

Ingleside I.S.D. Elementary Handbook



2021-2022

District of Choice

Passion, Purpose, Pride

2021-2022

Ingleside I.S.D. Elementary Handbook

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President: Teresa Flores

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Instructional Program Director: Karen Mircovich

Special Education Director: Camille Burger

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Athletic Director: Hunter Hamrick

Technology Director: De Lightfoot

Maintenance/Transportation Director: Abram Garcia

Director of Communications: Rebecca Ramos Taylor

Ingleside I.S.D. Elementary Handbook
Directory of Elementary Personnel

Ingleside Primary School

Principal: John D'Orazio

Assistant Principal: Mindy Petty

Secretary: Debbie Alvarado

PEIMS/Attendance Clerk: Marissa Elizondo

Counselor: Kim Zabel

School Nurse: Alletrys Honig

Phone Number: 776-3060 Fax Number: 775-2070

2100 Achievement Boulevard

Ingleside, TX 78362

Gilbert J. Mircovich Elementary

Principal: Kenneth Dykes

Assistant Principal: Kathleen Davis

Secretary: Monica Hernandez

PEIMS/Attendance Clerk: Ermelinda Cabano

Counselor: Cynthia Jimenez

School Nurse: Debbi Handley

Phone Number: 776-1683 Fax Number: 775-0509

2720 Big Oak Lane

Ingleside, TX 78362

Ingleside Elementary Student Handbook

2021-2022 School Year

If you have difficulty accessing the information in this document because of disability, please contact the campus principal.

Contents

SECTION I: PARENTAL RIGHTS

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

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

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

Limiting Electronic Communications with Students by District Employees

Objecting to the Release of Directory Information

Participation in Third-Party Surveys

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

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Reciting a Portion of the Declaration of Independence in Grades 3–12

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

Religious or Moral Beliefs

Tutoring or Test Preparation

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

Instructional Materials

Student Records

Accessing Student Records

Authorized Inspection and Use of Student Records

Teacher and Staff Professional Qualifications

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

Safety Transfers/Assignments

Student Use of a Service/Assistance Animal

Students in the Conservatorship of the State (Foster Care)

Student who is Homeless

Students Who Have Learning Difficulties or Who Need Special Education Services

Special Education Referrals

Section 504 Referrals

Students Who Receive Special Education Services with Other School-Aged Children in the Home

Students Who Speak a Primary Language Other than English

Students With Physical or Mental Impairments Protected under Section 504

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

ABSENCES/ATTENDANCE

Compulsory Attendance

Between Ages 6 and 18

Exemptions to Compulsory Attendance

All Grade Levels

Failure to Comply with Compulsory Attendance

All Grade Levels

Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

Official Attendance-Taking Time (All Grade Levels)

Documentation after an Absence (All Grade Levels)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

AWARDS AND HONORS (All Grade Levels)

BULLYING (All Grade Levels)

CELEBRATIONS (All Grade Levels)

CHILD SEXUAL ABUSE , TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

CHILD NUTRITION

COMMUNICATIONS

COMPLAINTS AND CONCERNS (All Grade Levels)

CONDUCT (All Grade Levels)

Applicability of School Rules

Deliveries

Disruptions of School Operations

Social Events

COUNSELING

Academic

Personal Counseling (All Grade Levels)

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

Students in Grades 1–5

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

Dating Violence

Discrimination

Harassment

Sexual Harassment and Gender-Based Harassment

Retaliation

Reporting Procedures

Investigation of Report

DISCRIMINATION

DISTANCE LEARNING

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

School Materials

Nonschool Materials

From Students

From Others

DRESS AND GROOMING (Elementary)

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones and Other Electronic Devices

Student Tracking Safety Device

Instructional Use of Personal Telecommunications and Other Electronic Devices

Acceptable Use of District Technology Resources

Unacceptable and Inappropriate Use of Technology Resources

English Language Learners (All Grade Levels)

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

Standards of Behavior

Offices and Elections

FEES (All Grade Levels)

FUNDRAISING (All Grade Levels)

GANG-FREE ZONES (All Grade Levels)

GENDER-BASED HARASSMENT

GRADING GUIDELINES (All Grade Levels)

HARASSMENT

HAZING (All Grade Levels)

HEALTH-PHYSICAL AND MENTAL

Illness (All Grade Levels)

Immunization (All Grade Levels)

Lice (All Grade Levels)

Medicine at School (All Grade Levels)

Asthma and Severe Allergic Reactions (All Grade Levels)

Mental Health Support (All Grade Levels)

Physical Activity Requirements

Elementary School

Temporary Restriction from Participation in Physical Education

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

Student Wellness Policy/Wellness Plan (All Grade Levels)

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

Spinal Screening

Other Screenings

Bacterial Meningitis (All Grade Levels)

Diabetes

Food Allergies (All Grade Levels)

Seizures

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

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

Students Taken Into Custody

Notification of Law Violations

LEAVING CAMPUS (All Grade Levels)

At Any Other Time During the School Day

LOST AND FOUND (All Grade Levels)

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

Alternative Means to Receive Coursework(All Grade Levels)

NONDISCRIMINATION STATEMENT (All Grade Levels)

PARENTAL AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

PRAYER (All Grade Levels)

PROMOTION AND RETENTION

Elementary

RELEASE OF STUDENTS FROM SCHOOL

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

RETALIATION

SAFETY (All Grade Levels)

Accident Insurance

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Emergency Medical Treatment and Information

Emergency School-Closing Information

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

Food and Nutrition Services (All Grade Levels)

Pest Management Plan (All Grade Levels)

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

Conduct Before and After School (All Grade Levels)

Library (All Grade Levels)

Use of Hallways During Class Time (All Grade Levels)

SCHOOL-SPONSORED FIELD TRIPS (ALL GRADE LEVELS)

SEARCHES

Searches in General (All Grade Levels)

District Property (All Grade Levels)

Metal Detectors (All Grade Levels)

Telecommunications and Other Electronic Devices (All Grade Levels)

Trained Dogs (All Grade Levels)

SEXUAL HARASSMENT

SPECIAL PROGRAMS (All Grade Levels)

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

STUDENTS IN FOSTER CARE (All Grade Levels)

STUDENTS WHO ARE HOMELESS (All Grade Levels)

TARDIES (All Grade Levels)

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND
OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

TRANSFERS (All Grade Levels)

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Buses and Other School Vehicles

VANDALISM (All Grade Levels)

VIDEO CAMERAS (All Grade Levels)

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

VOLUNTEERS (All Grade Levels)

WITHDRAWING FROM SCHOOL (All Grade Levels)

Glossary

APPENDIX I: Acknowledgment Form—Amendment

APPENDIX II: Grading Policy Quick Look

APPENDIX IV: School Sponsored Directory Information

APPENDIX V: Other Purposes Directory Information

APPENDIX VI: Freedom from Bullying Policy

PREFACE Parents and Students:

Welcome to the new school year!

Education is a team effort, and students, parents, teachers, and other staff members working together can make this a successful year.

The Ingleside I.S.D. Elementary Student Handbook is a general reference guide that is divided into two sections:

Section I—Parental Rights describes certain parental rights as specified in state or federal law.

Section II—Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, it is divided by age and/or grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Ingleside Elementary Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.inglesideisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually; however, policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time. Notice of any revision will be provided as is reasonably practical.

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

Ingleside Elementary Student Handbook

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at the campus office.

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.inglesideisd.org.

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

For questions about the material in this handbook, please contact the campus principal.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment Form of Electronic Distribution of Student Handbook;
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 18 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 20 for more information.]

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact the campus principal.

SECTION I: PARENTAL RIGHTS

This section describes certain parental rights as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Provide a Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for an intervention for a student with early warning signs of mental health concerns or substance abuse or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provides information about available counseling options.

