

Sundown Elementary School 2020-2021



If It Is To Be
It Is Up To Me!

Student-Parent Handbook

TO PARENTS

This handbook has been written for elementary school students and their parents. Outlined are rights, responsibilities, and expectations for your information. Please take the time to share and discuss this handbook with your child.

We need your help in making school a meaningful experience for your child. Assignments for most students can be done in the classroom. However, there will be days when your child has homework. Homework can be a great tool to check for understanding as well as teach responsibility to students. Make sure your child completes and returns assigned homework. Communication with your child about school is your direct link to his/her education. Please take the time to ask your child, "What did you learn in school today?"

Your involvement and support are what makes Sundown ISD such a special place. We would ask that you partner with us to insure your child the best possible education.

Nondiscrimination Statement

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 admission and 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: *Adam Cummings, Athletic Director, PO Box 1110, 806-229-3021, acummings@sundownisd.com*. 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: Scott Marshall, Superintendent, PO Box 1110, 806-229-3021
- For all other concerns regarding discrimination, also see superintendent, Scott Marshall.

TABLE OF CONTENTS

Absences and Attendance	5	Pesticides	22
Arrival and Dismissal	7	Philosophy of the District	5
BEAR Den and HOT Center	8	Pledge/Moment of Silence	22
Bullying	8	Printed Materials	22
Cameras	9	Promotion	22
Cellphones & Elect. Devices	9	Promotions to First Grade	36
Change of Address	10	Promotions to Second Grade	36
Character Counts	10	Promotions to Third Grade	37
Classroom Procedures	10	Promotions to Fourth Grade	38
Complaints and Concerns	11	Promotions to Fifth Grade	39
Computer Access	11	Promotions to Sixth Grade	40
Conduct	11	Reciting/Declaration	22
Corporal Punishment	11	Report Cards/Parent Conferences	23
Counseling Services	17	Rights to Appeal	23
Detention	12	Safety and Security	23
Dismissal from School	12	Saturday School	23
Disruptive Behavior	13	School Directory Information	23
Dress Code/Personal Grooming	13	School Property	24
Emergency Medical Treatment	15	School Trips	24
Entrance Requirements	15	School Lunch	24
Fees	15	School Nurse Services	25
Field Trip Lunches	16	Section 504	26
Fire Drills/Tornado	16	Self Discipline	30
Food Allergies	16	Sexual Harassment	30
Gifted and Talented Program	16	Sickness	30
Grading Guidelines	17	Social Events	31
Homework	17	Special Education	31
Immunization	18	SRC (Scholastic Reading Counts)	32
Late Work and Make-up Work	18	Student Conduct	32
Leaving School	19	Student Records	33
Lockers	19	Summer School	34
Meal Payment Guidelines	25	Tardiness	34
Meningitis (Bacterial)	19	Textbooks	35
Message to Students	21	Tobacco and Other Products	35
Notice to Parents	21	Truancy	35
Nondiscrimination Statement	2	Visitors	35
Notification of Teacher	21	Weapons	35
Parents Questions	21	Weather Emergencies	36
Parking to pick up students	21		
Party Invitations	21		
Perfect Attendance	22		

VISION STATEMENT

Inspire Lives - Transform the Future

MISSION STATEMENT

Instilling Knowledge
Empowering Learners
Strengthening Our Tradition

VALUES STATEMENT

Love Others - Work Hard - Embrace
Excellence

PHILOSOPHY

We believe our school exists primarily for the benefit of the children in this community. Therefore, our school should provide an educational program to meet the individual needs of every student.

We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher and the student have latitude and discretion.

We believe the curriculum should be effective as a means of continual child growth. Therefore, constant evaluation, adaptation, and development of the curriculum are necessary.

We believe an organized program of teaching and learning is essential for students to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.

We believe students should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and nation.

OBJECTIVES

Our schools are dedicated to giving every student the best education possible as preparation for living in a democratic society.

Therefore we seek:

- To develop in every student a love of and appreciation for the rights, privileges, and responsibilities guaranteed by our form of government.
- To provide opportunities for the individual to develop aptitudes and abilities as well as to acquire skills and knowledge necessary to meet the demands of a constantly changing society.
- To provide a program of learning that encourages each child to develop to the limits of their capacity, with the program providing opportunity for the child.
- To obtain an education suitable to every child's personal abilities, interests, and needs.
- To develop mentally, morally, emotionally, socially, and physically so as to be better able to cope with life's problems.
- To acquire cultural and aesthetic understandings and gain an appreciation for fine arts.
- To learn the meaning of good citizenship and democracy through participation and interest in community and world affairs.

ABSENCES AND ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the

student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with compulsory attendance, the other with attendance for course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Absences from class directly affect a student's mastery of the content being learned; therefore, the student and parent should make every effort to avoid being absent from school. Regular school attendance is essential for a student to make the most of his or her education---to benefit from teacher-led and school activities, to build each day's learning on the previous day of learning, and to grow as an individual. Regular school attendance is critical to Sundown's success because it is a factor in the district and campus rating under the state accountability system, and is a determining factor in the amount of state funds Sundown receives.

The state compulsory attendance law requires that a student between the ages of six and 18 attend school, as well as any required tutorial session, accelerated instruction program (additional special instruction), or extended year program, unless the student is otherwise legally exempt. School administration must investigate and report violations of the state compulsory attendance law. A student with unnecessary absences will be considered in violation of the compulsory attendance law and, and may be subject to disciplinary action and having a complaint filed against him or her in a court of law.

Students enrolled in the 3 year old program, prekindergarten, and kindergarten are required to attend school.

A court of law may impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending class, required tutorial sessions, or special accelerated instruction. A complaint against the student and parent may be filed in court if the student:

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

Attendance is recorded by 9:00 A.M. each day. Parents should schedule their child's appointments to avoid missing the same class excessively. In Sundown, excessive absences (days or individual classes) will be made up before school, after school, on Saturdays, or during the summer.

Three types of absences:

1. **Excused absence:** Illness (principal may require a note from a doctor), death or serious illness in family, family emergency, scheduled religious activity, unavoidable medical appointments, and impassable roads.
2. **Parent requested absence:** A parent requested absence **must be planned ahead**. The parent must contact the principal's office **prior to the absence**. **If the parent chooses not to make a request for the absence in advance, the absence may not be excused.** The maximum number of consecutive days is five.

3. **Unexcused absence:** An unexcused absence is one that is not excused or parent requested. A grade of zero is recorded for each class missed, but assignments still must be completed so the student does not get behind.

If a student is to receive an excused absence, the student must have a note dated and signed by the parent or proper authority (doctor, etc.) stating the reason for the absence, the date of absence, and the parent must contact the school by phone or personal visit. If a note is not received within three (3) days of the student's return to school, the absence will remain unexcused, and a grade of zero (0) will be recorded for any assignments missed.

Students are required to be in school at least one-half day or have permission from the principal in order to attend or participate in extracurricular events. Students who enter school during the day should report to the office before going to class. The school requires a note from the doctor verifying any medical appointment.

A student who has been absent due to being ill during the day should use the evening and night to recuperate from his or her illness. Such student will not receive an excused absence for the illness if he/she attends a school function that evening or night.

