



Tatum Primary/Elementary School
2019-2020
Student Handbook

High achievement always takes place in the framework of high expectations.
~Jack Kinder

Acknowledgment Form

My child and I have received a copy of the Tatum Primary/Elementary School Student Handbook and the ***Student Code of Conduct*** . I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the ***Student Code of Conduct***.

Printed name of student: .

Signature of student: ____

Signature of parent: ____

Date: .

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

Forma de Reconocimiento

Mi hijo(a) y yo hemos recibido una copia de la Guía Estudiantil de Tatum Primary y el **Código Estudiantil de Conducta** para. Comprendo que la guía contiene información que mi hijo(a) y yo tal vez necesitaremos durante el año escolar y que todos los estudiantes serán responsables por su conducta y serán susceptibles a las consecuencias disciplinarias escritas en el **Código Estudiantil de Conducta**.

Letra en molde de estudiante: __

Firma de estudiante: ____

Firma de padre: __

Fecha: ____

***Por favor firme y ponga la fecha en esta hoja y
quítela del libro y regrésela a la escuela del
estudiante.***

Tatum Primary School Information

Principal/Campus Behavior Coordinator: Tamara Fite

Email address: fitet@tatumisd.org

Counselor: Sharmeca Harris

Secretary: Chandra Wheeler

Receptionist: Diana Hernandez

Nurse: Linda Sipes

Media Technology Specialist: Kim Ross

Tatum Elementary School Information

Principal/Campus Behavior Coordinator: Jennifer Malone

Email address: malonej@tatumisd.org

Counselor: Raishaunda Smith

Secretary: Debbie Adams

Receptionist: Sandra Hernandez

Nurse: Bridgette Harvey

Media Technology Specialist: Randi Searle

Tatum Primary: 903-947-0201

Tatum Elementary: 903-947-0352

Maintenance/Transportation: 903-947-0307

Administration Building: 903-947-6482

Tatum High: 903-947-0102

Tatum Middle: 903-947-0308

Principal's Message

The administration and staff of Tatum Primary/Elementary School welcome you to the 2019-2020 school year. We are looking forward to working with you and your children to give them the best education possible.

Your children are going through some very critical years right now. This is the time when they are forming habits that will be with them for the rest of their lives. Therefore, it is important that we work together, as a team, to instill positive values and habits that will ensure them a successful future.

The administration and staff will be working with your children not only academically but also socially. We will be stressing responsibility and good behavior. In the past, I have had parents ask how they might help their children become more responsible for their education. The following suggestions are offered:

- **Encourage punctuality to school**
- **Stress to your children the importance of daily attendance**
- **Set appointments so they will not miss academic instruction**
- **Stress to your child compliance with the campus dress code**
- **Have your child show you their assignment sheet each evening**
- **Be sure your child is keeping up with their homework**
- **Monitor your children's homework**
- **Have your children read to you daily**
- **Establish a routine so that homework , permission slips, etc. is not forgotten**
- **If your children have a discipline problem you wish to know more about, please do not hesitate to contact us**
- **If your child is having any problems you feel need to be addressed in a conference, please call the school counselor or your child's teacher to schedule a meeting.**

Thank you for allowing us to play an important role in your child's life. Together we can give our leaders of tomorrow (your children) the best education possible. We are here to serve this community. Please do not hesitate to contact us if we can be of further assistance to you.

Sincerely,

Tamara Fite, TPS Principal

Jennifer Malone, TES Principal
PREFACE

SECTION I

IMPORTANT INFORMATION FOR PARENTS

STATEMENT OF NONDISCRIMINATION

PARENT AND FAMILY ENGAGEMENT

Working Together

Options and Requirements for Providing Assistance to Students with Learning Difficulties

Obtaining Information and Protecting Student Rights

“Opting Out” of Surveys and Activities

As a parent, you also have a right:

Requesting Limited or No Contact with Student Through Electronic Media

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

CORPORAL PUNISHMENT

STATE-MANDATED ASSESSMENT TESTS

MEDICINE AT SCHOOL

STUDENT RECORDS

RELEASE OF STUDENTS FROM SCHOOL

Late Arrival to School

Withdrawing from School

SCHOOL SAFETY TRANSFERS

OPTIONS & REQUIREMENT FOR PROVIDING ASSISTANCE FOR STUDENTS

SECTION II

CURRICULUM-RELATED INFORMATION

COMPUTER RESOURCES

COUNSELING

SPECIAL PROGRAMS

ESL

DYSLEXIA

GT
CAMPUS INTERVENTION TEAM
CAMPUS IMPROVEMENT AND DECISION MAKING PROCESS
PROMOTION AND RETENTION
SUMMER SCHOOL
TEXTBOOKS

