening, and selection. **Elementary and secondary students will be screened in the fall. Kindergarten students will be screened and served by March 1.** For more information please contact the office.

HEAD LICE POLICY: The school nurse will screen all students for head lice periodically. A child being found to have live lice or eggs on the hair shaft 1/4 inch or less from the scalp will be sent home for treatment. The student shall not be readmitted to school until proof of proper treatment is provided to the school nurse. If a student does not return to school the next day after being sent home for lice, that student will receive an unexcused absence unless such absence was the result of medical complications arising from the lice infestation and is properly documented by a practicing medical doctor.

Head Start Policy: Once a child qualifies for HS as a three year old, if they qualify as a four year old they must enroll in Head Start the next year with Pre-K not an option.

INSURANCE: At the beginning of the school year, the District will make available to students and parents a low-cost student accident insurance program.

LAW ENFORCEMENT AGENCIES:

QUESTIONING OF STUDENTS

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

- The dean of students will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The dean of students ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the dean of students considers to be a valid objection.
- The dean of students ordinarily will be present unless the interviewer raises what the dean of students considers to be a valid objection.

STUDENTS TAKEN INTO CUSTODY

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

The dean of students will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the dean of students considers to be a valid objection to notifying the parents. Because the dean of students does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

NOTIFICATION OF LAW VIOLATIONS

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is required to register as a sex offender or who has been convicted, received deferred

prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

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

LIBRARY: Students are encouraged to use the library for research and reading enjoyment. To better serve all the students, books should be returned on time and all library rules should be followed. Fines will be issued for all books turned in late, lost or damaged.

LOCKERS: Lockers remain under the jurisdiction of the school, notwithstanding the fact that they are assigned to individual students. The school reserves the right to inspect all lockers at any time. Searches of lockers, as well as general searches of school property, may be conducted at any time there is reasonable cause to do so with or without the presence of students. No key locks or combination locks are allowed on lockers without a duplicate key or the combination turned in to the office.

LOST ITEMS/LABELING ITEMS: All items such as coats, backpacks, hats, lunch boxes, crayons, etc. should have the student's name on them. Encourage your child to look for lost items immediately after they are missed by checking with the office and the Lost and Found cart in the hall.

MAKE-UP WORK: Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Students in the elementary shall have as many days to make up their work as the number of days absent. Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up 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 shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified above. Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the dean of students and disseminated to students.

MEDICATION: The nurse will administer any medications that a student requires during the school day. Other designated school personnel may complete this task in her absence. All prescription medications must be in the original container.

The school nurse will keep a limited supply of Acetaminophen, Kaopectate, and Ibuprofen on hand for students. Each parent/guardian who wants their child/children to receive one or more of the above medications must sign a consent form for administration of the medication. Parents may at times be asked to send a small supply of one of the above medications if their child requires any of the above medications more than one time per month. If a child requests one of the above medications and the school nurse does not have a signed parental release to administer the medication on file, the parent/guardian may be notified by phone and permission can be given orally by the parent for the child to receive the medication. A

consent form will be sent home with the child at the time for the parent/guardian to consent to future administration of the medication. No medication will be administered in the future without the written consent.

Medicine brought to the school by the parent or a student should be brought to the nurse. A signed permission form must be completed. If it is more convenient, parents may leave it in the school office and office personnel will deliver it to the nurse. A refrigerator is available for medicines that require refrigeration.

MORNING DROP OFF PROCEDURE: Due to safety concerns of your child, parents may still escort their child to their homeroom class between 7:30 am and 8:00 am for the first two weeks of school (August 20-August 31). Starting on September 4th, parents need to pick up a visitor's pass through the elementary office and then you are welcome to accompany your child to their classroom.

PARENT CONFERENCES: Parents or teachers may request a conference any time a need exists. Please feel free to call the school secretary and arrange a conference, either by telephone or in person, with your child's teacher whenever a need arises. Parents are encouraged to discuss with the dean of students any problem that arises during the school day.

We hope you will communicate with your child's teacher because you can supply information about your child that can definitely help us assess his/her needs.