Students who leave school, or are absent without permission, are subject to disciplinary action. A student gone on an extracurricular activity (including 4-H) or field trip is not considered absent. Students with absences exceeding the maximum allowable by state law, not to exceed 9 per semester, will not be permitted to participate in extracurricular activities until such time as those absences have been made up to the specifications set forth by the attendance committee, and all applicable UIL regulations are satisfactorily met. If the attendance committee determines that the student is not permitted to make up the absences, the student is prohibited from participation in extracurricular activities for the remainder of the semester or academic year.

***Students that have not had any absences for the 6 weeks will be recognized for perfect attendance for that 6 weeks.**

It is the student's responsibility to obtain any assignments to be missed during an upcoming absence. The teacher may ask for completed assignments before you leave or upon your return. The student is responsible for making up all work missed during any absence.

Parent's Note After an Absence

When a student must be absent from school, the student—upon returning to school and no later than three days after the absence—must bring a note, signed by the parent that describes the reason for the absence or the absence will be unexcused.

ARRIVAL AND DISMISSAL

Students should be cautious about safety hazards as they travel to and from school. Elementary students, especially, should go **DIRECTLY** to school in the morning and **STRAIGHT** home in the afternoon. Staff members serve as crossing guards for your safety during afternoon dismissal, so you should cross only where they can help you.

Students are not allowed in the classroom until 8:00. Until 8:00, students should be in the basement, cafeteria, or halls directly leading to the basement or cafeteria. **Students are**

tardy at 8:05 a.m. Students arriving before 7:15 may enter the doors by the superintendent's office and are required to go to the BEAR DEN or HOT CENTER until 7:30, at which time the cafeteria opens. At 7:15, students may also enter the door by the elementary office. A teacher's assistant on duty will open the basement at 7:30. Teachers may either send a note or pick up students they want before 8:00. There will be no other exceptions.

Our three-year old program meets from 8:00-11:00 a.m. All elementary classes will dismiss at 3:30. The school requests that parents make arrangements to pick up children promptly at dismissal times.

When students are dismissed in the afternoon, bus students, school employees' children, walkers and students waiting for middle school and high school siblings should go to the assigned extra room. All other students should leave the building and not return. Students not picked up promptly will be sent to the elementary office. Bus students are taken to the bus at 3:52 p.m. The playground is off limits until 4:00 p.m.. All school vending machines are off-limits unless given permission by a staff member.

Only 3rd, 4th and 5th grade students are allowed to ride bicycles to school. Students who ride bicycles to school should obey state laws for their safety:

- * ride with the traffic
- * ride in single file
- * do not ride double
- * use arm signals before turning
- * not ride bicycles on the sidewalk or in crosswalks

BEAR DEN AND HOT CENTER

Additional assistance for students is provided from 7:00-7:30 a.m. in the BEAR (Be Excited About Reading) Den and HOT (Homework on Time) Center. Teachers may request that students attend the BEAR Den or HOT Center, or students may choose to attend on their own. In the HOT Center, students will receive extra help on homework assignments, but should have at least attempted the assignment before attending the HOT Center. In the BEAR Den, students will be given the opportunity for extra reading practice.

BULLYING

Sundown ISD prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Sundown ISD is committed to protecting students from bullying, harassment, or discrimination for any reason and of any type. Sundown believes that all students are entitled to a safe, equitable, and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. A substantiated complaint against a student will result in disciplinary action, according to the nature of the offense. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.

Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying occurs when a student or group of students inflicts physical hurt or psychological distress on one or more students. It is further defined as direct

purposeful written, verbal, nonverbal, physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture that has the potential to create an intimidating, unfriendly or abusive educational environment; cause long term damage; cause discomfort or humiliation; results in harm to the student or the student's property; places a student in fear of harm to himself/herself or his/her property; or unreasonably interferes with the student's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

- Unwanted teasing
- Threats
- Intimidation
- Stalking
- Cyber bullying (texting on cell phones, social websites, etc.)
- Physical violence
- Theft
- Sexual, religious, or racial harassment
- Public humiliation (rumors or spreading gossip)
- Destruction of school or personal property
- Social exclusion

Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. At this point, the appropriate campus administrator will follow up on the reported incident/complaint and any other matters pertaining to the complaint. We encourage you to communicate with your child's campus administrator during this time.

CAMERAS, SECURITY

Video cameras and equipment are in use throughout the building and outside for safety and security purposes. The recordings are stored and may be reviewed by the administration. Should disciplinary action be necessary, it will be used in accordance with the Student Code of Conduct. Parents may request to view a videotape of the incident pertaining to the discipline of their child in accordance with SISD policy FL.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are prohibited from bringing laser pointers on campus. Students are prohibited from carrying or using electronic games, iPods, MP3 players, Nooks, Kindles, tablets, or other electronic/telecommunication devices between the hours of 7:30am and campus dismissal without specific permission and instructions from a teacher, sponsor, coach or administrator. Violation of this rule will result in the device being confiscated and turned in to the office. The principal will determine whether to return the item to students at the end of the day or to contact parents to pick up the item, and if other consequences are needed.

If a student brings a cellular telephone to school, it **must be turned off** (not in operational mode) and put away (in your locker, backpack, or in your pocket) between the hours of 7:00 a.m. and campus dismissal unless it is being used for approved instructional purposes. Violation of this rule will result in the phone being confiscated immediately. The phone will be released only to the student's parent or the student's legal guardian after the third offense. If a student has a need to use his or her cellular phone during the

school day, prior permission must be obtained from the campus principal. In the event of an emergency where a student needs to contact a parent, school officials will make certain the student has access to a telephone.

Consequences are implemented per semester for violation of cell phone policy:

1st offense - confiscation of phone; parent must be contacted before the phone can be picked up or released to the student.

2nd offense - confiscation of phone; parent must be contacted before the phone can be picked up or released to the student; 2 days of After School Detention

3rd offense - confiscation of phone; parent must pick up phone from principal; 2 days of Lunch Detention

4th offense - confiscation of phone; parent must pick up phone from principal; 3 days of detention

5th and subsequent offenses - confiscation of phone; parent must pick up phone from principal; 2 days of In School Suspension

Improper use of social media will be addressed according to student code of conduct and/or "consequences for violations of cell phone policy" as mentioned above. Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct on or off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

CHANGE IN ADDRESS OR PHONE NUMBER

Parents and Guardians need to make every effort to contact the office if there is a change in an address or telephone number. It is essential to be able to contact parents and guardians if there is a problem or emergency that is taking place with students. Also, there is vital information that is mailed out periodically: i.e. third and six weeks grades, vaccination updates, and important district information.

CHARACTER COUNTS

Good character (trustworthiness, honesty, respect, responsibility, accountability, hard work, doing one's best, fairness, caring, citizenship) is stressed and taught all year.

CLASSROOM PROCEDURES

Teachers will determine the procedures they wish to use in their classrooms, but the following guidelines should be used.

- It is the student's responsibility to attend class with proper materials.
- Students will abide by the rules established by each classroom teacher.
- If you are having problems with a class, you are expected to talk to that teacher first. Talk to the teacher in private; do not expect the teacher to talk about a personal matter with you in front of the class.
- An orderly exit from the classroom is expected at all times.
- Students and/or problems designated uncontrollable by the teacher will be handled by the principal or a delegated representative.

COMPLAINTS AND CONCERNS

Parents who have a complaint or concern should first contact the teacher involved. Usually student or parent complaints or concerns can be addressed simply by a phone call or conference with the teacher. If that conference does not provide satisfactory results, the principal can be notified. If that does not bring satisfaction, the parent can request a meeting with the superintendent.