STUDENT SAFETY PLAN PROTOCOL

REQUEST FOR ASSISTANCE

- Once a student has expressed harm to self and/or others ideation, the **counselor** will be notified immediately.
- If the counselor is not available, the **nurse** will be contacted to complete the Student Safety Plan Protocol.
- The counselor/nurse notifies the Principal/Principal's Designee **IMMEDIATELY**. If the Principal is not available, it is the Principal's Designee's responsibility to notify the Principal.
- All school campus administrators will be trained to complete the **Student Safety Plan Protocol** in the event that the counselor/nurse is unavailable. District social workers/personnel will be contacted **ONLY** if no one is available at the school to

complete an assessment or if additional assistance is needed.

- All emergencies that require 911 assistance should be called in immediately to the Superintendent's Office at – 361-776-7734 AND the campus administration respectively. *Any serious injuries should be reported to your school nurse as soon as possible.*

PARENTAL NOTIFICATION

Note: The counselor/nurse/principal's designee will remain with the student until the parent/guardian arrives.

1. The counselor/nurse/principal's designee will contact and meet with the parent/guardian immediately. The purpose of the emergency conference is to discuss the student's immediate psychological and safety needs, including supervision. Topics to be discussed should include:
 - a. Current status of student.
 - b. Student's exact reference to harm self and/or others.
 - c. Importance of parental role in providing supervision.
 - d. Steps to be taken to supervise the student (to ensure safety): line-of-sight supervision, removing all means of harm (e.g. removal of weapons, pills, knives, belts, shoe strings etc.) from the student's access, importance of continuous observation, etc.
 - e. Assist the student/family in seeking medical/mental health services as needed.
2. If the counselor/nurse/principal's designee cannot reach a parent/guardian by phone, they will call the emergency contacts that were provided by the parent/guardian. If a counselor/nurse/principal's designee is unable to reach either parent/guardian or designated emergency contacts, the parent organizer/manager, resource officer, or school social worker may be contacted to assist in locating the parent/guardian. If the parent/guardian is unable to be located, the counselor/nurse/principal's designee will call 361-776-2531 (non-emergency Ingleside Police Department) or 361-364-9600 (non-emergency – San Patricio County Sheriff Department) for assistance with locating parent/guardian.
3. If the student is taken to the hospital, the counselor/nurse/principal's designee will accompany the child. Once the parent/guardian arrives, the nurse/counselor/nurse/principal's designee may choose to remain but it is no longer required.
4. Counselor/Nurse/Principal's Designee will **ONLY** provide the parent/guardian with a copy of the ***Student Safety Notice and the Notice of Emergency Conference Form***. The parent/guardian will be advised that it is in the best interest of the student to be evaluated/assessed by a medical doctor/mental health professional before returning to school to ensure that he/she is no longer at risk of harming self or others.
5. If a student does not live with his/her legal guardian, the primary caregiver and/or adult in the household must also be contacted, notified of the student's

- status and asked to assist the student in seeking medical/mental health assistance.
6. The parent/guardian will be asked to sign the ***Student Safety Notice*** and the ***Notice of Emergency Conference Form***. The parent/guardian will also be asked to indicate whether they will seek medical/mental health assistance for their child. This form acknowledges that the parent/guardian has been notified of his/her child's behaviors and the recommendations for treatment options. The form will be kept in a confidential file separate from the student's cumulative folder.
 7. If the parent/guardian agrees to seek medical/mental health assistance, the counselor/nurse/principal's designee will assist the parent/guardian with making an appointment BEFORE the student and parent/guardian leave the school campus. In addition, student and parent/guardian will be notified that the student must participate in a **mandatory** readmit conference upon return to school.
 8. If a student expresses thoughts of harm to self and/or others, and cannot be located in class or on campus, the counselor/nurse/principal's designee will immediately be notified, and will make every effort to locate the student. The principal/available administrator and parent/guardian will, also, be notified immediately.
 9. All phone calls/conferences/attempts to notify are to be documented on the ***Student Safety Plan Disposition Form***.
 10. When the student returns to school, the counselor/nurse/principal's designee will conduct a **MANDATORY** readmit conference with the student and parent/guardian. At that time, appropriate clearance documentation (i.e., discharge form, doctor's note, mental health clearance form, etc.) will be collected from the parent/guardian. A copy of this documentation should be attached to the school's copy of the ***Student Safety Plan Protocol*** and be sent to the Central Office, Student Support Services, Guidance Department, and Attention: Lynne Porter in an envelope marked "**CONFIDENTIAL**".

ASSESSMENT

1. The student will be informed that their thoughts cannot be treated as confidential **AND** will be shared with the student's parent/guardian and selected authorities.
2. Counselor/nurse/principal's designee will complete the ***Student Safety Plan Assessment Interview Form***.
3. The ***Notice of Emergency Conference Form*** and the ***Student Safety Notice*** will be completed and reviewed with the student and the parent/guardian. Provide the parent/guardian with a copy of both of these forms.
4. A copy of the ***Student Safety Plan Assessment Interview Form*** can be sent directly to the mental health provider, if requested. ***However, please do not give this assessment interview form to the parent/guardian.***

FOLLOW-UP

1. The counselor/nurse/principal's designee will send a copy of the completed packet (including clearance documentation) to the Central Office, Student Support Services, Guidance Department, and Attention: Lynne Porter in an envelope marked "**CONFIDENTIAL**".
2. During the **mandatory** readmit conference with the parent/guardian, the counselor/nurse/principal's designee needs to obtain a copy of the release/discharge paperwork/medical clearance document showing that the student has been assessed by a medical/mental health provider.
3. If a designee, rather than the counselor, meets with the student and parent/guardian in the mandatory readmit conference, the counselor will conduct a follow-up conference with the student as soon as the counselor returns to campus.
4. The counselor will continue to monitor the student once a week for four weeks and as needed through contact with the student/teacher and/or observation.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison, IPS - Kim Zabel and GJM - Cindy Jimenez, can be reached at kimberly.zabel@inglesideisd.org and cynthia.jimenez@inglesideisd.org and can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support** on page 59.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,
- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying student's work on the district's website, a website affiliated or sponsored by the district, (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Video or Audio Record a Student When Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety;
- Relates to classroom instruction or a co-curricular or extracurricular activity;
- Relates to media coverage of the school; or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may set up a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

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

The employee is required to include the student's parent as a recipient on all text messages.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

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

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

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);

Ingleside Elementary Student Handbook

- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating schoolwide or classroom recognition);
- A student's name and photograph (posted on a district-approved and - managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For district publications and announcements, the district has designated the following as directory information

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Review **Authorized Inspection and Use of Student Records** on page 21.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- 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;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

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

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Reciting a Portion of the Declaration of Independence in Grades 3–12

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

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

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

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

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

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 69 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs contact the student’s teacher, see policies EC and EHBC.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

A parent may review his or her child’s records. These records include:

- Attendance records,
- Test scores,

- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and school counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term “intervention strategy” is defined by law,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child’s classroom.

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends an institution of postsecondary education. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 17, are the right to:

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

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student's parents unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

- Legitimate educational interest may include:
 - 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.
- School officials may include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
 - A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online

programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);

- A 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.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which the student is already enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information -designated details. [To prohibit this disclosure see **Objecting to the Release of Directory Information** on page 17].

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

The addresses of the principal's office is:

IPS - 2100 Achievement Blvd. Ingleside, TX

GJM - 2720 Big Oak Ln, Ingleside, TX

You may contact the custodian of records for students who have withdrawn or graduated at:

The address of the superintendent's office is 2664 San Angelo, Ingleside, TX.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 71, **Complaints and Concerns** on page 41, and **Finality of Grades** at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available from the principal's or superintendent's office or on the district's website at www.inglesideisd.org.

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

Teacher and Staff Professional Qualifications

A parent may request information regarding the professional qualifications of his or her 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,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

State law permits a parent of multiple birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that they be placed either in the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom

Transportation is not provided for a transfer to another campus. See the campus principal for more information.