SECTION III

GENERAL INFORMATION AND REQUIREMENTS

ATTENDANCE

Compulsory Attendance
Attendance for Credit
Perfect Attendance

GRADES

Grading Policy

MAKEUP WORK

COMMUNICABLE DISEASES /CONDITIONS

Bacterial Meningitis
Food Allergies

HEALTH-RELATED MATTERS

Other Health Related Matters

CONDUCT

Applicability of School Rules
Disruptions
Tape Recorders, Radios, Pagers, Cell Phones, Ipods, Etc
Bullying or Taunting Behaviors
Harassment on the Basis of Race, Color, Religion, National Origin, or Disability
Sexual Harassment / Sexual Abuse

LAW ENFORCEMENT

AGENCIES

Questioning of Students
Students Taken Into Custody
Notification of Law Violations

DISTRIBUTION OF PUBLISHED MATERIALS OF DOCUMENTS

School Materials

Student Non-school Materials

Non-student Non-school Materials

DRESS AND GROOMING

STUDENT FEES

FUNDRAISING

IMMUNIZATION

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

PRAYER

SAFETY

Accident Insurance

Drills: Fire, Tornado, and Other Emergencies

Emergency Medical Treatment and Information

Emergency School-Closing Information

Conduct Before and After School

CAFETERIA SERVICES

Charge Policy

LIBRARY

PEST CONTROL

VANDALISM

SEARCHES

TRANSPORTATION

School-Sponsored

Buses and Other School Vehicles

VIDEOTAPING OF STUDENTS

VISITORS TO THE SCHOOL

General Visitors

PREFACE

To Students and Parents:

Welcome to Tatum ISD! Education is a team effort, for this new year to be successful for your child, we must all work together: students, parents, teachers, and other school staff members.

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

Section I—IMPORTANT INFORMATION FOR PARENTS—with information all parents will need about assisting their child and responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—CURRICULUM-RELATED INFORMATION—providing information to students and their parents about instructional programs, promotion, retention and extracurricular and other activities.

Section III—GENERAL INFORMATION AND REQUIREMENTS—describing school operations and requirements such as safety procedures, the dress code, and fees that may be charged.

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

Both students and parents must be familiar with the Tatum ISD Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents and is also available in the principal's office.

The student handbook is a general reference guide only and is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance

In case of conflict between board policy or the Student Code of Conduct and any provisions of the Student Handbook, the provisions of Board policy and the Student Code of Conduct are to be followed.

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

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents.

It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

We strongly recommend that parents review the entire handbook with their children and 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 your child's teacher, the counselor, or the principal. Also, please complete and return the parental acknowledgment and consent forms so that we have a record of your choices.

Please note that references to the District's alphabetical policy codes are included so that parents can refer to current policy. A copy of the District's policy manual is available in the school office and on the Web Site at: www.tatumisd.org.

SECTION I

IMPORTANT INFORMATION FOR PARENTS

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

STATEMENT OF NONDISCRIMINATION

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

The following District staff members have been designated to coordinate compliance with these requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex:
Drenon Fite 903-947-6482

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Drenon Fite 903-947-6482

PARENT AND FAMILY ENGAGEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. 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. Ensure that your child completes all homework assignments and special projects. Be sure your child 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. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. Monitor your child's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at: Primary 903-947-0201 or Elementary 903-947-0352 for an appointment. A 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. For further information, see policy GKG and contact your school.
- Participating in the PTO organizations.

- Offering to serve as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact your school.
- Offering to serve on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction.
 - Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending Board meetings to learn more about District operations. [See policies BE and BED for more information.]

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

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: Drenon Fite

Contact Phone Number: 903-947-0167

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: Drenon Fite

Contact Phone Number: 903-947-0167

The following websites provide information to those who are seeking information and resources specific to 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](#)

[Spanish Access](#)

Obtaining Information and Protecting Student Rights

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

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

“Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice and opt your child out of participating in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information.
- Any non emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

As a parent, you also have a right:

- To request information regarding the professional qualifications of your child’s teachers, including whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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.
- 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.
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- To review your child’s student records when needed. 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
- State assessment instruments that have been administered to your child.
- To grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
 - When it is to be used for school safety
 - When it relates to classroom instruction or a co-curricular or extracurricular activity; or
 - When it relates to media coverage of the school.
- To 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.
- To request that your child be excused from participation in the daily recitation of 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 moment of silence or silent activity that follows.
- To 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.
- To request in writing, if you are a non custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a disciplinary Alternative Education Program (DAEP) or expulsion.

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.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests. The employee is required to include the student's parent as a recipient on all text messages.