COMPUTER ACCESS - ACCEPTABLE USE AND CODE OF CONDUCT

Only students who have been authorized by the District and who are under the direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside tele-communications resources such as the Internet. Prior to such authorization, the student and the student's parent must sign and return the District Student Agreement Form acknowledging their responsibilities and the consequences of violation.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures; revealing personal addresses or telephone numbers-either their own or another person's; or using the network in a way that would disrupt use by others. Students are prohibited from participating in any chat room or newsgroup accessed on the Internet unless under the direct supervision of a teacher and only with prior consent of the appropriate administrator.

Access to the Internet is a privilege, not a right, and as such can be revoked as a result of inappropriate use. Inappropriate use would include, but not be limited to the following:

1. violating copyright laws;
2. using the District's network for commercial activity or any illegal activity;-6-
3. the transmission or receipt of offensive or sexually explicit materials;
4. sending or posting messages that are abusive, impolite, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal;
5. violation of the policies and procedures of other networks encountered on the Internet;
6. attempting to illegally enter any other computer system by "hacking" passwords of authorized users.

Inappropriate use of the District's electronic network system and/or the Internet will result in discipline measures in accordance with the *Sundown ISD Student Code of Conduct*. (Please see SISD Acceptable Use Policy for details.)

CONDUCT (See Student Conduct)

The SISD Code of Conduct is a lengthy document given to all parents at the start of school in August. Any person who desires a copy should contact the principal.

CORPORAL PUNISHMENT

Corporal punishment will be done by either an administrator or parent. The infraction will be discussed with the student, and parents will be notified in a timely manner. Corporal punishment will be witnessed by another district professional employee and will be out of view of other students.

DETENTION

The principal or teacher can assign a student detention before/after school, or during lunch, for violating the school's rules of conduct, such as minor disciplinary problems, failure to get SRC points, failing an assignment (students did not take advantage of all available resources - Pipeline, asking for teacher help, class notes, etc.), failure to turn in assignments, or incomplete work. A student serving detention is expected to use the time constructively. If the assignment is not completed and given to the detention teacher before leaving, the student is to complete the work at home and turn it into the classroom teacher the following day. If the student's behavior cannot be corrected in this manner, the student will be subject to further disciplinary action. Saturdays will be used for detention, if necessary.

Before-school detention begins at 7:15 am and ends at 8:00 am. After-school detention begins at 3:45 pm and ends at 4:30 pm. Students are not allowed to leave the room during this time unless permission is given by the teacher. A student will be dismissed for any behavior problems that occur while serving detention and the principal will deal with the offense. Detention teachers have the authority to add time for tardiness. **Detention precedes any extracurricular activity.**

When before or after-school detention is used, notice shall first be given to the student's parents to inform the parent of the reason for detention and permit arrangements for the necessary transportation of the student. Detention will be served the day assigned unless it conflicts with plans already made by parents; in which case it will be served the next day. Missing detention without making arrangements with the office adds an extra day of detention. If a student misses two days of detention, he/she will be assigned to ISS or Saturday School and must still make up detentions missed. For any student assigned more than 6 detentions during a 6-week period, such student will be placed in ISS for each detention over 6 (each detention over 6 is counted as a separate infraction), and may lose the privilege of participating in any of the activities scheduled or rewards given for that six week period; such as, perfect attendance and class parties, field trips, picnic and games at end of school year, etc. If behavior and/or work ethic does not improve, there will be a meeting with the parents, principal, and teacher (if applicable) to discuss changes the student needs to make and any actions to be taken.

DISMISSAL FROM SCHOOL

Early dismissal will be granted for the same reasons allowable for legal absences. You are encouraged to schedule appointments with your doctor or dentist other than during school hours; however, when emergency demands, the appointment should be made as late in the school day as possible.

Students may not leave school to talk with any adult and may not be taken from class by anyone without the principal's permission. Parents picking students up during school hours must sign them out in the office. Parents are never to go directly to classrooms as this creates unnecessary disruptions to classroom instruction.

DISRUPTIVE BEHAVIOR

When the teacher has exhausted the steps at the classroom level, the principal will become involved, and will use any of the following disciplinary measures to insure that all students are free from any hindrance to their education:

Counseling--by teacher, counselor, or principal to discuss rules, consequences and ways to avoid further disruptive behavior.

Parent Contact--by teacher, counselor, or principal.

In-School Isolation--setting students apart from their classmates for a portion of the day or more.

Corporal Punishment--administered only in privacy under conditions approved by the principal.

Eating alone

Lunch Detention - cleaning tables, washing walls, taking out the trash, ect.

Cooling off or time out period

Saturday School

Confiscation of items that disrupt the educational process.

Parent Shadowing—Parent follows student schedule for a designated time.

Removal from Extra Curricular Activities— UIL, programs, field trips, etc.

Temporary Suspension--up to three days

Permanent Suspension (Expulsion) -- recommendation to the Board of Education to permanently exclude from school.

Redirection - students will be able to attend class upon teacher discretion.

This is not intended to be an all-inclusive list of disciplinary procedures, nor does it limit the use of other disciplinary procedures.

DRESS CODE AND PERSONAL GROOMING

Sundown Independent School District supports the belief that there is a close relationship between high standards of dignity and pride with proper grooming. Personal appearance is most important. We are consciously and unconsciously judged by our dress and our personal appearance.

Since research indicates that student dress often sets the pattern for classroom behavior, students are expected to look reasonably neat. Hair should be combed and trimmed not to interfere with vision and not to be a distraction to others. Clothes should not be so revealing or in such a state of disrepair as to distract others from their schoolwork or the educational process as a whole.

Due to ever-changing fashions and fads, it is impossible to foresee all clothing alternatives. Therefore, the administration reserves the right to determine acceptability regarding items that may not be addressed in this handbook.

Boy's hair will be neat and well groomed, and must not reach below the bottom of the ears nor touch their tee shirt collar in the back, nor reach below the eyebrows in front, and have no shaved designs or patterns cut into hair or Mohawks). Back of the hair should be uniform in length.

Students participating in an extracurricular activity are also subject to any additional requirements set forth by their sponsor.

Skirts, dresses, and short pants must reach to mid-thigh in length. No short running shorts. Spaghetti straps, tank tops, and basketball jerseys (unless worn over an appropriate garment, such as an acceptable t-shirt). Sleeveless shirts for girls are permitted as long as the fabric covering the shoulder is at least two inches in width.

Doubled tank tops may NOT be worn to meet the two-inch requirement. In all cases, the Principal will determine acceptability.

At Sundown Elementary School, the following are prohibited:

1. No ripped, torn, cut, or frayed clothing shall be worn if the material has holes/cuts/tears/or fraying that exposes the skin or any inappropriate undergarment above the mid-thigh length.
2. Open midriffs, net blouses, backless outfits, spaghetti straps, shirts with armholes large enough to expose undergarments or the chest area, and **NO spandex tights**. Any visible undergarments including spandex-type undergarments.
3. Clothes and any personal items displaying obscenities, alcohol or drugs, skulls, blood, wrestling logos, depictions of death or the macabre.
4. No body piercing, with the exception of girls wearing earrings. Boys are not permitted to wear earrings or any type of ear ornament. Ear spacers are not allowed.
5. Drastic or unnatural hair coloring, including hair extensions of unnatural color, feathered hair accessories will be allowed but limited to no more than four.
6. Distracting makeup, excessively revealing clothing, (whether due to tightness, or any other reason).
7. Pants that are excessively baggy, sagging, or drag the floor or are excessively tight fitting - spandex pants. (If in doubt, don't wear it)
8. Pants worn below the top of the hipbone. (Bib overalls must have both straps fastened across the shoulders as designed.)
9. Hats, athletic type headbands, hoods, pajama pants, sunglasses, high heels, and cleats. On special occasions when caps or hats are allowed (fundraisers, special days, etc.) they may not be worn backwards or crooked or sideways on the head.
10. Tattoos or any other body maskings, whether permanent or temporary may not be visible. School spirit tattoos ONLY!
11. Contact lenses of unnatural color.