[See **Bullying** on page 35 policy FDB, and policy FFI for more information.]

The district will honor the parent's request for the transfer of his or her child to a safe public school in the district if the child attends school identified by Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. In accordance with policy FDE, if the victim does not wish to transfer, the district will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

Students in the Conservatorship of the State (Foster Care)

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

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course.

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

[Students in Foster Care on page 76 for more information]

A Students Who Is Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness);
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities.

Federal law allows a homeless student to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

[Students who are Homeless on page 77 for more information.]

A Student Who Has Learning Difficulties or Who Need Special Education Services or Section 504 Services

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education services 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 to a district administrative employee of the school district, the school must respond no later than **15 school days** after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

There is an **exception** to the 45 school day timeline. If the 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 must give you a copy of the evaluation report at no cost.

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

Contact Person for Special Education Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Camille Burger at (361)776-7631.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts 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 Camille Burger at (361)776-7631.

[See **A Students with Physical or Mental Impairments Protected under Section 504** on page 30.]

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

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

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus - if the grade level for the transferring student is offered on that campus.

The student receiving special education services will be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 46 and **Special Programs** on page 76.]

A Student With Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law - and who does not otherwise qualify for special education services - may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 to receive a free appropriate public education (FAPE), as defined in federal law.

[See also **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 28 and policy FB for more information.]

SECTION II:

OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6–18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on the state assessment for his or her grade level and/or applicable subject area.

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;

- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 15 for more information.]

Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6 and 19

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and

- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is Vicki Talton. For any questions about student absences, parents should contact the facilitator, at vicki.talton@inglesideisd.org or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Attendance for Credit or Final Grade (Kindergarten through Grade 12)

To receive credit or a final grade 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 will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC for more information.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or the student's parent had any control over the absences.

- 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 discuss ways to earn or regain credit or a final grade.

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

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at 9:30 am.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Students may have a maximum of five (5) parent notes per semester.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Tardy to school - Studies show that students who arrive late to school often, miss out on key learning opportunities. Being on time to school and class, also helps students prepare for jobs in the future and how to arrive on time. Texas state law- "A student must be in attendance, in a classroom setting, 90% of the class period to receive credit". Students who arrive late may be recorded as an unexcused absence and could face disciplinary action as determined per each campus.

Parent Responsibility - Until the age of 18, parents are responsible for their children, which includes attendance in school. To assist parents, the school will place an automatic call if your student is out of their assigned classroom any period during the day. Additional phone

calls may also be made by campus personnel throughout the day as well. The phone will call the number listed on your student skyward account, please make sure your phone is updated if any changes have occurred. Parents can also monitor their student's attendance and grades through your skyward account on a daily basis. If you have any questions about your account, please feel free to call our district technology department, they will be glad to assist you. Technology-361-776-7631

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

Within 3 days of returning to school, a student absent for more than **3 consecutive days** because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL) for more information.]

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.inglesideisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

AWARDS AND HONORS (All Grade Levels)

Perfect Attendance:

Perfect attendance will only be awarded to students who have **not** been absent from school. This applies to every day of the school year.

Students who transfer to our District from other schools may bring perfect attendance records with them. They will be awarded perfect attendance provided they maintain this record in our District all year following the above criteria.

BULLYING (All Grade Levels)

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault

- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by accessing <https://www.anonymousalerts.com/inglesideisd/>

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 26]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 26, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45, **Hazing** on page 56, policy FFI, the district's

Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent may provide food (store packaged cookies or healthy snacks) for a school-designated function or for a student's birthday (at the end of the school day), please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 62]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at www.inglesideisd.org. Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owing a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

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

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

CHILD NUTRITION SERVICES

Ingleside ISD Child Nutrition Department offers breakfast and lunch daily. All meals comply with the nutritional requirements and program regulations administered by the Texas Department of Agriculture and the United States Department of Agriculture.

Meal served Free of Charge

IISD provides free meals to all students through a provision of the National School Lunch Program called Community Eligibility. The Community Eligibility Provision gives eligible school districts with high percentages of low-income children the option to offer free meals to all children in eligible schools without collecting meal applications. The program will be implemented in all schools at IISD for the 2020-21 school year.

Menus

The current month's menus and nutritional information can be found at the IISD Child Nutrition website at <http://ingleside.healtheliving.net/> Click on the "Menus" button.

Student Meal Accounts – Prepayment

Breakfast and Lunch meals are served free of charge. Students and parents may still use their LUNCH MONEY NOW accounts to pay for snacks and extras at all campuses. All students are issued meal accounts based on their Student ID Numbers when they enter IISD. Parents may prepay student meal accounts and access account information by going to the IISD Child Nutrition Website at <http://ingleside.healtheliving.net/> and clicking on the "Meal Payment" button.

Student Meal Charges

Breakfast and Lunch meals are served free of charge. Students are not allowed to charge extras such as chips, snacks and drinks.

Special Dietary Needs

The required special diet form and instructions can be found on the IISD Child Nutrition Website: <http://ingleside.healtheliving.net/> Click on the "Special Diet Information" button or call the IISD Child Nutrition Office at (361) 776-7451 for more information.

COMMUNICATIONS—AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety** on page 71 for information regarding contact with parents during an emergency situation.]

Non-Emergency

Your child's school will request that you provide contact information, for the school to send information specific to your child, your child's school, or the district. If you provide

a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 71 for information regarding contact with parents during an emergency.]

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL) This policy can be viewed in the district's policy manual, available on the district's website at www.inglesideisd.org . The complaint forms can be accessed online at www.inglesideisd.org or at the principal's or superintendent's office..

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that defines standards of acceptable behavior—both on and off campus, as well as on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The campus behavior coordinator at each district campus is the campus administrator(s).

Deliveries

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property includes:

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

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling - The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should let their classroom teacher know. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 59, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence** on page 38.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for any examinations administered by another entity or to accommodate a student experiencing homelessness or by a student involved in the foster care system.

When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if:

- The student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's

office or on the district's website www.inglesideisd.org . [See policy FFH for more information.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;

- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes harassment based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student, may include, but are not limited to;

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 35]

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

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

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

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

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

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

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal has designated the front office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

[See FNG(LOCAL) for student complaint procedures]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the superintendent for prior review. The superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA or GF for more information.]

The superintendent has designated the campus front office as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

DRESS AND GROOMING (Elementary)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

- Students will not wear the following within the school building or to off campus school-sponsored activities:
 - Sun shades (sunglasses) unless prescribed by a doctor.
 - Spikes, taps, plates, lights, sounds, or wheels on shoes are prohibited.
 - Appropriate footwear (i.e. tennis shoes) must be worn during PE.
 - Head coverings of any type unless medically approved.
 - Clothing with conspicuously low necklines. Sleeveless garments must be close fitting at the neck, and arms with shoulders covered. No undergarments showing. No racerback shirts.
 - Shorts or dresses must be no shorter than mid-thigh from front to back. Leggings may be worn as undergarments if the top fits the mid-thigh requirement. All pants and shorts are to be worn with the waistline no lower than the natural waist.
 - Oversized clothing.
 - Clothing or adornments that convey obscenity, advocacy of a gang, death (i.e. graphic skulls or skeleton), Satanism, drugs, alcohol, tobacco, ridicule of our nation, weapons, or suggestive or violent behavior.
 - Intentional ragged, torn, or frayed pants may be worn as long as no skin above mid-thigh is visible.