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

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

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three weeks of a grading period, parents will receive a progress report if their child's performance in any core subject (English

language arts, mathematics, science, or social studies) is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. Teachers follow grading guidelines approved by the Principal and Superintendent pursuant to the board-adopted policy and have been designed to reflect each student's academic achievement for the grading period, semester, or *course*. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy.

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 5 days.

STATE-MANDATED ASSESSMENT TESTS

In addition to routine tests and other measures of achievement, students at certain grade levels will take state assessment tests (such as STAAR) in the following subjects, as well as routine testing and other measures of achievement:

- 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

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

STAAR Alternate for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. STAAR online will be available for eligible students who require this type of testing

accommodation, as determined by the student's Language Proficiency Assessment Committee (LPAC), 504 committee and ARD committee. A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

MEDICINE AT SCHOOL

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

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

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

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

STUDENT RECORDS

Both federal and state law safeguards student records from unauthorized inspection or use and provide parents and "eligible" students certain rights. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person or parent requesting the information.

The law specifies that certain general information about Tatum ISD students is considered "directory information" and will be released to anyone who follows procedures for requesting it. That information includes:

- A student's name, address, telephone number, and date and place of birth.
- The student's photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student's dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school previously attended.
- The student's e-mail address.

Release of any or all directory information regarding a student may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child's first day of instruction for this school year. [See the acknowledgement form attached to this handbook.]

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.
- District school officials who have what federal law defines as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators and principals; teachers, counselors, diagnosticians, and support staff; a person or company with

whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist or volunteer); a parent or student serving on a school committee; or a *parent or* student assisting a school official in the performance of his or her duties.

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

- Various governmental agencies, including juvenile service providers. Individuals granted access in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances effectively prevent inspection during these hours, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent may inspect the student’s records and request a correction if the records are considered inaccurate or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. 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 refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to submit 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 defined by policy FNG (LEGAL).

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents

are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

Please note:

Parents 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 District's policy regarding student records is available from the principal's or Superintendent's office.

The parent'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.

RELEASE OF STUDENTS FROM SCHOOL

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

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign out procedures. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need **to leave school during the day must bring a note from his or her parent that morning**. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. Tardies and leaving early from school will affect a student's perfect attendance. Perfect attendance represents a student who is in class **all day and present daily**.

Arrival to School

Regular and prompt attendance is a very valuable and important habit for students to form. Tardiness has a tendency to develop the wrong attitudes toward individual responsibility. Students are encouraged to be on time and in school every day.

The tardy bell rings at 7:55 a.m. Instruction begins at 7:55 a.m. Students arriving after 7:55 a.m. will report to the office for a tardy slip in order to gain admission to the classroom.

If your child is tardy due to a medical visit, you must bring a doctor's note to receive an "Admit to Class" slip rather than a tardy slip. Please do not put your child in the position of being late to school. Tardies and leaving early from school will affect a student's perfect attendance. Perfect attendance represents a student who is in class **all day and present daily**.

TES- For every 3 tardies, your child will be assigned detention.

Withdrawing from School

A student under 18 may be withdrawn from school only by a parent or legal guardian. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. A withdrawal form may be obtained by the parent from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; to the cafeteria manager for clearance of possible charges; and finally, to the principal. A copy of the withdrawal form will be given to the student and a copy placed in the student's permanent record.

SCHOOL SAFETY TRANSFERS

As a parent, you have a right:

- To request the transfer of your child to another classroom if your child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 37.0832. See the superintendent or designee for information. [policy FDB.]
- To request the transfer of your child to a neighboring district if your child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault.

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

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

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

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

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

- Texas Project First, at www.texasprojectfirst.org
- Partners Resource Network, www.partnerstx.org/horPRNhelps.html

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Cindy Smith at 903-657-9761. Parents should request a conference with the counselor directly, his/her teacher, or through the campus office.

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

SECTION II

CURRICULUM-RELATED INFORMATION

This section of the handbook contains pertinent requirements for academics and activities. Much of this information will also be of interest to your parents and should be reviewed with them—especially if you are entering 9th grade or are a transfer student. The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships.

COMPUTER RESOURCES

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that electronic communications—e-mail—using District computers are not private and may be monitored by District staff.

COUNSELING

Personal Counseling

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

Dyslexia and Related Reading

The current definition of the International Dyslexia Association states: "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading

experience that can impede the growth of vocabulary and background knowledge.”
(International Dyslexia Association, 2002)

The TISD Dyslexia Plan can be found on our district website: www.tatumisd.org

SPECIAL PROGRAMS

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

English as a Second Language Program (ESL)

Limited English proficient students come from a variety of language backgrounds, cultures, and educational settings. State-mandated instructional programs that U.S. schools offer to LEP students also vary. Tatum ISD provides all limited English proficient students instruction through an ESL program. Parents must give permission for students to participate in this program. All students participating in the ESL program receive specialized instruction in the acquisition of the English language.