*Students participating in an extra-curricular activity are also subject to any additional requirements set forth by the sponsor or coach. Students who violate the dress code shall be given an opportunity to correct the problem at school. Generic clothing may be provided

by the school for students to wear when they are in violation of the school dress code until a parent or designee brings an acceptable change of clothing to the school. Dress code violations will result in the following consequences: First offense of the dress code, the students will be given a warning. For the next offense students will be removed from class, until they are in compliance with the dress code. (If the violation is a severe distraction, a student may be asked to change before returning on the first offense). Refusal to correct the violation will result in disciplinary action. Repeat offenses may result in disciplinary action. Consequences start over at the beginning of each semester.

EMERGENCY MEDICAL TREATMENT AND INFORMATION

Parents shall complete an emergency care form each year that includes a place for parental consent for school officials to obtain medical treatment for the students, as provided by law. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

ENTRANCE REQUIREMENTS

Students enrolled in our 3 year old program must be 3 years old before September 1. *Pre-K* students who qualify under state law must be four years old before September 1. Kindergarten students must be five years old before September 1 of the year of registration.

When registering for school, all students must present a certified birth certificate issued by a governmental agency, (NOT a baptismal or hospital certificate), the child's Social Security card, and a record of immunizations. A statement of current immunizations is required annually of all students.

In order to enroll in our school for the first time from another school, students must provide a clear book record and a report card from their previous school. By state law, textbooks cannot be issued until a clear book record is presented.

Students entering Sundown Elementary School, for the first time, and their parents should have an enrollment conference with the principal or his representative. The principal will review all available information regarding the student's past academic performance and recommended placement. The student will then be assigned conditionally to a module or section. The parent has the responsibility to make records available from the sending school.

Within six weeks after the student's enrollment, the principal may conduct a second principal/parent conference to determine the student's module or grade placement. In making the assignment, the principal will consider the student's observed performance in class, results of standardized tests, and recommendations of teachers and counselors.

FEEES

Sundown ISD provides most of the materials necessary for a well-rounded education. Students will be expected to provide:

- ❖ Personal supplies including paper, pens, pencils, notebooks, etc.
- ❖ Materials for a project the student will keep.

- ❖ Physical education clothing.
- ❖ Voluntary purchases of school pictures.
- ❖ Extra-curricular supplies. · Band supplies.
- ❖ Swimsuit, towel, etc.
- ❖ Fees for damaged or lost books, property, laptops, ipads, or equipment.
- ❖ Church or dress clothes for end-of-year activities, UIL meet and special programs.

Students will need money at designated times for field trips, snacks, meals, and activities.

FIELD TRIP LUNCHES

Sack lunches are available from the Sundown School Food Service for school sponsored field trips. The cost is the same as all other school lunches for your child. The sack lunch contains a cold cut sandwich with lettuce, tomato, pickles, and mayonnaise; an apple or an orange; a bag of chips; a cookie; and a carton of milk. Teachers will get a count in advance of students who desire a school sack lunch so they may be prepared in time for departure.

FIRE/TORNADO DRILLS

Fire and tornado drills are held regularly to develop safety practices that will help you to move quickly and orderly to assigned safety areas during an emergency. During a drill or actual emergency, your personal safety will depend on the way you carry out these instructions

FOOD ALLERGIES

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed through the school nurse.

GIFTED AND TALENTED PROGRAM

The Sundown ISD has initiated an innovative and comprehensive program to enhance general intellectual ability, creative/productive thinking and leadership ability of the students in grades K-12. Implementation of this program is a result of the district's continuing dedication to provide educational experiences that enable all students to realize their greatest potential.

Recognizing that a small percentage of the national population has been designated as gifted and talented, the district has created a differentiated curriculum program to meet the needs of this population. The program has been given the name **Apollo**.

Those special gifts, which qualify an individual to be considered for the Apollo Program, must be valued as irreplaceable natural resources. Recognizing this, educators, parents

and community leaders must ensure that these special gifts are not ignored. To this end, experiences must be provided that are consistent with the abilities and potential of the student.

The long range goal of the Apollo Program of Sundown Independent School District is to identify all students with enhanced general intellectual abilities, creativity and outstanding leadership abilities in grades K-12, and provide opportunities to meet the educational, psychological, and social needs of the student.

If interested in obtaining more information on the Apollo Program, please see the campus principal.

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

In grades 1-5 achievement is reported to parents as: 70 and above is passing. A grade of 69 and below is unsatisfactory.

SCHOOL COUNSELING SERVICE

You are encouraged to talk with our counselor in the counselor's office by making an appointment at any time. The counselor's job is to help you in all school related situations.

The services may include assistance in academic and study problems, specialized testing and personal problem counseling.

Certain situations call for immediate attention and in such cases the counselor will be available.

Parents and teachers may also request counseling services for a student.

HOMEWORK

Homework provides students with opportunities to practice and deepen their understanding of content presented to them. One of the best ways to move information from working memory to long-term memory is through homework practice. Teachers use homework as a diagnostic tool to know if a student understands or doesn't understand the concept(s) taught in class.

Sundown Elementary School teachers believe the following guidelines will help students be more successful with homework and improve their learning:

- Homework must be done in a timely fashion and turned in when due.

- Do homework about the same time everyday to form good habits. Parents should help to provide a common quiet place for homework that has as few distractions as possible (an area where working materials are available and ready). Watching TV or listening to music while doing homework can hinder a student's learning. Many children need the supervision and presence of an adult to keep them from being distracted; therefore, sending them to their room to do homework is a mistake. It may be better to have them work at the kitchen table in your presence.
- Parental assistance with homework should be kept to a minimum. Help with understanding if needed, but it is not a good idea to sit with the student and solve their problem/question for them. A parent may need to help their child get started on homework by spending the first few minutes with them to make sure they understand the assignment. This doesn't mean you are doing the homework for them; you are just helping them start if they seem to be procrastinating.
- Parents should know what homework their child is responsible for completing and check to see that it is completed before returning to school the next day.
- A student must have at least written the problem/question on their paper and attempted to answer the problem/question before asking for help. Don't give up too quickly. Learning requires hard work.
- If a student is spending too much time on homework, or consistently can't do the homework assigned, please contact the teacher.
- Students should take advantage of "tutorial" before and after school if they need help with their homework. Beyond regular class time, all teachers are in their class and available to help students from 7:45 - 8:00 every morning, and from 3:40 - 4:00 after school. Coaches are usually not available to help after school.

IMMUNIZATION

All students must be immunized against designated diseases established by Texas law or parents must provide a Texas exemption from immunization form. Contact the SISD nurse for more information.

LATE WORK AND MAKE-UP WORK

Any assignment that is incomplete or not turned in after the teacher calls for it will only be worth a 70 as the highest possible grade (30% taken off the grade made), and the student will attend detention that day in order to work on the assignment. If work that meets passing standards is not turned in to the classroom teacher by 7:55 the following day of school, the student will remain in after school detention each day until the work is completed satisfactorily according to the teacher.