- o Makeup that is distracting.
- o Clothing that exposes skin at the waist, stomach, or back with the arms raised above the shoulders.
- o Clothing that is see through or exposes the undergarments.
- o No exposed tattoos.
- o Distractive (designer) contact lenses may not be worn.
- o Distractive dental decorations, jewelry, or “grills” are not allowed.
- o Pajamas, house shoes, & other forms of sleepwear are not allowed.
- o Trench coats are prohibited.
- Students will wear all appropriate underwear (bras, briefs).
- Students must groom their hair in such a fashion that it is not disruptive or distracting to the teaching/learning process.
 - o Hair is not to be an unnatural hair color.
 - o Hair designs are not allowed (examples: Mohawks, shaved designs, etc...)
- Male students will not wear earrings in their ears even if covered. No one will wear earrings in or on any other part of the anatomy.
- Chains will not be used for wallets, purses, or clothing parts, since they are considered a weapon.
- Appropriate jewelry styles will be determined by the administration.

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 the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic**

Textbooks, Technological Equipment, and Other Instructional Materials on page 77.]

A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office. On the second confiscation, a fee of \$15 is required.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 75 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may rise to the level of expulsion.

ENGLISH LANGUAGE LEARNERS (All Grade Levels)

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

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 76, may be administered to an English language learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas

English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who qualify for services.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 78.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.state.tx.us.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

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

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

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

FEES (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other fees or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- 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 78]

- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

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

FUNDRAISING (All Grade Levels)

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

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

GRADING GUIDELINES (All Grade Levels)

Grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 71 for additional information on grading guidelines.]

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

HAZING (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics, or consumption of food, liquids, drugs, or other substances;
- Any activity that induces, causes, or requires the student to violate the Penal Code;
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

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

[See **Bullying** on page 35 and policies FFI and FNCC for more information.]

HEALTH-Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our

local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis** on page 61, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher

education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and how to prevent their return.

The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website at [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.

- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- 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.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

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

Asthma and Severe Allergic Reactions

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

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

See also **Food Allergies** on page 62.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns and programs that are being utilized:

- Mental health promotion and early intervention (Start with Hello);
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making (Kelso's Choice and Energy Bus);

- Substance abuse prevention and intervention (Red Ribbon Campaign);
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community) (The Great Kindness Challenge and HEB Buddy Program);
- Grief, trauma, and trauma-informed care (Journey of Hope);
- Positive behavior interventions and supports (Positive Approach to Student Success and Positive Behavior Interventions);
- Positive youth development (No Excuses University and Energy Bus); and
- Safe, supportive, and positive school climates (Energy Bus and The GJM Way).

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 4 and **Consent to Provide a Mental Health Care Service** on page 13 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 43 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 63 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 63 for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Elementary School

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

For additional information on the district's elementary school student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in the skill demonstration but will remain in class to learn the concepts of the lessons..

Physical Fitness Assessment (Grades 3–12)

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.inglesideisd.org for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 57.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at www.inglesideisd.org.

[See **Celebrations** on page 37 and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 30 and contact the school nurse for more information.]

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurse, IPS - Nurse Honig and GJM - Nurse Hanley.
- The campus full-time school counselor, IPS - Mrs. Zabel and GJM - Mrs. Jimenez.
- The local public health authority, Coastal Plains Community MHMR, which may be contacted at 361-528-4516.
- The local mental health authority, Coastal Plains Community Center, which may be contacted at Crisis Phone 800-841-6467 and Main Phone 361-777-3991..

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1053>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF

Ingleside Elementary Student Handbook

- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

- Continue strategies for increasing expectations for student behavior through Crisis Prevention/Intervention (CPI) (Title 1 – 2,10)
- Continue TBSI - Texas Behavioral Support Initiative and PBIS(Positive Behavior Interventions and Supports)
- Ensure students are actively engaged in physical activity in physical education to support healthy students and meet the requirements of Fitness gram and mandated standard
- Ensure students are involved in the Coordinated Health Program (K-8).
- Provide human sexuality instruction/abstinence in grade 5-12 and Health classes.
- Continue comprehensive drug, violence, abstinence, date rape, sex trafficking, sexual abuse, conflict management, suicide prevention, trauma-informed care, and anti-bullying prevention programs to prevent violence in and around schools (Title I -Component 1, 2, 6, 10)
- Provide campus assemblies and education on domestic violence, bullying, harassment, conflict resolution and anger management to students and staff (Title I - Component 10)
- As a result of SB 11, establish threat assessment and safe and support school teams. Provide required training and provide bleed kits.
- Update Emergency Management Plan.
- Continue upgrading security cameras districtwide
- Campus Red Ribbon Activities
- Positive Choices/Positive Behavior Support at all campuses
- Coordinate with city and police dept. for SRO officer. Duties as outlined in MOE agreement to include safety.
- Continue to promote Anonymous Alerts on each campus website and district website
- District Parent Liaison to assist in parent and guardian home contacts and oversight of Truancy Prevention Program-DRIP
- Provide monitoring of the internet and emails with cyber safety software and firewalls to protect students, staff, and district.
- Maintain blood-borne pathogen program with yearly training.
- Continue to implement Texas Behavior Support Initiative on each campus.
- Update Crisis Prevention Intervention (CPI) teams and training for each campus (Title I - Component 4)

- Continue to use ISS for serious infractions to reduce number of placements and number of repeating students and implement PASS redirection for SpED as an extension of the classroom
- Display fire drill map and conduct monthly fire drills
- Conduct Code L (Lock Down Drills) -Fall, Spring
- Eduhero Staff Training-What educators need to know about internet safety, family violence, drugs, date safety, code of conduct; discipline management
- Trainings to include-- Bloodborne Pathogens, Diabetes, Child Abuse, Sexual Abuse, Other Maltreatment of Children, Texas Educators' Code of Ethics, Legal Issues: FERPA, PPRA, and Copyright Law, Legal Issues: Section 504, Legal Issues: Sexual Harassment, Bullying Management, Cyberbullying, OSHA, Teen Dating Violence, Sexual Harassment, Mental Health, Classroom Behavior Management, Suicide Prevention, and Title I – Component 7)
- Campus Staff Training-Safety and First Aid (Title I - Component 4, 10)
- Visitor sign in procedures with ID badge through Raptor
- Monitor and maintain grounds & building facilities for safety and facility needs
- Publish district lunch & breakfast calendar to be sent home with students & posted on district website.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact Lynne Porter at lynne.porter@inglesideisd.org for further information regarding these procedures and access to the District Improvement Plan.

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

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information regarding the district's SHAC is available from the Assistant Superintendent Office.

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact: Lynne Porter at lynne.porter@inglesideisd.org

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.
- Ordinarily will make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily will be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may be engaged in conduct indicating a need for supervision, such as a runaway.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The principal will immediately notify the superintendent and will attempt to notify the parent unless the legally 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 legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.

- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LEAVING CAMPUS (All Grade Levels)

Remember that student attendance is crucial to learning. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

At Any Other Time During the School Day

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

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

LOST AND FOUND (All Grade Levels)

A lost and found collection box is located on the campus. A student who loses an item should check the lost and found area. The district discourages students from bringing personal items of high monetary value to school. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on the instructional objectives and the needs of the student in mastering the essential knowledge and skills or in meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 33.]

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

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

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL) for more information.]

NONDISCRIMINATION STATEMENT (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Karen Mircovich, 2664 San Angelo, 776-7631.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Camille Burger, 2664 San Angelo, 776-7631.

For all other concerns regarding discrimination, see the superintendent:

- All other concerns regarding discrimination: See the superintendent, Troy Mircovich, 2664 San Angelo, 776-7631.

[See policies FB, FFH, and GKD for more information.]

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 71.]
- Becoming a school volunteer. [See **Volunteers** on page 80 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB and contact the campus administration.
- Serving on the School Health Advisory Council (SHAC), and assisting the district in aligning local community values with health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 65.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the second Monday of each month at 7:00 pm at the Central Administration Building at 2664 San Angelo. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Central Administration Building and online at www.inglesideisd.org [See policies at BE and BED for more information.]

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 20.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

PRAYER (All Grade Levels)

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

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decision, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessment,
- Any other necessary academic information as determined by the district.

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

Elementary

In grades 1–4, 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 reading and mathematics.

In grades 5–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: reading, mathematics, science, and social studies.