PARENT INVOLVEMENT POLICY: Acknowledging that parents/guardians are a student's first teachers and that this continuing support is essential for academic success, Hallie Randall Elementary School is committed to the following parent involvement policy:

- Title I, Part A parents will annually receive information concerning the implementation of the Title 1, Part A program and will be encouraged to offer suggestions for improving/ strengthening the program.
- Parents will be given timely information concerning overall student performance standards and expectations. (TEKS)
- Parents will be given timely information concerning campus/state assessment instruments: local assessment measures, TPRI, TELPAS, DIBELS, STAAR, etc.
- Parents will be offered opportunities for learning how to foster improved academic performance for their child(ren).
- Parent representatives (including parents of Title I, Part A students) will be involved in the development, review and evaluation of the campus improvement plan.
- Title I, Part A parents will be involved annually in the review/revision of the School/Parent Compact.
- Title I, Part A parents will be asked to complete surveys seeking evaluation of the Title I, Part A program and parent involvement.
- Parents will annually review and revise this policy.

PARTY INVITATIONS: Party invitations may be distributed at school only if the entire class is invited. The teacher or other school personnel is not allowed to give a list of addresses or telephone numbers to parents for personal parties.

PRE-K ENROLLMENT CRITERIA:

1. Eligible under Head Start or Pre-K guidelines
2. Transfer students that qualify under program requirements and spaces available.
3. Fruitvale students that do not qualify.
4. Employee's children or grandchildren that do not qualify under program qualification.
5. Outside of district students that do not qualify under program qualifications.

PROMOTION, RETENTION, AND PLACEMENT: For grades 1-5, the general policy for promotion to the next grade level shall be based on an average of 70 or above in reading and a 70 or above in 3 of the following areas – math, ELA, science, and social studies.

In addition to the general policy –

Grades 1&2: Students **must** read at or above grade level. Grade level reading skill is determined by considering the student's performance on the TPRI, STAAR equivalency, and report card grades.

Grade 3: Students **must** read at or above grade level. Performance on the STAAR equivalency test is also a consideration.

Grade 5: Students **must** pass the STAAR reading **and** STAAR math assessments*.

Students following an Individualized Education Program (IEP) **must** meet their annual goals and meet expectations on the state assessments 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.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the dean of students 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 dean of students, counselor, or special education director.

Students in grades 1-5 who fail to meet promotion standards will repeat the grade level.

Students in pre-kindergarten and kindergarten shall not be retained without parental consent. With parental consent, six-year old students determined not to be developmentally ready for 1st grade may be assigned to a grade as deemed appropriate by the school.

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

PUBLIC SCHOOL WEEK: Public School Week is in March. Parents and the community are invited to visit the school during this week to view student work, student projects, and to eat lunch with your child/children.

REGISTRATION: All students must have on file an official birth certificate, comply with state immunization regulations, and provide a copy of their social security card. Students also need to bring a withdrawal form from the previous school or home school records documenting grade level or credits completed. Students who enroll from home school situations will be placed in the appropriate grade level indicated by their score on an age-appropriate benchmark exam. Proof of residency within the Fruitvale School District may also be required.

REPORTING ACADEMIC PROGRESS: Achievement or progress shall be reported every six weeks as follows:

Head Start	Shall be reported as letter grades: Introduced (I), Working On (W), Mastery (M) Citizenship Grades shall be reported daily via notes.
Pre-Kindergarten (4)	Shall be reported as letter grades: Introduced (I), Working On (W), Needs Improvement (N), Satisfactory (S), Mastery (M)
Kindergarten	Shall be reported as letter grades: Excellent (E), Satisfactory (S), Needs Improvement (N), Unsatisfactory (U) Citizenship Grades shall be reported via notes.
Grades 1 - 5	Achievement shall be reported to parents as: 1. Number grades for math, reading, ELA, science, social studies, physical education, and music

2. Citizenship grades shall be reported as number grades.

Progress Reports shall be sent home every three weeks or more if needed.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY: Each member of the school community must fulfill certain responsibilities if a positive learning environment is to be achieved. A cooperative relationship among a student, parent, and educational personnel requires that:

We, the Fruitvale School community, establish this Compact for Learning in order to foster improvement in all subject areas and to support the success of our students. We believe this can be done with the planned partnership of parents, families, students, teachers, dean of studentss, and community members.

PARENT'S AND FAMILY'S RESPONSIBILITIES

We will:

- Make sure that our child attends school regularly, is on time, and is prepared to learn, with homework completed.
- Know what skills our child is learning in all subject areas.
- Complete activities at home that continue our child's classroom learning at home.
- Read with or to our child for 30 minutes, five days a week.
- Get a library card for our child, and encourage our child to bring reading materials from the library into the home.
- Attend parent-teacher conferences and communicate frequently with our child's teacher, through notes and conversation, about how well our child is doing.
- Discuss with my child the importance of achieving academically to their fullest potential.
- Contact the teachers when I am concerned about my child's progress or have a question about the school's literacy standards.
- Participate every day in mathematic areas.
- Discuss proper behavior and consequences with my child.