The student will call home to inform parents that he/she will be in detention for not completing homework. Not doing schoolwork and/or making a habit of turning in assignments late will result in disciplinary action and/or a parent conference. If work was missed because of an unexcused absence, a grade of zero (0) will be recorded, and the work will still be completed and turned in.

A student must make up all assignments missed. When missing with an excused absence, one day will be allowed for each day missed (up to 3 consecutive days) before make-up work is due. For students with more than 3 consecutive excused absences, make-up assignments will be handled on a case-by-case basis. If a student is going to be absent, the parent should arrange for his/her class work to be picked up for that day. The parent should call the office by 8:00 that morning. His/her homework assignments may be picked up that afternoon. Parents are highly encouraged to do this so that your child does not fall behind in his/her schoolwork.

LEAVING SCHOOL

In order for a student to leave school during the school day, **the student must first check out through the office.**

If a student leaves school at any time during the day, except during an emergency, a parent or guardian must have made contact with the office by note or telephone prior to his/her leaving, stating the exact time the student needs to leave. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parents.

When students arrive on campus, they are considered in attendance for the entire day under the supervision of the school and may not leave the campus without authorization from the office. Students who leave for any reason without proper authorization and/or without signing out through the office will be considered non-attending/truant.

Leaving the school campus without permission at any time after arrival is considered a Code of Conduct violation, and the student is subject to disciplinary action.

LOCKERS

The grade level teacher will assign lockers. Lockers are not to be traded without permission from the teacher. The school principal has the right to inspect a locker without a search warrant. Locks are not permitted on lockers.

MENINGITIS (BACTERIAL)

WHAT IS MENINGITIS?

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

WHAT ARE THE SYMPTOMS?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

HOW SERIOUS IS BACTERIAL MENINGITIS?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

HOW IS BACTERIAL MENINGITIS SPREAD?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ **does not** cause meningitis in most people. Instead, most people become **carriers** of the germ for days, weeks or even months. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

HOW CAN BACTERIAL MENINGITIS BE PREVENTED?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90%). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within 7 to 10 days after the vaccine is given and lasts for up to 5 years.

WHAT YOU SHOULD DO IF YOU THINK YOU OR A FRIEND MIGHT HAVE BACTERIAL MENINGITIS?

Seek prompt medical attention.

FOR MORE INFORMATION

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites

for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of Health: www.tdh.state.tx.us.

MESSAGES TO STUDENTS AND TELEPHONE USAGE

Only emergency messages will be delivered to students during school. Students will use telephones only in case of emergency or with permission from staff.

NOTICE TO PARENTS

Pursuant to the Sundown Independent School District's Board Policy (FL Legal) and FL (Local), the Sundown Independent School District forwards education records, including records for bilingual and special education students, at the request of other school districts.

NOTIFICATION TO PARENTS OF TEACHER QUALIFICATIONS

As a parent of a student at Sundown Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact Scott Marshall at 229-3021.

PARENT'S QUESTIONS

Often parents have questions or concerns about courses their students are taking, particular lessons or activities they are involved in. They should go to the classroom teacher first, then the building principal. Most questions are answered in this manner. If you need to conference with your child's teacher, please set this up in advance during their planning period. Matters which cannot be resolved with the teacher or principal may be brought to the attention of the superintendent.

PARKING TO PICK UP STUDENTS

Please do not double park to pick up students in the afternoon. This is against city ordinance and is so posted. Continued violation may result in a report being filed with the city police. If you park across the street, teachers will require that you come after your child to escort him/her across the street. Keep in mind that if you park across the street, it is required that you follow state law and use the crosswalks that are located by the stop signs. Failure to follow state law could result in a citation.

PARTY INVITATIONS

No party invitations will be distributed in the classroom or on school grounds for private

parties of any kind. (birthday parties, etc.) You may bring party invitations in sealed and stamped envelopes to the office and we will address and put in the mail for delivery.

PERFECT ATTENDANCE

Class rolls are checked at 9:10 a.m. for State attendance. All students (or parents of children) are required to check out through the office of the Principal. Records will be maintained by the secretary. Perfect attendance certificates will be awarded to students having no absences, no tardies, and for not leaving school early throughout the year. (Perfect Attendance means ALL DAY EVERY DAY) Prompt and Regular attendance certificates will be awarded to students who have no more than 2 absences.

PESTICIDES

Sundown ISD periodically applies pesticides to its premises. Information concerning these applications may be obtained from Scott Marshall at 229-3021.

PLEDGE/SILENCE

Texas Law requires students to recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag each day. Parents may submit a written request to Sundown Elementary School Principal, Jason Powell, to excuse their child from reciting the pledge. A minute of silence will follow recitation of the pledges. A student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity does not interfere with or distract others.

PRINTED MATERIALS

All written material over which SISD does not exercise editorial control that is intended for distribution to students shall be submitted to the principal for review and approval.

PROMOTION

To be promoted from one grade level to the next, a student shall obtain for the year an overall average of 70 or above, derived by averaging the final numerical grade for language arts, mathematics, social studies, and science. In addition, a student shall obtain an average of 70 or above in language arts and mathematics and shall meet all grade level minimum requirements as stated on pages 35-42 of this handbook. Report cards, progress reports and letters reporting failing grades are deemed notice to parents of pending retention.

RECITING PORTION OF DECLARATION OF INDEPENDENCE

The state Board of Education has rulemaking authority to provide for students in social studies in grades 3-12 to study the Declaration of Independence and the U.S. Constitution, the ideas expressed therein, and later developments in early American history. The rules must require students to recite a quoted portion of the Declaration of Independence during CELEBRATE FREEDOM WEEK.

Parents have a right to request that their child be excused from reciting a portion of the text of the Declaration of Independence during CELEBRATE FREEDOM WEEK. The request must be in writing. State law requires the recitation as part of social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United

States government extends diplomatic immunity.

REPORT CARDS/PARENT CONFERENCES

Report cards will be issued on a regular basis. Parent conferences will be held at the end of the second (October 1, 2020) and fourth (February 18, 2021) six weeks. Report cards for these two six weeks will only be handed out at the parent conference.

RIGHT TO APPEAL

Parents and/or students have the right to appeal principals' recommendations for permanent suspension. If they don't agree with the determination made by the principal, they may appeal to the superintendent of schools, who will make a decision. If they don't agree with this decision, a hearing before the Board of Trustees may be requested.

SAFETY AND SECURITY

In order to keep our building as safe and secure as possible, the only entrance to the elementary school will be through the main doors located on the north side of the building.

All other exterior doors will remain locked at all times and will be used only for afternoon dismissal.

SATURDAY SCHOOL

Saturday school may be used as another alternative method for disciplinary means, and/or for making up excessive absences and detentions. The student will be quiet and on task for the entire time. Non-compliance will warrant dismissal, and/or added time.

The day will be broken down as follows:

8:00 a.m. - 11:30 a.m. (morning session)

11:30 a.m. - 12:00 noon (lunch - bring your own and eat alone)

12:00 noon - 3:00 p.m. (afternoon session)

SCHOOL DIRECTORY INFORMATION

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Sundown ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by August 31, 2018.

Sundown ISD has designated the following information as directory information: student name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

A parent shall be allowed to object to the release of directory information. Such an objection must be made in writing using the appropriate form for objection available in the office of each campus principal.