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

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing** on page 76.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student’s parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

RELEASE OF STUDENTS FROM SCHOOL

[See **Leaving Campus** on page 66]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued 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 course/subject area 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 asked to schedule a conference with the teacher. [See **Working Together** on page 70 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the campus principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 55 and policy EIA(LOCAL).]

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.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 5 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45.]

SAFETY (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any

incidents to a district employee. A student may make anonymous reports about safety concerns by <https://www.anonymoualerts.com/inglesideisd>.

- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

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

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restrict access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real time or automated messages. It is crucial to notify your child's school when a phone number changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

Skyward Call Out and District Website

KIII-TV 1-361-986-8300

KZTV 1-361-883-7070

KRIS-TV 1-361-886-6100

K-SIX Radio 1-361-882-5749

KEYS Radio 1-361-560-5397

[See **Communications-Automated, Emergency** on page 41 for more information.]

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Troy Mircovich, the district's designated asbestos coordinator, at 361-776-7631.

Food and Nutrition Services (All Grade Levels)

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

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

Breakfast and Lunch meals are served free of charge. Students and parents may still use their LUNCH MONEY NOW accounts to pay for snacks and extras at all campuses. All students are issued meal accounts based on their Student ID Numbers when they enter IISD. Parents may prepay student meal accounts and access account information by going to the IISD Child Nutrition Website at <http://ingleside.healtheliving.net/> and clicking on the "Meal Payment" button.

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Abram Garcia, the district's IPM coordinator, at 361-238-0199.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

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

- Monday - Friday from 8:15-12:15 and 1:15-3:20

Use of Hallways During Class Time (All Grade Levels)

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

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

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

The following areas are open to students before school, beginning at 7:30 a.m.

- Cafeteria

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

Students must leave campus immediately after dismissal from school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

SEARCHES

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is

subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** on page 51 for more information.]

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 45]

SPECIAL PROGRAMS (All Grade Levels)

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact Camille Burger at 361-776-7631.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 72.]

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

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

STUDENTS IN FOSTER CARE (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

Please contact Karen Mircovich, who has been designated as the district's foster care liaison, at 361-776-7631 with any questions.

[See **Students in the Conservatorship of the State** on page 27 or more information.]

Students Who are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison, Karen Mircovich, at 361-776-7631.

[See **A Student Who is Homeless** on page 27.]

TARDIES (All Grade Levels)

Instances of tardiness may result in disciplinary action, in accordance with the Student Code of Conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

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

The superintendent is authorized to investigate and approve transfers between districts.

[See **Safety Transfers/Assignments**, on page 26, **Bullying**, on page 35, and **Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504 Services**, on page 28, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 74 for more information.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the transportation department at 361-238-0199..

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. 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 vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

VANDALISM (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS (All Grade Levels)

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

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or special education director, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5.]

VISITORS TO THE SCHOOL (All Grade Levels)

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 main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms during instructional time only with approval of the principal and teacher. Visitors may not interfere with 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.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 5.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).

[See also Student Code of Conduct.]

VOLUNTEERS (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district.

Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

WITHDRAWING FROM SCHOOL (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal, specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

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

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

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

CPS stands for Child Protective Services.

DFPS is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

ESSA is the Every Student Succeeds Act passed by the federal government in December 2015.

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

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

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

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

health education instruction, along with providing assistance with other student and employee wellness issues.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

TAC stands for the Texas Administrative Code.

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

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

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.inglesideisd.org the Ingleside I.S.D. Elementary Student Handbook and the Student Code of Conduct for 2020-2021.

I have chosen to:

Receive a paper copy of the Student Handbook and the Student Code of Conduct.

Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the web address listed above.

I understand that the handbook contains information that my child and I may need during the school year 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. If I have any questions regarding this handbook or the Code of Conduct, I should direct those questions to the campus principal.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____



Grade 4 Quick Look

50%
Daily Work
5 minimum grades

4
Major
3 m
g

Minimum Number

Assignments will be accepted for one week from the date the assignment was entered into Skyward

1 week = 5 school days

AND

points will be deducted from the assignment's grade

Students are able to retest and/or redo an assignment with a grade below 70 for one week from the date the assignment was entered into Skyward.

1 week = 5 school days

Retest

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

Student's name

Address

Telephone listing

E-mail address

Photograph

Date and place of birth

Major Field of study

Degrees, honors, and awards received

Dates of attendance

Grade level

Most recent school previously attended

Participation in officially recognized activities and sports

Weight and height, if a member of an athletic team

Enrollment status

Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

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

Parent: Please circle one of the choices below:

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

Parent signature _____ Date _____

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

Student's name

Address

Telephone listing

E-mail address

Photograph

Date and place of birth

Major Field of study

Degrees, honors, and awards received

Dates of attendance

Grade level

Most recent school previously attended

Participation in officially recognized activities and sports

Weight and height, if a member of an athletic team

Enrollment status

Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Parent: Please circle one of the choices below:

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

Parent signature _____ Date _____

Appendix: Freedom from Bullying Policy

INGLESIDE I.S.D.



"If you believe it, You can achieve it"
- Fueled by Passion, Purpose, and Pride -

Bullying Information

According to Ingleside ISD FFI Local Policy:

"Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by

one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

"Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other Internet-based communication tool."

"The district is required to adopt policies and procedures regarding:

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

"Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism."

All faculty, staff, students and parents must be informed of district/campus policy and expectations for bullying behavior. Train the staff and students to recognize and report all

incidents, no exceptions. Staff must understand their “responsibility” as an employee to report incidents as well. A student may anonymously report and alleged incident of bullying online through the following website: www.anonymousalerts.com/inglesideisd

Helpful steps for bullying prevention:

- Establish partnerships with parents
- Give written directives to students and parents on expected conduct and responses to allegations of bullying.
- Teach students how to use technology properly and responsibly.
- Teach students social skills needed such as respect, civility, manners and anger control.
- Encourage staff and parents to increase the level of frequency of oversight of student internet use.
- Teach students a sense of privacy.
- Regular parent/student workshops and trainings.
- Work with the bully.
- Anti-bullying contract (parents, students, counselor and administration).
- “Bully List” - list of students that have been reported for instances of bullying. They are monitored in hallways/bathroom areas and are not allowed to be alone.
- Use the TEAM approach:
 - Administrator - disciplinarian, advocate, educator for teachers, and conducts investigation.
 - Counselor - mediator, aids in the investigation process, wants to know why this is happening, what is causing the behavior.
 - Teacher - first line of communication, educator of students and advocate for students and district bully policy.
 - Must also communicate with students/parents.

Ingleside ISD Bullying Procedure:

*** 1st Report - administrator**

- Investigation - confirmation of bullying as described in law and District policy
- Parent contact for each student involved, relay details of events.
- Document using form from student or teacher (written or on-line submission) and counselor form.
- Forms documented and maintained in a file.
- May take corrective action reasonably calculated to address the conduct.

**** 2nd Report for student- administrative action**

- Investigation - confirmation of bullying as described in law and District policy
- ISS
- Coaching/coping skills counselor (target and bully)
- Possible other interventions: schedule changes, “Stay-away Agreement”, possible “bully list”, escort for students, create a “safe place” for other students, etc...

****Subsequent confirmed repeat offenses will result in more severe consequences.****

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://www.inglesideisd.org>. Below is the text of *Ingleside ISD's* policy FFI (LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI (LOCAL)

**INGLESIDE PRIMARY SCHOOL
2021-2022
PARENT INVOLVEMENT POLICY**

The Ingleside Primary School will utilize all key stakeholders in a successful parent involvement program. The administration, teachers, parents and community members shall work cohesively in developing an enriched academic environment. This partnership will ensure that all students will benefit at all levels of child development.

Developing the Policy

An adequate number of parents will work collaboratively with the Ingleside Primary school committee in an organized, ongoing and timely way, in the planning, review and implementation of the Title 1 program. The advisory committee will continue to meet annually to review and revise the policy as needed.