STUDENT'S RESPONSIBILITIES

I will:

- Come to school on time with necessary materials and be ready to learn.
- Pay attention to my teachers, family, and tutors, and ask questions when I need help.
- Ask my family to read to me or with me for 30 minutes, five days a week.
- Complete my homework on time in a thorough and legible way.
- Welcome help from my family in my homework and papers.
- Return signed homework and papers to school.
- Show respect toward my peers, teachers, and others.
- Conduct myself in a positive manner everyday.

TEACHER'S RESPONSIBILITIES

I will:

- Provide quality teaching and leadership to my students and their families.
- Communicate frequently with families about my students' progress in reading, and math and show them how they can help.
- Recognize that students are accountable for every assignment.
- Conference with parent as needed by phone, by letter, or in person.
- Expect students to learn basic and advanced academic skills and do challenging work.
- Teach to rigorous school standards.
- Encourage parents to read with their children at least 30 minutes per day.
- Develop a system of continuing communication with families such as regular phone calls or notes.
- Ask for and attend workshops to learn about research-based methods for teaching.
- Meet frequently with other teachers to discuss effective teaching strategies, students' needs; and school resources.
- Encourage parents to practice math problem-solving in every day life situations.

DEAN OF STUDENTS'S RESPONSIBILITIES

I will:

- Set high standards by providing a challenging curriculum and help teachers and parents understand how adopting high standards can lead to the improvement of scores.
- Report publicly on state mandated tests.
- Allocate resources to ensure that high standards are met.
- Welcome and involve all families to all activities at Hallie Randall Elementary.
- Seek out and provide staff development opportunities to teachers and instructional aides.

COMMUNITY MEMBER'S RESPONSIBILITIES

I will:

- Support students and staff in a positive manner.
- Keep informed about the standards and the performance of schools in my area.
- Contact business and other community organizations that can donate resources to local schools to help them meet higher standards.
- Volunteer to tutor students who need help or support, and participate in training for tutors and other partners.

SCHOOL BUS INFORMATION: School buses are considered an extension of the classroom and students are expected to behave accordingly. Students who ride school buses shall be under the disciplinary control of the bus driver and comply with the following bus rules and regulations:

RULES AND REGULATIONS GOVERNING SCHOOL BUS CONDUCT

1. Seating assignments will be arranged by the bus driver or dean of students; and each student will be expected to remain in this assigned seat for the duration of the trip or time limit designated.
2. At no time will a student act toward or address comments to a bus driver in a disrespectful manner or in any other manner harass or distract him/her.
3. Students shall not write upon, disfigure, or destroy any part of the school bus.
4. Students shall not throw, pitch or shoot articles within the bus or out the school bus.
5. Students shall not take or handle any emergency equipment inside the bus.
6. Students shall not extend any part of their body, clothing, or other articles out of the bus window.
7. Students shall never board or leave a bus through the emergency door except in an emergency.
8. Students will not be allowed to move about in the bus while it is in motion.
9. Students shall not carry weapons, explosives (such as fireworks), unsheathed pointed articles, or knives on the bus.
10. Scuffling, fighting, the use of obscene, vulgar, or profane language is forbidden.
11. Students shall not smoke or strike matches on the bus.
12. Students shall not carry or consume intoxicating beverages or narcotics aboard the bus.
13. Students shall not yell, scream, whistle, or play radios on the bus.
14. Students shall not carry animals on the bus.
15. No one will be allowed to get off a bus except at home or school unless authorized in writing by parent or legal guardian.
16. Bus riders shall not eat or drink on the bus route or litter the bus with debris.
17. Students will wear the provided seatbelts while riding the school buses.

Students **must** bring a signed note from parents if they are to ride a different bus than they regularly ride or if different arrangements have been made for their afternoon departure from school. Otherwise, the student will be placed on his regular bus route.

Students must meet the bus promptly at designated stops and get off only at designated stops. When loading and unloading, students should go in front of the bus and drivers must wait until the students have completely crossed the road. Students are to follow safety precautions at all times.

Students riding a bus must have a completed Bus Form on file in the elementary office. Parents will be notified of each bus behavior problem by receiving a bus discipline form stating what problem occurred on the bus. The parent must sign and return the form to the elementary office. Students who persist in disobeying the driver are in danger of being suspended from riding the bus.

SCHOOL HOURS: There are no adults on duty until 7:30 am. In order to insure the safety of our students, please do not bring your child to school before 7:30 am. This will give your child sufficient time to eat breakfast and get to class before the tardy bell rings at 8:00 am. The final bell rings at 3:30 p.m. Please adhere to designated pick-up times for each grade level.