The District provides each student with a Language Proficiency Acquisition Committee (LPAC) to consider the needs of each student on an individual basis. This committee has the authority from Section 39.027 of the Texas Education Code to make programming teacher and parents. In many cases the student displays adequate intelligence and receives the same instruction that benefits most children. These students may have dyslexia or related disorders such as developmental auditory imperception, dysphasia, dysgraphia or a developmental spelling disability. In accordance with section 38.003 of the Texas Education Code, Tatum ISD will test students for dyslexia at the appropriate time and provide services for any student determined to have dyslexia or a related disorder in accordance with a program approved by the State Board of Education.

Gifted and Talented

A student may be nominated for the gifted and talented program any time by a teacher, counselor, parent or other interested person.

“Gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity of leadership; or
3. Excels in a specific academic field.

Campus Improvement and Decision-Making Process

A campus Leadership Team is established on the campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making.

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/ Talented Students.
3. Data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

Campus Intervention Team

The Campus Intervention Team is a support network for both teachers and students. Use of the Campus Intervention Team is a systematic process of intervention assistance for students with learning and/or behavioral difficulties. The team is chaired by the principal or his/her designee. General guidelines are as follows:

1. A student is identified by one or more teachers as having difficulties in learning the appropriate grade level curriculum in one or more subject areas and/or the student exhibits behavioral tendencies that interfere with learning.
2. The identified student is referred to the Campus Intervention Team through the counselor's office.
3. Factual data such as samples of work, report card grades, achievement test scores, and teacher observations of student behavior is gathered for review. proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In addition, students at certain grade levels will be required to pass the STAAR as a further requirement for promotion.
4. Identification of students shall be in accordance with a written policy that includes;
 - Classroom teachers try the recommended interventions and report to the Campus Intervention Team the success or failure of the interventions.
 - The Campus Intervention Team may recommend more interventions and/or refer the student to other programs/services provided by the district that include but not limited to dyslexia screening, 504 services, counseling services and Special Education Program.
5. The team recommends interventions that may improve academic performance and/or behavior. -making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The committee shall be composed of members who shall represent campus-based professional staff, parents, businesses and the community, and provides information to those persons on a systematic basis. Methods of communication may include, but not be limited to:

1. Articles in District or campus publications regarding work of the committee.
2. Periodic reports of the work of the committee that may be posted on campus bulletin boards.

The committee shall meet at the call of the principal. The principal shall set the agenda for each meeting.

PROMOTION AND RETENTION

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by classwork and assessments. Mastery of at least 70 percent of the objectives shall be required.

It is suggested that a student in **Kindergarten** meet the following criteria to be promoted to 1st grade:

1. The student's running reading record should be at a level 4 or higher.
2. The student recognizes and counts numbers up to 20.

Promotion of a student in **grade 1 and grade 2** shall be based on:

1. The student's running reading record should be at a level 13 or higher for 1st grade.
2. The student's running reading record should be at a level 24 or higher for 2nd grade.
3. The student shall have a final average of 70 or above in both reading and math.

Grades 3-5:

In grades 3-5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: mathematics, science, reading and writing. Students in grades 3-5 who fail more than two courses cannot earn promotion in summer school.

Parents of students in grades 5 who do not perform satisfactorily on their exams will be notified that their child will participate in special instructional programs designed to improve performance. These students will also have two additional opportunities to take the test. If the student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive.

After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the services; and emergency closings. For additional information or questions you may have, please see the principal.

ATTENDANCE

Parents, by law, are held accountable for their child's attendance. The state standard for attendance is 94%. Our goal is to exceed that standard.

Daily student attendance is essential for continuous academic progress. It is also important in developing a positive attitude toward school. The policy of this district is that student absences due to personal illness, sickness or death in the family, *her education—to benefit from teacher-led activities, to build each day's learning on* student to be promoted, based on standards previously established by the District, *quarantine, or hazardous weather or road conditions making travel dangerous be considered excused absences.*

Regular school attendance is essential for the student to make the most of his or the decision of the committee must be unanimous. 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.

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

SUMMER SCHOOL

Summer school will be offered for remediation purposes only for grades K-8, according to TISD Board Policy Local for promotion and retention. Summer school for ESL students will be offered each year for Pre-K and Kindergarten students.

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent. However, a student will be provided textbooks for use at school during the school day.

SECTION III

GENERAL INFORMATION AND REQUIREMENTS

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions such as student health and safety issues; fees; the school's expectations for student conduct (other than Student Code of Conduct requirements); use of facilities, such as the cafeteria, library, and transportation that of the previous day, 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. Tardies and leaving early from school will affect a student's perfect attendance. Perfect attendance represents a student who is in class all day and present daily. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. Each is discussed in the following sections:

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school and District-required accelerated instruction program, extended year program, tutorial sessions unless the student is otherwise legally exempted or excused. School employees must investigate and report violations of the state compulsory attendance law.