Involve Parents in School Wide Plan

Each year the school will convene multiple meetings at flexible times and invite all parents of participating student's to inform them of the school's participation in the Title 1 program and of their right to be involved.

Title 1 Program Requirements

The following requirements are stated under the Title 1 laws for purpose of serving students on state content standards (Texas Essential Knowledge and Skills -TEKS) and to meet the state performance standards (State of Texas Assessments of Academic Readiness - STAAR).

- Provide opportunities to inform families of academic content standards and student achievement standards established by the State; and the Texas and District academic assessments through District and campus Title 1 events.
- Provide opportunities to inform families of the process for working with educators to monitor student progress.
- Provide opportunities for training and materials to help families work with their children through collaboration of District/campus staff.
- Provide professional development for campus staff regarding how to reach out to, communicate with and work with families as equal partners; the value and contributions of families; and how to implement and coordinate family programs and build ties between families and schools, by offering campus-specific sessions.
- Provide all Title 1 communication to families in a user and language-friendly format to ensure that information related to the educational system is clear and uniform.
- Provide necessary coordination, technical assistance and other support to schools in planning and implementing effective family involvement activities.

- Improve student achievement and school performances by conducting monthly staff development sessions during the school year for Title 1 parent facilitators/liasons.

Evaluation

The SBDC/advisory committee will review and evaluate all aspects of the parent involvement program. Parents will be surveyed about the effectiveness of the program and offer suggestions for improvement. The evaluation procedure will include assessment of successes in the parent Involvement Policy as well as recommendations for the improvement in emergent areas.

SCUELA PRIMARIA DE INGLESIDE

2021 - 2022

POLÍTICA DE PARTICIPACIÓN DE LOS PADRES

La escuela primaria de Ingleside utilizará a todos los actores clave en un programa de participación de padres exitosos. La administración, docentes, padres y miembros de la comunidad trabajarán de forma coherente en el desarrollo de un entorno académico enriquecido. Esta asociación se asegurará de que todos los estudiantes se beneficiarán a todos los niveles del desarrollo del niño.

Desarrollo de la política

Un número adecuado de padres trabajarán en colaboración con el Comité de la escuela primaria de Ingleside en forma organizada, continua y oportuna, en la planificación, revisión y ejecución del programa de título 1. El Comité continuará se reúnen anualmente para examinar y revisar las políticas según sea necesario.

Participación de los padres en Plan gran escuela

Cada año la escuela convocar varias reuniones en tiempos flexibles e invitar a todos los padres de estudiantes participantes para informarles de la participación de la escuela en el programa de título 1 y de su derecho a participar.

Requisitos del programa 1 título

Se indican los siguientes requisitos conforme a las leyes del título 1 para el propósito de servir a los estudiantes en estándares de contenido del estado (Texas Essential Knowledge and habilidades - TEKS) y para cumplir con las normas de funcionamiento del estado (estado de Texas las evaluaciones de académico preparación - STAAR).

- Ofrecer oportunidades para informar a las familias de estándares de contenido académicos y estándares de logro estudiantil establecidos por el estado; y las evaluaciones académicas de Texas y distrito por distrito y del plantel título 1 eventos.
- Ofrecer oportunidades para informar a las familias del proceso de trabajo con los educadores para monitorear el progreso del estudiante.
- Proporcionar oportunidades de formación y materiales para ayudar a las familias a trabajar con sus hijos a través de la colaboración de personal del distrito o campus.
- Proveer desarrollo profesional para personal de las escuelas en cuanto a cómo llegar a comunicarse con y trabajar con las familias como socios iguales; el valor y las contribuciones de las familias; y cómo implementar y coordinar programas para la familia y construir lazos entre familias y escuelas, ofreciendo sesiones de campus específico.

Ingleside Elementary Student Handbook

- Proporcionar toda la comunicación título 1 a las familias de un usuario y una lengua-formato para garantizar que la información relacionada con el sistema educativo es claro y uniforme.
- Proporcionar la necesaria coordinación, asistencia técnica y otros apoyos a las escuelas en la planificación y ejecución de las actividades de participación efectiva de la familia.
- Mejorar el logro estudiantil y actuaciones de la escuela mediante la realización de sesiones mensuales de desarrollo personal durante el año escolar para padres facilitadores/coordinadores de título 1.

2021-2022

Ingleside Primary Compact for Learning

It is the mission of Ingleside Primary, in partnership with parents and community, to empower each child to achieve his or her fullest potential to become a lifelong learner and responsible citizen. We are committed to foster high expectations and promote positive attitudes to achieve equity and excellence in a safe and nurturing environment.

As a teacher, I will strive to...

- Believe that each child can learn.
- Respect and value the uniqueness of each child and his or her family.
- Provide an environment that promotes active learning.
- Inforce Ingleside Primary's motto, "If you believe it, you can achieve it" in the classroom.
- Assist each child in achieving the essential academic learning requirements.
- Document ongoing assessment of each child's academic progress
 - Progress Report/Report Cards every 3 weeks and 6 weeks
 - Istation Math/Reading Reports monthly
- Maintain open lines of communication with students and parents.
- Seek ways to involve parents in the school program.
- Demonstrate professional behavior and a positive attitude.
- Scheduled parent conferences held annually.

As a parent/guardian, I will strive to...

- Believe my child can learn.
- Show respect and support for my child, the staff, and the school.
- See that my child attends school regularly and is on time.
- Provide a quiet place for my child to study at home.
- Encourage my child to complete all homework assignments.
- Attend parent-teacher conferences annually.
- Support the school in developing positive behaviors in my child.
- Talk with my child about his or her school activities each day.
- Encourage my child to read at home and apply all their learning to daily life.

As a student, I will strive to...

- Believe that I can learn.
- Show respect for myself, my school, and other people.
- Always try to do my best in my work and my behavior.
- Work cooperatively with students and staff.
- Come to school prepared with my homework and supplies.

As a principal, I, represent all Ingleside Primary staff in affirming this contract.

As a members of the educational community, together we are partners in your child's education as we uphold the intent of this compact.

Parent Signature: _____

Student Signature: _____

Teacher Signature: _____

Principal Signature: _____

2021 - 2022

Compacto de Ingleside primaria para el aprendizaje

Es la misión de Ingleside primaria, en colaboración con los padres y la comunidad, capacitar a cada niño a alcanzar su máximo potencial de convertirse en un aprendiz permanente y un ciudadano responsable. Estamos comprometidos con la crianza con grandes expectativas y promover actitudes positivas para alcanzar la equidad y la excelencia en un ambiente seguro y enriquecedor.

Como profesor, me esforzaré...

- Creo que cada niño puede aprender.
- Respetamos y valoramos la singularidad de cada niño y su familia.
- Proporcionar un entorno que promueve el aprendizaje activo.
- Lema de inforce Ingleside primaria, "si creen, puede lograrlo" en el aula.
- Ayudar a cada niño en la consecución de los requisitos esenciales de aprendizaje académico.
- Documento de evaluación continua del progreso académico de cada niño
 - Tarjetas de informe/informe de progreso cada 3 semanas y 6 semanas
 - Istation matemáticas y lectura de informes mensuales
- Mantener líneas abiertas de comunicación con estudiantes y padres.
- Buscar formas para involucrar a los padres en el programa escolar.
- Demostrar comportamiento profesional y una actitud positiva.
- Conferencias programadas anualmente.

Como un padre o tutor, me esforzaré...

- Creo que mi niño puede aprender.
- Mostrar respeto y apoyo para mi hijo, el personal y la escuela.
- Ver que mi hijo asiste a la escuela regularmente y a tiempo.
- Proporcionar un lugar tranquilo para mi hijo estudiar en casa.
- Anime a mi hijo para completar todas las tareas.
- Asistir a conferencias de padres y maestros cada año.
- Apoyar la escuela en el desarrollo de conductas positivas en mi hijo.
- Hable con mi hijo sobre sus actividades de la escuela cada día.
- Anime a mi hijo a leer en casa y aplicar su aprendizaje a la vida cotidiana.