SCHOOL NUTRITION: Texas Public schools participating in the federal child nutrition programs must comply with the nutrition policies outlined by the Texas Department of Agriculture and defined by the U.S. Department of Agriculture's Food and Nutrition Services. Therefore, our elementary campus may not serve or provide access for students to food of minimal nutritional value and all other forms of candy at any time anywhere on school premises. This includes carbonated beverages, frozen, sweetened water such as popsicles, hard candy, gum, fondant, spun candy or candy coated popcorn. Elementary classrooms may allow one nutritious snack per day under the teacher's supervision. The only exception to this rule is that birthday cake or cupcakes can be brought and served to students during scheduled breaks to celebrate a student's birthday.

SCHOOL PARTIES: There are only two parties permitted for each grade level during the year. The parties that can be held during the year will celebrate Christmas and Valentine's Day. Room mothers need to contact the teacher and discuss any preparations for these parties. Teachers will also schedule the time for each of the parties. There will be no exchange of gifts during Christmas parties. Grades PK-2 will have gifts, which will be limited to \$5.00. A gift is a gift that a parent/guardian provides for his/her own child that will be delivered during the Christmas party.

SCHOOL SUPPLIES: A school supply list is sent home for the next grade level at the end of the school year. Before school begins again, a school supply list may be obtained from the elementary office and one will be supplied in their registration packets. Additional supplies may be required during the school year. Parents are responsible for providing their child with proper school supplies.

SENDING MONEY TO SCHOOL: Small children need their money placed in an envelope. The child's name, purpose of the money and grade level should be written clearly on the front of each envelope. We appreciate it when you send the correct change to school. Teachers will not be responsible for keeping money for students.

SICK CHILDREN: If your child should become ill during the school day or has an emergency, you will be contacted. Please keep the emergency information current with telephone numbers at home and work. Telephone numbers of a relative and/or neighbor who is willing to pick up your child in case of illness are also needed when you can not be reached.

State Health Department guidelines state those children with a temperature of 100 or higher may not remain in the classroom. Please do not send your child to school with a fever, even if it does come down when Advil or Tylenol is administered.

Hearing and vision screenings are done each year in grades PK, K, 1, 3, 5, and for all new students. Parents are notified if there is a problem. If you are concerned about your child's hearing or vision at any time, you may request screening by contacting the school nurse.

TARDIES: Students who arrive in their classroom after the 8:00 tardy bell must obtain a class admit slip from the office. Students must be in the classroom and prepared for class by the 8:00 a.m. tardy bell.

**TESTING: STAAR (STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS)
GRADES 3–8**

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

The TX-KEA will be administered to Kindergarten and the Texas Primary Reading Inventory will be administered to 1st and second grades.

TEXTBOOKS AND LIBRARY BOOKS: Textbooks are required by State Law to be covered with a book cover. Textbooks and library books are loaned to students for use during the school year. Books are to be kept clean and handled carefully. Students will be required to pay for any lost or damaged books.

TUTORING: Tutorial services are available to provide additional instruction for students experiencing difficulty succeeding in the regular classroom in language arts, math, science, and social studies for grades K-5. Tutoring is recommended for any student who is in danger of failing a subject or who is working below grade-level. These tutorial periods are provided within the regular school day.

UIL ACADEMICS: Hallie Randall Elementary actively participates in the University Interscholastic League (UIL). Students in grades 2-5 are offered this opportunity to enhance their academic skills by participating locally and with the academic district in twelve different academic areas.

VALUABLE ITEMS AT SCHOOL: Students are not to bring toys, movies, cell phones, collectible cards, etc. to school unless the teacher requests items as part of instruction. The school is not responsible for any items brought to school by students.

VOLUNTEER PROGRAM: The intent of the PASS (Partners Assisting Successful Students) volunteer program at Fruitvale ISD is to establish a partnership between school, parents, and community members. This partnership will work together to promote the educational success of our students. If you are interested in participating in our volunteer program, please contact the elementary office.

WEB PAGE: Our website is: <http://www.fruitvaleisd.com>

Wellness: Contact the school nurse for oversight of the District's wellness policy. If you think you are interested in participating in the development, implementation, and evaluation of the wellness policy and plan, you can also contact the school nurse

WITHDRAWING FROM SCHOOL: Please contact the office as soon as possible when you become aware that your child will be withdrawing from our school. This will enable the school secretary to have all withdrawal papers prepared and prevent an inconvenient delay.