SCHOOL PROPERTY (Instruments, calculators, textbooks, uniforms, etc.)

Students and parents are reminded of their responsibility for care of school property. Costs for damages and repairs of equipment will be assessed to the parent.

SCHOOL TRIPS (Refer to Student Code of Conduct for more information)

1. All school trips must have prior approval by the Principal and Superintendent.
2. All work must be turned in prior to departure unless the student has a teacher's approval.
3. A student should be eligible scholastically to be allowed to go on any school trip.
4. Dress code on school trips will be determined by the sponsor and principal.
5. Students must go to and from out of town activities in school conveyance unless the parent personally clears the change with the sponsor or principal.

SCHOOL LUNCH

A school breakfast and lunch program is available to you daily. If you want to bring your lunch to school you may also use the cafeteria. Because several groups of students use the same cafeteria facilities each day, your cooperation is needed in order to keep the area clean. You are expected to deposit all lunch litter, trays and silverware in the appropriate areas and leave the table and floor around your place in a clean condition for others. To qualify for free or reduced meals, the parent must correctly complete the application for free lunches within 10 days of enrollment. Students and others not qualifying under this provision will be charged the following:

Meal Prices (See Cafeteria; Meal Payment Guidelines)

- Family payment plans are available. Please contact the lunchroom office.

	<u>Breakfast</u>	<u>Lunch</u>
Student	free	\$1.75 (Elem) \$2.00 (MS/HS)
SISD Staff	\$2.25	\$2.75
Visitor	\$3.75	\$3.75

All students, regardless of age, will receive the same portion for seconds on the listed items. Please notice that the meal price is different for elementary and secondary students, and serving sizes are according to government guidelines.

- Seconds on Regular Meal Line

* Juice	\$.50	* Milk	\$.50
* Lunch Entrée	\$1.75	* Muffin	\$.75
* Vegetable; Fruit	\$.50	* Cookie	\$.50
* Pizza	\$1.25	* Pudding	\$.50
* Chips	\$.50	* Yogurt	\$.50
* Breakfast Entrée	\$1.50	* Cereal	\$.50
* Cheese stick	\$.50	* Toast	\$.25

- ALL students who receive second servings or a la carte item will be charged for those second servings and for the a la carte items.

Meal Payment Guidelines

Parents are encouraged to contact the cafeteria manager and pay student meals in advance. Parents are strongly encouraged to continually monitor their child's meal account balance. Parents can set up an online account in order to monitor their child's balance, make payments, and/or deposit money into the child's cafeteria account. In order to set up an account, go to the Sundown website (www.sundownisd.com) and click "Guide to Online Payments" on the home page.

When a student's meal account is depleted or has a zero balance, the district will notify the parent every Monday and Friday through email (if there is a current email address available) or through a notice mailed to the home.

If the student's account is allowed to reach a negative balance of \$10 or more, the campus principal will contact the parents to set up a payment plan.

Students with a negative balance in their account will be served a meal, but will not be allowed to purchase or charge "seconds" or get any "extra" food items from the serving line during breakfast or lunch. The meal will be charged to their account.

If your child has a positive credit in their account and you do not wish for them to charge extra items or receive "seconds," please communicate this with your child.

The best time to call or come to the cafeteria in order to check or add money to your child's account is between 7:00 a.m. and 10:30 a.m. An online account allows parents to check their child's balance at any time, and make deposits or payments.

Parents of elementary students are always welcome to eat with their child during the child's lunchtime. Soft drinks may be brought into the cafeteria only with lunch from home or because of illness. Please notify your child's homeroom teacher or the office if you plan to eat in the cafeteria.

SCHOOL NURSE SERVICE

In case of injuries or illnesses during the school day, the school nurse is available to help. Be sure to get a pass from your teacher before going to the nurse's office. The judgment of the nurse or the principal--sometimes with a parent's help--will determine whether you should stay in school or be sent home.

In accordance with section 22.052 of the Texas Education Code, the Sundown Independent School District has adopted the following rules concerning the administration of medication to students by school employees.

No school employee will be authorized to administer medication to students unless the following conditions have been met:

1. A signed request to administer the medication to a student has been provided by a parent, legal guardian, or other person having legal control of the student.
2. All medications should be in the original container, properly labeled, stating:

- a. Name and address of the student.
- b. Date of the prescription's issue.
- c. Name and quantity of medication.
- d. Direction for its use.

A student who has written authorization from his or her parent and physician or other licensed health care provider, and who meets all other requirements, may be permitted, at the student's discretion, to possess and use prescribed asthma medication and anaphylaxis medication at school or school-related events. The student must be able to demonstrate to his or her physician or health-care provider and to the school nurse the ability to properly use the prescribed medication, including any device required to administer the medication. The student and parents should see the school nurse if the student has been prescribed asthma medication or anaphylaxis medication for use during the school day.

SECTION 504

Sundown ISD complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. Disability refers to a "physical or mental impairment which substantially limits one or more major life activities." Students who qualify for 504 services are entitled to a 504 plan which spells out the modifications and accommodations needed for these students to have an opportunity to perform at the same level as their peers. For more information about 504 eligibility please see your campus administrator.

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

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

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

Special Education Referrals:

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

Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

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

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

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Kathy Hutchinson, Director of Special Education

Phone Number: 806-894-6858

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Scott Marshall, Superintendent of Sundown ISD

Phone Number: 806-229-3021

Additional Information:

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

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

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

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

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

Remisiones de educación especial:

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

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

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

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

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

Persona de contacto para las remisiones de educación especial:

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

Persona de contacto: Kathy Hutchinson, Director of Especial Educación

Número de teléfono: 806-894-6858

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

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

Persona de contacto: Scott Marshall, Superintendent of Sundown ISD

Número de teléfono: 806-229-3021

Información adicional:

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

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

SELF-DISCIPLINE

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject, it underlines the whole education structure. Self-discipline is the training that develops character, orderliness and efficiency. It is the key to good conduct and proper consideration for other people.

If you understand the purposes of self-discipline in our schools, you may form a correct attitude toward it and do your part in making our school a better place to learn.

MESSAGE TO PARENTS: Parents must accept responsibility for helping their children to develop self-control.

SEXUAL HARASSMENT

Sundown ISD believes that every student has the right to attend school and school-related activities free from all forms of discrimination on the basis of sex, including sexual harassment. We consider sexual harassment of students to be serious and will consider the full range of disciplinary options, according to the nature of the offense.

All students are expected to treat one another courteously, with respect for the other person's feelings; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. All students are prohibited from engaging in offensive verbal or physical conduct of a sexual nature directed toward another student. This prohibition applies whether the conduct is by work, gesture, or any other intimidating sexual conduct, including requests for sexual favors, that the other student regards as offensive or provocative.

Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the building principal or counselor.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal or designee.

If the resolution of the complaint is not satisfactory to the student or parent, the student or parent within 10 days may request a conference with the Superintendent or designee by following local Board policy. If the resolution by the Superintendent or designee is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

SICKNESS

Elementary school students have many contagious diseases during their school years. We ask that students be free of fever for 24 hours before returning to school.

Students who have had Chickenpox may return to school as soon as all blisters are scabbed.

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.

SPECIAL EDUCATION

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated.