Como estudiante, me esforzaré...

- Creo que puedo aprender.
- Mostrar respeto por mí mismo, mi escuela y otras personas.
- Siempre intento hacer lo mejor en mi trabajo y mi comportamiento.
- Trabajar cooperativamente con los alumnos y personal.
- Venir a la escuela con mi tarea y suministros.

Como un director, represento a todo el personal de primaria Ingleside en la afirmación de este contrato.

Como miembros de la comunidad educativa, juntos, somos socios en la educación de su hijo como mantenemos la intención de este Pacto.

Firma del padre: _____

Firma del estudiante: _____

Firma del maestro: _____

Firma del obligado principal: _____

GILBERT J. MIRCOVICH ELEMENTARY

PARENT INVOLVEMENT POLICY

2021-2022

Gilbert J. Mircovich Elementary will utilize the following actions to involve parents in the joint development and review of its school Parental Involvement Policy under section 1118 of the ESEA:

- Parental participation on the campus site based team
- Meet annually to review the current policy
- Seek input from parents in the development of the policy during Parent meetings

Gilbert J. Mircovich Elementary will take the following actions to involve parents in the process of planning, joint development of the program, review and improvement of programs under Title 1 Part A of the ESEA:

- Invite parents to participate in Site Based Team
- Meet the Teacher before the start of school
- Open House
- Parent/Teacher conferences as needed throughout the school year

Gilbert J. Mircovich Elementary will hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A programs. The school will invite all parents of children participating in Title 1, Part A programs to this meeting.

- Open House during Texas Public Schools Week

Gilbert J. Mircovich Elementary will at the request of parents, provide opportunities for regular meetings to offer suggestions and to participate, as appropriate, regarding the education of their children.

- Parent-Teacher Conferences
- Letters
- E-mail messages

Ingleside Elementary Student Handbook

- Phone conference

Gilbert J. Mircovich Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least reading and math by:

- Individual Confidential Student Report of State Assessment Results

Gilbert J. Mircovich Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710)

- Notification by letter from Principal

Gilbert J. Mircovich Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by providing the following information:

- State's academic content standards
- State's student academic achievement standards
- State and local academic assessments including alternate assessments
- Requirements of Title 1 Part A
- Student progress reports
- State Report Card
- Advertise results of standardized testing on website
- Calendar of events for the year on the campus and district website

Gilbert J. Mircovich Elementary will to the extent possible and appropriate, coordinate and integrate parental involvement programs and activities through Region 2 Educational Service Center and the school counselor. The school will also conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

- Invite parents to participate in parent trainings and campus activities
- Inviting parents to participate in the campus Book Fair
- Encourage parents to serve as volunteers in school and through completing at home projects which support the campus expectations

Gilbert J. Mircovich Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities are sent to parents of

participating children in an understandable and uniform format.

- School Website
- Flyers posted on campus
- District E-mail and call outs
- Facebook
- Twitter
- Remind 101

GILBERT J. MIRCOVICH ELEMENTARY
La Política de Participación de los Padres
2021-2022

Gilbert J. Mircovich utilizara las siguientes acciones para involucrar a los padres en el desarrollo conjunto y reviso de la Política de Participación de los Padres de la escuela bajo la sección 1118 de la ley llamada ESEA:

- Participación de los padres en el equipo basado en el sitio de esta escuela
- Reunirse anualmente para revisar la política vigente
- Obtener información de los padres para el desarrollo de la política durante juntas con los padres

Gilbert J. Mircovich tomara los siguientes pasos para involucrar a los padres en el proceso de planificación, el desarrollo conjunto del programa, reviso y mejoramiento de programas bajo la ley llamada Title 1 Part A of the ESEA:

- Invitar a los padres que participen en el equipo basado en el sitio de esta escuela
- Reunirse con la maestra/maestro antes del principio del año escolar
- Actividades durante el evento de Open House durante la Semana de Escuelas Públicas de Texas
- Conferencias de padres con maestras/maestros como sean necesarias durante el año escolar

Gilbert J. Mircovich tendra una junta anual para informar a los padres sobre la participación de la escuela en los programas de Título 1, Parte A y para explicar estos programas. La escuela invitara a todos los padres de estudiantes que participan en estos programas, a esta junta.

- Reunirse con la maestra/maestro la semana antes del principio del año escolar.

Gilbert J. Mircovich proporcionara oportunidades para juntas regulares, al pedido de los padres, para ofrecer sugerencias y para involucrarse apropiadamente, en referencia con la educación de su hijo/hija.

- Conferencias de padres y maestra/maestro
- cartas
- mensajes de correo electrónico (E-mail)
- conferencias por teléfono
- Comunicación por medios del planificador diario de su hijo/hija

Gilbert J. Mircovich proporcionara a los padres con un informe individual de su hijo/hija sobre los resultados en la Prueba del Estado en Matemáticas, y Lectura:

- Informe Confidencial del estudiante de los resultados de la Prueba del Estado

Gilbert J. Mircovich tomara los siguientes pasos para proporcionar a los padres con aviso oportuno cuando su hijo/hija ha sido asignado o ha tomado cuatro o más semanas de clases con una maestra/maestro que no está altamente calificado según los términos de la Sección 200.56 of the Título 1 Regulaciones Finales (67 Fed. Reg. 71710)

- Notificación por carta del Director/Directora de la escuela

Gilbert J. Mircovich proporcionara asistencia a los padres de estudiantes servidos por la escuela, como apropiado, para el entendimiento de temas, proporcionando la siguiente informacion:

- Normas estatales de Contenido Academico
- Normas de rendimiento Academico del Estudiante del Estado
- Pruebas Academicas del estado y locales incluyendo Evaluaciones alternativas
- Requisitos del programa llamado Title 1 Part A
- Reportes de Progreso del estudiante
- Reporte de Calificaciones Estado
- Anunciar resultados de las pruebas estandarizar en nuestro sitio web
- Eventos del calendario para el ano en el sitio web de nuestra escuela y del distrito

Gilbert J. Mircovich al extento posible y apropiado, coordinara y integrara programas y actividades para involucrar a los padres, por medios del Centro de Servicios Educativos de Region 2 y por la consejera de la escuela. La escuela tambien tendra otras actividades que animara y apoyara a padres en mas participacion en la educacion de sus hijos/hijas.

- Invitar a los padres para participar en entrenamientos de padres y actividades de la escuela.
- Invitar a padres para participar en la Feria de Libros de la escuela
- Animar a padres para servir de voluntarios en la escuela y completar proyectos en casa que apoyan las expectativas de la escuela.

Gilbert J. Mircovich tomara los siguientes pasos para asegurar que informacion relacionada con la escuela y programas para padres, juntas, y otras actividades esten enviadas a los padres de los estudiantes participantes, en una forma comprensible y uniforme.

- Website de la escuela
- Anuncios puestos en la escuela
- E-mail y las llamada telefónica del distrito
- Facebook
- Twitter
- Remind 101

GJM Student Pledge

I will be **safe** & **respectful**

I will be **responsible** & **fair**

I will be **caring** & **trustworthy**

I will be **helpful**

in every way!

I will take **pride** in every day!