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

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

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

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

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 fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit. 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 religious holy days and documented health-care appointments will be considered days of attendance for this purpose. The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- A transfer or migrant student incurs absences only after his or her enrollment in the District. For a student transferring into the District after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- 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 District's Board of Trustees by filing a written request with the Superintendent in accordance with policy.

When a student must be absent from school, the student—upon returning to school— must bring a dated 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.

Perfect Attendance

For the awards of perfect attendance a student will be required to be in attendance every day. **Tardies and leaving early from school will affect a student's perfect attendance. Perfect attendance represents a student who is in class all day and present daily.**

GRADING POLICY

Grades

Grades are assigned as an indication of the level of academic development in a primary or elementary school subject, course, or class.

Terminology

Academic Practice (Daily Grades)

When a student learns new material, he or she goes through a time of wrestling with the material before eventually mastering the new information or skills. It is expected that a student will make some mistakes during this learning process. Any work done during this learning period is considered *Academic Practice*. Academic Practice could consist of many different types of assessments including, but not limited:

- | | | |
|-----------------------------|-----------------------|--------------------------|
| • Writing Processes | • Notebooks | • Vocabulary Assignments |
| • Homework | • Journals | • Lab Reports |
| • Informal Observations | • Portfolios | • Oral Assessment |
| • Curriculum Based Measures | • Quizzes | |
| | • Computer Activities | |
| | • Learning Centers | |

Academic Achievement (Test Grades)

After a student has had sufficient instruction and practice on a topic, it is then reasonable to evaluate his or her independent mastery of the information or skills. Any work done at that point is considered Academic Achievement. Some student

work for Academic Achievement could consist of many different types of assessments including, but not limited to:

- Tests
- Presentations
- Book Reports
- Chapter Tests
- Compositions
- Performances
- Writings (term papers, essays)
- Quizzes
- Research Projects
- Portfolios
- Special Projects (Science Fair Projects)

Homework

The purpose of homework is for meaningful independent practice, extension, and enrichment of topics covered in class. Assignments must be related to state and/or local curriculum standards. Grades may not be given for clerical tasks such as returning a report card or progress report, acquiring parent signatures, bringing canned goods, participating in a fundraiser, etc. While students should be able to complete homework assignments independently, parents are encouraged to oversee the assignments.

Expectations: Homework will be assigned to students on a regular basis with the length of homework assignments varying according to purpose and level.

If weekend homework is deemed necessary, the amount should not exceed a regular day's assignment. Students may choose to use weekends for review, voluntary work, or completion of make-up assignments.

Assigning of homework over extended holidays is highly discouraged.

Homework assignments are to include clear instructions and performance expectations so students can complete homework independently.

Homework may not be created as a consequence for misbehavior.

Homework for TPS & TES (K-5)

1. In the primary grades (K-2), homework should consist primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.
2. At the elementary grades (3-5), homework should primarily consist of reading, practice in mathematics, application of writing skills, and science content. At this level, homework should be designed to build independent study habits.

3. Long-term assignments at the elementary grades (3-5) should be limited in number and duration. These assignments should include clear checkpoints to monitor progress toward completion.

Late Assignments/Make-Up Work

Late Assignment penalties apply only to students who are in attendance, but fail to turn work in on time. Make-up work applies to students that return to school after an excused absence.

Late Assignments

An assignment is considered late if it is turned in after the due date. Late assignments will receive a maximum grade of 70 and will be accepted up to:

Five (5) instructional days late at TPS and TES

A zero (0) will be entered into the gradebook on the 6th instructional day at TPS & TES. Extenuating circumstances will be addressed by each individual teacher.

Clarification: A student turns in an assignment late and scores an 80; the grade to be recorded is a 70. If the student makes a 60, then a 60 is recorded.

Make-Up Work

Students shall have at least two days for each day missed due to an absence. Students shall receive a zero for any assignment or test not made up within the allotted time.

Long term projects such as research papers are not provided this extension. Projects must be turned in the day the students returns to class.

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties which includes receiving a grade penalty of zero and/or an office referral to the campus principal. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgement of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

Minimum Number of Grades & Weight of Grades

For each six-week report card period, the minimum number of grades to be used in calculating the six-week average for each core subject and/or course is as follows:

Grades PK: Developmental checklists will document student's current level of proficiency per six weeks.

Kindergarten: Instructional Reading level as well as developmental stage of writing will be reported and identified as E, S, N, and U. Developmental Checklists will document student's current level of proficiency per six weeks in Math and Reading.