This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the Notice of Procedural Safeguards - Rights of Parents of Students with Disabilities.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:
Jason Powell (806) 229-3021

Opciones y requisitos para proporcionar ayuda a los estudiantes que tienen dificultades en el aprendizaje o que necesitan o pueden necesitar educación especial

Si un niño está experimentando dificultades en el aprendizaje, el padre puede comunicarse con la persona mencionada más abajo para enterarse sobre el sistema de estudios de diagnóstico y de recomendación de la educación general del distrito para los servicios de apoyo. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo,

incluyendo la recomendación para una evaluación para educación especial. Los estudiantes que tienen dificultades en el aula normal deben ser considerados para tutorial, servicios compensatorios y otros servicios de apoyo disponibles para todos los estudiantes.

En cualquier momento, un padre tiene derecho a solicitar una evaluación para los servicios de educación especial. Dentro de un periodo de tiempo razonable, el distrito debe decidir

Si la evaluación es necesaria. Si la evaluación es necesaria, el padre será notificado y se le pedirá que de consentimiento para la evaluación. El distrito debe completar la evaluación y el informe dentro de los 60 días de calendario desde la fecha en que el distrito reciba el consentimiento por escrito. El distrito debe darle una copia del informe al padre. Si el distrito determina que la evaluación no es necesaria, el distrito proporcionará al padre una notificación por escrito que explica el motivo por el cual el niño no será evaluado. Esta notificación por escrito incluirá información que le explica al padre los derechos que tiene si no está de acuerdo con el distrito. Además, la notificación debe informarle al padre la manera de obtener una copia de la Notificación de las Salvaguardas del Procedimiento - Derecho de los Padres de Estudiantes con Discapacidades.

La persona designada con quien puede comunicarse en relación a las opciones que tiene un niño que experimenta dificultades en el aprendizaje o para una recomendación para la evaluación para educación especial es:

Nombre de la persona : Jason Powell

Numero de telefono: (806) 229-3021

SRC (SCHOLASTIC READING COUNTS)

To reinforce reading skills and increase reading practice, students participate in the SRC reading program. They read books from the SRC list and take computerized tests on these books. Students accumulate SRC points for tests they pass and then spend these points in the Roughneck Zone which is open every three weeks.

STUDENT CONDUCT

(See also Code of Conduct; Discipline Plan; Dress Code)

Students are expected to:

- attend school regularly and promptly;
- be at the right place at the right time with the right materials;
- keep hands, feet, and objects to oneself;
- be properly dressed; · pay required fees and fines;
- obey all school and safety rules;
- develop self-control and self-discipline;
- respect the rights of others;
- practice clean speech;
- respect all property;
- respect authority;
- achieve in accordance with ability.

Students are prohibited from:

- cheating or copying the work of another student;
- throwing objects other than in a supervised activity;
- leaving school or events without permission;

- making obscene gestures or using profanity;
- disobeying directives from school personnel;
- playing with matches or fire;
- committing robbery or theft;
- damaging or vandalizing property;
- fighting; · misbehaving on school buses;
- committing extortion, coercion, or blackmail (bullying);
- name-calling;
- inappropriate physical or sexual contact;
- assault; · any contact with illegal substances;
- any contact with weapons;
- any contact with tobacco;
- hazing and/or bullying
- any disruptive behavior.

Students who violate the above standards will be disciplined.

1. A student who misbehaves in the classroom will be disciplined according to a consistent discipline plan. If the teacher's plan proves to be ineffective, the student will be referred to the principal. (See Discipline Plan.)
2. If a student misbehaves on a school trip, he/she will forfeit all off-campus extracurricular activities for the rest of the year. (This is a minimum, and if the principal feels that the student is taking advantage of not having further activities, and thus creates a problem in order to beat the rule, other action will be taken.)
3. If a student misbehaves on the way to school, at school, or on the way home from school, punishment will be according to the SISD Discipline Management Plan.
4. Fighting: If a student pushes, slaps, punches, kicks, etc. another student, or retaliates against another student without first trying to avoid an altercation, such student will receive a minimum of 2 days of ISS, or may receive an option of 1 swat instead of ISS, for first offense, and a minimum of 3 days ISS for second offense. The seriousness of the incident will be a deciding factor. Corrective action will be accelerated for future occurrences.

This is not an attempt to list all methods of punishment used or to limit one particular punishment for one specific action. The above disciplinary methods are considered as minimums. The principal has the prerogative of assessing additional punishment if deemed necessary.

STUDENT RECORDS

The school maintains, for each student, a cumulative record folder which contains such information as your grades, attendance records and standardized test scores. Parents or legal guardians and authorized school officials have the right to review their student's file.

SUMMER SCHOOL (June 1 to June 25, 2021)

Summer school and potential promotion is not an option for those students whose grades have not met a standard that ensures potential success at the next grade level.

Sundown Elementary conducts summer school for three to four weeks each summer during the month of June. Summer school will be June 1 - June 25, 2021. Summer school is required in order to be eligible for promotion to the next grade for any student who does not meet the passing standard on the state-mandated assessment (STAAR), fails a course for the year and meets the criteria below, does not meet the promotion criteria, or has excessive absences. Teacher input will be a deciding factor. **If the STAAR results are not returned to the district prior to summer school starting, then a student will attend summer school based on teacher input and benchmark testing.**

Students needing to attend summer school as an alternative to being retained and not promoted are those who meet any one of the following criteria:

- a) did not satisfy the state of Texas attendance requirements (too many absences)
- b) failed one of these five courses: language arts, reading, mathematics, science, and social studies; with a yearly average that was not below a 60
- c) failed two of these five courses: language arts, reading, mathematics, science and social studies; and the yearly grade of each failed course was not below a 60
- d) did not meet the passing standard on the state-mandated assessment (STAAR)

Summer school attendance in and of itself does not guarantee promotion. To be promoted from summer school to the next grade level requires:

- 1) 90% attendance rate
- 2) successful completion of all required summer school class work and homework
- 3) mastery of required summer school curriculum
- 4) acceptable behavior as outlined in the Student Code of Conduct and Handbook

Parents will be notified early in May, if their child needs to attend summer school in order to be promoted. If the student meets all summer school requirements, he/she will be promoted to the next grade level.

TARDINESS

Students not seated and prepared for class at 8:05 A.M. are tardy. Tardies cost valuable time, not only to the tardy student, but also to the entire class. All tardies are unexcused unless the student is detained by a teacher and that teacher writes a note excusing the student.

A student is allowed a total of three tardies per semester. Fourth and fifth tardies will result in one swat or three days lunch detention. Sixth tardy will result in detention after school or 1 swat. Seventh tardy will result in 3 days of detention after school or 2 swats. Eighth tardy and beyond will result in In-School Suspension and/or Saturday school. **A total of 8 tardies in a semester will result in In-School Suspension and/or Saturday school.** If this mode of discipline proves unsatisfactory, the Discipline Plan will be implemented or accelerated.

TEXTBOOKS

According to state law you are responsible for textbooks issued to you. When the books are collected at the end of the term they should reflect normal use. If they're in any other conditions, you will be charged at the rates below. Keep them covered and don't let them get marked up, get left out in the rain, chewed on by the dog, etc.

Broken or torn cover (front or back)	\$ 5.00
Broken or torn cover (front and back)	10.00
Broken spine	5.00
Torn or cut page	2.00 each page
(total will not be more than price for new book)	
Missing page	3.00 each page
Writing, spills, etc. on pages or cover	2.00 each page
Minimum textbook fine	2.00
Lost book	Total price of book

This fee schedule reflects an average textbook cost for SISD of \$50.00.
Textbooks with altered numbers will not be accepted.