That's the GJM way

GJM Student Compact

<p>I will be Safe</p> <ul style="list-style-type: none">● Follow staff directions immediately● Resolve arguments peacefully● Keep my body to myself at all times	<p>I will be Respectful</p> <ul style="list-style-type: none">● Use good manners and school appropriate language● Be kind to others
<p>I will be Responsible</p> <ul style="list-style-type: none">● Do my homework● Accept my mistakes, because we all make them!● Take care of my school	<p>I will be Fair</p> <ul style="list-style-type: none">● Take turns● Listen to others
<p>I will be Caring</p> <ul style="list-style-type: none">● Say hello● Help others	<p>I will be Trustworthy</p> <ul style="list-style-type: none">● Go directly where I'm told● Return things I borrow

Student Signature _____

Date _____

GJM Staff Compact

<p>I will be Safe</p> <ul style="list-style-type: none"> ● Monitor hallways in morning, during transitions, and at dismissal ● Walk students to class, to lunch, specials, recess, and dismissal ● Follow IISD safety procedures 	<p>I will be Respectful</p> <ul style="list-style-type: none"> ● Resolve conflicts peacefully ● Model positive behaviors ● Listen to others ● Say “please” and “thank you” ● Embrace differences ● Be on time ● Meet deadlines
<p>I will be Responsible</p> <ul style="list-style-type: none"> ● Volunteer to lead an activity ● Volunteer to be on a committee ● Complete documentation in a timely manner (RTI, 504, etc.) ● Actively participate in meetings ● Participate in school level events ● Share learning with my colleagues ● Take care of our school-model picking up trash, etc. 	<p>I will be Fair</p> <ul style="list-style-type: none"> ● Share workload among team ● Contribute to school duties ● Model fairness for students
<p>I will be Caring</p> <ul style="list-style-type: none"> ● Get to know students as individuals ● Greet all visitors ● Greet fellow staff members ● Give compliments frequently ● Support staff with professional and personal needs 	<p>I will be Trustworthy</p> <ul style="list-style-type: none"> ● Keep confidentiality ● Have candid conversations ● Follow through on actions

Staff Signature _____

Date _____

GJM Parent Compact

We ask that our families model the same conduct as our students and staff. For parents, the six character traits include:

<p>I will be Safe</p> <ul style="list-style-type: none"> ● Do what I can to help improve the school ● Obey traffic laws and dismissal procedures ● Take care of our school-model picking up trash, etc. ● Model positive behaviors 	<p>I will be Respectful</p> <ul style="list-style-type: none"> ● Be respectful to all staff ● Resolve conflicts peacefully ● Use good manners and school appropriate language ● Give guidelines and firmness to my child, but show them dignity and respect
<p>I will be Responsible</p> <ul style="list-style-type: none"> ● Attend school activities ● Read the monthly newsletter ● Return papers and signed planners to school ● Teach my child to be accountable for their choices ● Ask my child about their academic goals and progress 	<p>I will be Fair</p> <ul style="list-style-type: none"> ● Understand, follow, and support school rules ● Listen to others ● Help out at school ● Don't blame others
<p>I will be Caring</p> <ul style="list-style-type: none"> ● Greet others on campus ● Give my child emotional support ● Help others in need ● Encourage my child to do their best 	<p>I will be Trustworthy</p> <ul style="list-style-type: none"> ● Get my child to school by <ul style="list-style-type: none"> ○ 7:45 a.m. ● Pick up my child on time <ul style="list-style-type: none"> ○ 3:20 p.m. ● If I have a concern, go directly to the people involved

Parent Signature _____ Date _____

Promesa Estudiantil GJM
Estaré a **salvo** Y **respetuoso**
Seré **responsable** y **justa**
Voy a ser **el cuidado** y **digno de confianza**

Seré de **ayuda**
en todos los sentidos

¡Me **enorgullezco** de todos los días!

¡Esa es la manera **GJM!**

GJM Student Compact

<p>Estaré a salvo</p> <ul style="list-style-type: none">● Siga las instrucciones del personal inmediatamente● Resuelve argumentos pacíficamente● Mantener mi cuerpo para mí en todo momento.	<p>Seré respetuoso</p> <ul style="list-style-type: none">● Usar buenos modales y lenguaje apropiado para la escuela.● Se amable con otros
<p>Seré responsable</p> <ul style="list-style-type: none">● Hacer mi tarea● ¡Acepta mis errores, porque todos los cometemos!● Cuidar mi escuela	<p>Seré justo</p> <ul style="list-style-type: none">● Turnarse● Escucha a otros
<p>Me cuidare</p> <ul style="list-style-type: none">● Di hola● Ayuda a otros	<p>Voy a ser digno de confianza</p> <ul style="list-style-type: none">● Ir directamente a donde me dicen● Devolver las cosas que tomo prestadas

La Firma _____

La Fecha _____

GJM Staff Compact

<p>Estaré a salvo</p> <ul style="list-style-type: none"> ● Monitoree los pasillos en la mañana, durante las transiciones y en la salida. ● Lleve a los estudiantes a clase, almorzar, especiales, recreo y salida. ● Siga los procedimientos de seguridad de IISD 	<p>Seré respetuoso</p> <ul style="list-style-type: none"> ● Resolver conflictos pacíficamente. ● Modelo de comportamientos positivos. ● Escucha a otros ● Di por favor y gracias" ● Abrazar las diferencias ● Llegar a tiempo ● Cumplir con los plazos
<p>Seré responsable</p> <ul style="list-style-type: none"> ● Voluntario para liderar una actividad. ● Voluntario para estar en un comité ● Complete la documentación de manera oportuna (RTI, 504, etc.) ● Participar activamente en las reuniones. ● Participar en eventos de nivel escolar. ● Compartir el aprendizaje con mis colegas. ● Cuida nuestra escuela modelo recogiendo basura, etc. 	<p>Seré justo</p> <ul style="list-style-type: none"> ● Compartir la carga de trabajo entre el equipo. ● Contribuir a los deberes escolares ● Modelo de equidad para los estudiantes.
<p>Me cuidare</p> <ul style="list-style-type: none"> ● Conocer a los estudiantes como individuos. ● Saludar a todos los visitantes ● Saludar a los compañeros de personal ● Haz cumplidos con frecuencia ● Personal de apoyo con necesidades profesionales y personales. 	<p>Voy a ser digno de confianza</p> <ul style="list-style-type: none"> ● Mantener la confidencialidad ● Tener conversaciones francas ● Seguir las acciones

GJM Parent Compact

Pedimos que nuestras familias ejemplifiquen la misma conducta que nuestros estudiantes y personal. Para los padres, los seis rasgos de carácter incluyen:

<p>Estaré a salvo</p> <ul style="list-style-type: none"> ● Haz lo que pueda para ayudar a mejorar la escuela. ● Obedecer las leyes de tránsito y los procedimientos de despido. ● Cuida de nuestro modelo de escuela recogiendo basura, etc. ● Modelo de comportamientos positivos. 	<p>Seré respetuoso</p> <ul style="list-style-type: none"> ● Ser respetuoso con todo el personal. ● Resolver conflictos pacíficamente. ● Usar buenos modales y lenguaje apropiado para la escuela. ● Dar pautas y firmeza a mi hijo, pero mostrarles dignidad y respeto
<p>Seré responsable</p> <ul style="list-style-type: none"> ● Asistir a actividades escolares ● Lea el boletín mensual ● Devuelva los papeles y los planificadores firmados a la escuela. ● Enseñar a mi hijo a ser responsable de sus elecciones ● Pregúntele a mi hijo sobre sus metas académicas y su progreso. 	<p>Seré justo</p> <ul style="list-style-type: none"> ● Entender, seguir y apoyar las reglas de la escuela. ● Escucha a otros ● Ayudar en la escuela ● No culpes a los demás
<p>Me cuidare</p> <ul style="list-style-type: none"> ● Saluda a los demás en el campus ● Darle apoyo emocional a mi hijo ● Ayudar a otros en necesidad ● Aliente a mi hijo a hacer lo mejor que pueda 	<p>Voy a ser digno de confianza</p> <ul style="list-style-type: none"> ● Lleva a mi hijo a la escuela a las 7:45 am ● Recoge a mi hijo a tiempo- 3:20 pm ● Si tengo alguna inquietud, dirijase directamente a las personas involucradas.

La Firma _____

La Fecha _____

¡Esa es la manera GJM!