Grades 1 & 2: Six-week grades shall be determined by averaging grades in each subject area. A minimum of 12 grades shall be recorded for reading and math. Academic Practice grades are counted once in the grade book and Academic Achievement grades are counted twice.

Grades 3-5: Six-week grades shall be determined by averaging grades in each subject area. A minimum of 10 Academic Practice grades (daily) and 2 Academic Achievement grades (test) shall be recorded in subjects that are STAAR tested. A minimum of 8 Academic Practice grades and 1 Academic Achievement grade shall be recorded for non-STAAR tested subject areas. Academic Practice grades are counted once in the grade book and Academic Achievement grades are counted twice. Teachers shall record a minimum of 1 Academic Practice grade weekly and a minimum of 1 Academic Achievement grade prior to the three-week progress report. Academic Practice grades are counted once in the grade book and Academic Achievement grades are counted twice.

COMMUNICABLE DISEASES / CONDITIONS

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

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

Bacterial Meningitis

State law 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.

- 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 Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Texas Department of Health, <http://www.tdh.state.tx.us>.

Food Allergies

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

HEALTH-RELATED MATTERS

Physical Activity for Students in Primary Grades

The District will make available for public inspection a statement of the policy adopted to ensure that students in elementary grades engage in at least 30 minutes of physical activity per day or 135 minutes per week, along with other information. For information regarding the District's requirements and programs regarding elementary student physical activity requirements, please see the principal.

See dress code (pg 24) concerning appropriate physical education attire.

Parents, if your child has been ill and you do not want them participating in physical education, please send a note with your child. If your child has seen a doctor, please request a note for physical education.

Other Health Related Matters

Physical Fitness Assessment

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

Tobacco Prohibited

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

CONDUCT

Applicability of School Rules

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

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules of behavior will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

Disruptions

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, in order to protect student safety and

sustain an educational program free from disruption, state law permits the District to take action against any person—student or non student—who:

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephone

Personal electronic devices such as MP3 players, radios, video or audio recorders, cameras, games, e-readers, iPods, toys, collector cards or other electronic devices are prohibited and will be confiscated immediately by staff members. Items will be returned at the discretion of the principal.

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

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. Cell phones used during the instructional day regardless if at lunch, restroom, playground, etc., is prohibited. Following are fines/fees for confiscated cell phones:

- 1st offense – warning and returned to the parent
- 2nd offense - \$10 fee before returned to the parent
- 3rd offense - \$15 fee before returned to the parent
- 4th offense - \$25 fee and the cell phone will be returned to the parent at the end of the school year

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

Confiscated telecommunications devices that are not retrieved by the student or student's parents will be disposed of after the notice required by law. [See policy FNCE.]

Bullying or Taunting Behaviors

Bullying occurs when a student or group of students engages in written or verbal expressions, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or related activity, or in a district operated vehicle, and the behavior results in harm to the student or the student's property, places a student in 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.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrators(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited 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, principal, 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.

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

Any retaliation against a student who reports an incident of bullying is prohibited.

Harassment on the Basis of Race, Color, Religion, National Origin, or Disability

Students must not engage in harassment behaviors motivated by race, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop.

The District encourages parental and student support in its efforts to address and prevent harassment in any form in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee.

A student who believes he or she has been harassed by another student or by a District employee is encouraged to report the incident to the principal or designee. The allegations will be investigated and addressed. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The student or a parent may appeal the decision of the principal regarding the outcome of the investigation in accordance with policy FNG(LOCAL). [See also policy FNCL.]

Sexual Harassment / Sexual Abuse and other Maltreatment of Children

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

Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The District will notify the parents of all students involved in sexual harassment by students when the allegations are not minor, and will notify parents of any incident of sexual harassment or sexual abuse by an employee. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee or with the Title IX coordinator, Drenon Fite. The student or parent may appeal the decision regarding the outcome of the investigation in accordance with policy FNCJ(LOCAL).

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.
- The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- To comply with a properly issued directive to take a student into custody.
- By an authorized representative of Child Protective Services, Texas Department of 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.

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

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

Notification of Law Violations

The District is also 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 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 policy GRA(LEGAL).]

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

Student Non-school Materials

Unless a student obtains specific prior approval from the principal, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials over which the school does not exercise control may not be posted, sold, circulated, or distributed on any school campus. To be considered, any non-school material must include the name of the sponsoring organization or individual. The decision regarding approval will be made in two school days.

The principal has designated an assigned area on each campus as the location for approved non-school materials to be placed for voluntary viewing by other students.

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

Non-student Non-school Materials

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA. To be considered, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring organization or individual, and be submitted to the principal for specific prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy.

Prior review will not be required for:

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

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

DRESS AND GROOMING

People tend to act in the manner of the occasion for which they are dressed. If each student is dressed as for a business day, then schoolwork is more likely to proceed in a business-like manner.

First impressions of individuals and of a student body are based largely upon the manner of dress and personal care. It should be the desire of each student to create a favorable image. The school earnestly solicits the cooperation of parents and students in achieving this goal.

It is the philosophy of the Tatum ISD that parents have the responsibility to send students to school neatly groomed and modestly dressed.

TATUM ISD

2019-2020

STUDENT DRESS CODE

- Any student's unfavorable image (i.e. clothes, grooming, accessories, body decorations, etc.) extreme enough to create a distraction or disturb the normal routine of school as determined by the administration shall be deemed inappropriate.
- **All** tattoos must be covered and hidden from view.
- Jewelry used in conjunction with body piercing such as nose rings, lip rings, eyebrow rings, gages of any kind, and tongue studs are **prohibited**.
- Males shall not wear earrings. Females may wear no more than two earrings in each ear.
- Student's hair shall be clean and well groomed at all times and shall not obstruct vision. no extreme style or color(neon,etc...) shall be allowed. No symbols, letters, or extreme designs cut in the hair shall be permitted. **No** ponytails, ducktails, rat-tails, male bun or puffballs shall be allowed on male students. (In its unaltered state, hair cannot extend past shoulder length).**ALL male hair of any type SHALL NOT extend below the collar(t-shirt/button-down collar/Shoulder length).**
- Mustaches must not extend past the corners of the mouth. Facial hair should be well groomed, trimmed, and maintained.
- Revealing, sloppy, see-through clothing, torn clothing, inappropriately altered, open midribs, muscle shirts, and Tank tops for males, spaghetti straps, race-back tops, tube tops, and pajama pants are prohibited. Vests or tee shirts, normally considered as undergarments, are not permitted to be worn as shirts. Apparel that is cut too low in the front, side or back is prohibited. Shirts, sweaters, jackets, vests, etc. with holes are prohibited unless holes are from a lacey or a crocheted-like design (administrator's discretion). A hole exists when skin or undergarments can be seen through the material.
- No pants, jeans, etc. with holes exposing skin above the short/skirt length requirement may be worn to school. Students must wear leggings under their pants if holes are present.
- Females must not wear skirts, skorts, or dresses that are more than three inches above the knee or have a slit that is cut more than three inches above the knee.
- Female's clothing should not be revealing in cut, style, or material. No halter-tops or tank tops are allowed. Sleeveless tops are allowed as long as it meets the "3 finger rule".
- See through tops should not be worn unless paired with one that meets requirements. A lacy top cannot be worn over a camisole and count as in dress code.
- Cotton and knit pants are permitted as long as they are not tight fitting. Pants should not be worn above the mid-calf.

- Articles of clothing should be worn as they are designed to be worn, such as suspenders on the shoulders and trousers full length. Pants must be appropriately sized and cinched at the waist. Sagging is not allowed.
- Jeggings/Leggings/Yoga pants are allowed as long as shirt/blouse is at least fingertip length or longer.
- Clothing that advertises, condones, depicts, or promotes the use of alcohol, tobacco, or drugs shall not be permitted. Clothing with vulgar or obscene language or with images or writing that promotes disruption shall not be permitted. Clothing with political language shall not be permitted.
- No mode of dress regarded as “gang” attire will be permitted at any school activity or at school.
- Beach, shower, and house shoes shall not be permitted.
- Clothing with holes or tears are allowed if the holes or tears are below fingertip length.
- Hats, scarves, headwraps and caps shall not be worn inside the school building. Exceptions may be granted for medical or religious reasons and special events
- Sandals are allowed if they are clean and well kept.
- Sunglasses may not be worn indoors without a documented medical reason.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school.

Please Note:

Students will be advised to wear tennis shoes for physical education. Students should not wear flip flops, sandals or boots. This is for the safety of our students. Students choosing to wear flip flops, sandals or boots will walk during their physical education class. Girls should wear shorts under their dresses or skirts. Students should be able to play games and run without their pants falling down. Please have your students wear a belt if needed.

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Voluntarily purchased pictures and publications.
- Voluntarily purchased student accident insurance.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles on page 51.]

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal or designee

FUNDRAISING

PTO occasionally may be permitted to conduct fund-raising drives for approved school purposes. Fund-raising is not permitted on school property unless approved by the principal or designee.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of Health, Immunization Division, can be honored by the District. The immunizations required are: diphtheria, rubella (measles), rubella, mumps, tetanus, Haemophilus influenza type B, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Texas Department of Health. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long

condition. [For further information, see policy FFAB and the Texas Department of Health Web site: http://www.tdh.state.tx.us/immunize/school_info.htm.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Texas law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

A minute of silence will follow recitation of the pledges. The student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

PRAYER

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

SAFETY

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

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal safety hazards, such as intruders on campus and threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

In the event of an emergency school closing please turn to:

KLTV – CH.7-Tyler KETK- CH.56-Longview
KYKX-105 FM-Longview KNUE 101.5 FM
KFRO 95.3 FM or 1370 AM

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after- school activities on District premises and at school-sponsored events off District premises, such as play rehearsal, field trips, etc. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter code of conduct for extracurricular participants established by the sponsor in accordance with Board policy.

Both TPS and TES do not have staff assigned before 7:30 am or after 4:00 pm. Parents should not drop their child off before these designated times.

Cafeteria Services

The District participates in the National School Lunch Program and offers students

nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. See the Campus Cafeteria Manager to apply.

The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day.

Charge Policy

PK – 12th Grade:

Students are allowed to charge up to **five days, no more than (\$15.00) total** in the breakfast/lunch line. Charges are allowed on early dismissal days. Notices will be sent home on a weekly basis to advise parents of charges, but it is the responsibility of the parent or guardian to track their child's account. If parents do not respond to notices, they will be contacted by phone and/or charging privileges will be terminated.

Any student that does not have charging privileges will be provided a courtesy meal of our choice and a carton of milk. This courtesy meal will be provided for no more than three times during a semester period.

Student Accounts

Parents may prepay funds into their child (ren)'s account at any of our four cafeterias regardless of which campus they attend. (e.g. If you have children on different campuses, you may send one check to any cafeteria for all children, but please state the child's name, grade and the amount to deposit in each account.) If sending money with a small child, please place the funds in an envelope and note the child's name and grade in order to credit the appropriate account. "Lunch Money Now" is now available. It is a program that allows parents to access their child/(ren)'s lunch account via the Internet to view their meal transactions, check

account balance or make payments using a credit card. You may gain access to “Lunch Money Now” by going to the District website (www.tatumisd.org) and follow the additional links under the “Parents & Students” tab. There is a “No Check Cashing” policy. Checks made out to the school cafeteria will be fully applied to a student’s lunch account. Meal account balances for currently enrolled students will rollover for the following year. If there is a balance in the account of a student that has withdrawn – the balance will be adjusted to zero.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

Pest Control Information

The District periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)’s school assignment area may contact the campus principal or Bob Garcia 903-947-0307.

Vandalism

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

SEARCHES

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

Students' Desks

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

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

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

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

TRANSPORTATION

School-Sponsored

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

Buses and Other School Vehicles

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling **903-947-0307**

See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program.

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be punished in accordance with the Student Code of Conduct. Bus-riding privileges may be suspended. Students who have been suspended from the bus will get an unexcused absence if they do not come to school.

TRANSPORTATION CHANGES

For safety purposes, parents must write a note to their child's teacher to indicate transportation changes such as riding another bus, being a car rider, etc. We will not accept these changes over the telephone. Tatum Elementary School students may also use the online "change of transportation" request form, which requires a student ID number to be entered.

VIDEOTAPING OF STUDENTS

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

The principal will review the tapes routinely and document student misconduct.

Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the office and get a visitor's tag.

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

All visitors are expected to demonstrate the highest standards of courtesy and conduct.

Disruptive behavior will not be permitted.

Effective Teachers...

- take enough grades to form a true picture of a student's mastery of educational objectives. TISD urges teachers to exceed to the two grade per week minimum.
- employ a grading policy that fairly considers class work and other assignments as well as test grades.
- use formative and summative evaluation. A student should be graded several times during the phases of a unit or a large project rather than just giving one grade at the end.

- make sure that students know in advance what objectives will be covered on any test. The purpose of testing is to determine to what degree a student has mastered course objectives.
- grade assignments as they are turned in rather than waiting to grade during the sixth week. Each student and parent deserves to know how a student is progressing during every week of a six-week period.
- evaluate students during the entire six-weeks period. The district urges teachers not to 'close out' grade books prior to the end of the six-week period. Effective teachers avoid giving six weeks and/or semester grades of 69.
- make an effort to notify parents if a teacher does not send a progress report at the three-week period and a student's grade drops below failing in the fourth week or after.
- do not deduct points for improper heading, type of writing instrument, or other mistakes that relate to classroom procedures. According to state law, grades are to be based on mastering educational objectives.
- do not give extra credit to students for bringing purchased items to school. If additional opportunities for extra credit are offered to students, the opportunities should reflect academic value.
- understand the importance of open communication with parents and make an effort to communicate with parents on a regular basis.
- Recognize that zeros do not show how much as student has or has not learned.
- Ensure that every assignment is relevant, meaningful, and a reflection of the students' mastery of the TEKS.