TOBACCO AND OTHER PRODUCTS

Students shall not possess or use tobacco products including but not limited to cigarettes, electronic cigarettes, any vaporizing devices, and/or oral tobacco on school premises or at school-related functions (See also SISD Drug Deterrent Plan).

TRUANCY

If you are absent without permission you are truant. Repeated truancy may be cause for disciplinary action, suspension or legal action. You are truant if you:

- * leave school without written permission from the office.
- * are absent from school without parental permission.
- * fail to report to the assigned areas.
- * come to school, but don't attend classes.
- * leave class without permission.

VISITORS

All visitors must come directly to the office and sign in before going to any other area of the school. This is a security measure for students as well as staff members. The principal or other school personnel may request identification from any person on school property and will ask any person not having legitimate school business to leave.

Visits by students from other districts or younger brothers and sisters are not allowed. Students should not bring a guest to school unless arrangements have been approved in advance by the school principal.

WEAPONS

Students will not bring any firearms, explosive objects, weapons of any kind, knives of any kind or size including pocket knives (real or toy) to school. Any items brought to school other than school materials will be done so with prior approval of teacher and/or principal.

WEATHER EMERGENCIES

Rarely is it necessary for the superintendent to close or delay school. When weather conditions appear severe enough that you suspect school might be closed, listen to the following radio and television stations. Announcements will be made as soon as the decisions are reached.

- | | | | |
|-------------|-------|-----------|------------|
| 1. KCBD | TV | Lubbock | Channel 11 |
| 2. KAMC | TV | Lubbock | Channel 28 |
| 3. KLVT AM | Radio | Levelland | Dial 1230 |
| 4. KLLL FM | Radio | Lubbock | Dial 96.3 |
| 5. KKCL FM | Radio | Lubbock | Dial 98.1 |
| 6. KLBK | TV | Lubbock | Channel 13 |
| 7. KJTV Fox | TV | Lubbock | Channel 34 |

Typical delayed start is 9:30 a.m. with no buses running and no breakfast being served. Start time could vary depending upon the severity of the weather.

MINIMUM REQUIREMENTS FOR PROMOTION

SKILLS NECESSARY FOR FIRST GRADE SUCCESS

(except for students with handicapping condition)

1. The student must:
 - A. Have all self help skills (including but not limited to: zipping, buckling and tying)
 - B. Be able to:
 - 1) spell and print his/her first and last name.
 - 2) recognize the letters in any order
 - 3) know letter sounds.
 - 4) count objects 1-20.
 - 5) identify numerals corresponding to verbally presented words (1-50).
 - 6) match the correct numeral to a group of objects (1-20).
 - 7) recognize and write numerals 1-50.
 - 8) identify location top/bottom/middle, left/right, inside/outside, above/below.
 - 9) recognize shapes,
 - 10) classify objects
 - 11) count orally to 100
 - 12) recognize 70% of sight words
 - 13) read 3 letter short vowel words
 - 14) be able to model and create addition/subtraction problems
 - 15) students will show progress on TPRI assessment from BOY to EOY

PROMOTION TO SECOND GRADE

(except for students with handicapping condition)

1. The student must:
 - A. Student must successfully read on grade level.
 - 1) Students must demonstrate 70% mastery on Saxon Phonics Assessments.
 - 2) Students must demonstrate 70% mastery in math and phonics
 - 3) Students will show progress on TPRI assessment from BOY to EOY
 - 4) Students TPRI must be at instructional level

- B. Be able to:
 - 1) write a story with a beginning, middle and end.
 - 2) use phonetic spelling and generalizations in his/her writing.
 - 3) use legible manuscript writing.
 - 4) write a complete sentence with correct capitalization and punctuation.
 - C. Be able to:
 - 1) read, write, and recite orally the numbers 0-200.
 - 2) match the number of objects in a set (0-20) with the correct numeral and number name.
 - 3) add any two numbers whose sum is 20 or less.
 - 4) subtract any two numbers with the largest 14 or less.
 - 5) solve story problems with sums 20 or less in addition, largest number 14 in subtraction.
 - 6) identify and know the value of penny, nickel, and dime and be able to find the amount of 3 coins.
 - (7) identify halves, thirds, and fourths when shown an object.
 - (8) identify and draw a circle, square, triangle, rectangle using model and/or objects.
 - (9) tell time to the hour and half-hour.
 - (10) skip count by 5's, and 10's.
2. Maintain skills previously learned.

PROMOTION TO THIRD GRADE

(except for students with handicapping condition)

- 1. Students must successfully read on grade level. (90 wpm goal)
- 2. Students must demonstrate 70% mastery on Saxon Phonics Assessments.
- 3. The student will recognize setting, character, and problem of any given story.
- 4. The student will identify the sequence of key story events.
- 5. The student will successfully write a narrative with an introduction, events, and conclusion.
- 6. Students will successfully write an informative composition.
- 7. Students will successfully write a paragraph with a main idea and supporting details.
- 8. The student must be able to:
 - A. Recall addition facts through 10+10.
 - B. Order whole numbers 0 to 1,200 from least to greatest or greatest to least.
 - C. Read and write whole numbers to 1,200 in word or numeral form.
 - D. Identify place value through 1,200.
 - E. Skip count by 2's, 5's, 10's, and 25's.
 - F. Select addition or subtraction and solve problems using three digit numbers with or without regrouping.
 - G. Identify and name fractional parts of objects or a set of objects in terms of halves, thirds, fourths, and solve related problems.
 - H. Tell time on the hour, half hour, one minute and five minute intervals and record by standard notation.
 - I. Count collection of coins less than \$1.

J. Recognize and understand basic math vocabulary.

The Student must maintain skills previously learned.

PROMOTION TO FOURTH GRADE

(except for students with handicapping conditions)

1. The student must pass minimum standards as identified by the Texas Education Agency on each of the reading and math portions of the STAAR (State of Texas Assessments of Academic Readiness). A student who fails a portion of the STAAR test, or fails the other academic requirements for the year, will be required to attend summer school. If the student meets all summer school requirements, including attendance (90%), he/she may be promoted.
2. If a student misses any portion of the STAAR test, a committee will be organized consisting of the student's teachers, the counselor, and the principal. Any and all pertinent records for that student will be reviewed, including: daily grades, test grades, homework grades, participation in class, etc. Input from any appropriate source will be solicited. The committee will make a decision regarding promotion, retention, and summer school.

Math May 11, 2021

Reading May 12, 2021

Summer School Dates: June 1 -June 25, 2021

3. The student must maintain skills previously taught.

LANGUAGE ARTS:

To be promoted, the student must be able to:

1. Read on grade level.
2. Demonstrate a variety of word recognition strategies or understand the meaning of grade level words through the use of context clues.
3. Retell events in stories in order and produce summaries of selections such as characters, setting, and plot.
4. Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, drawing conclusions, and support interpretations or conclusions with examples drawn from text.
5. Recognize and write complete sentences using correct capitalization and punctuation.
6. Generate ideas for writing by using prewriting strategies.
7. Develop and draft by organizing ideas into paragraphs.
8. Write a narrative story with an introduction, events and conclusion.
9. Use legible cursive writing.

The student must maintain skills previously taught.

MATHEMATICS:

To be promoted, the student must be able to:

1. Recognize and understand basic math vocabulary.
2. Identify place value through 999,999.
3. Use place value to read, write and compare whole numbers less than 999,999 in numeral and word form.
4. Recall basic multiplication facts through the tens and basic division facts and solve problems relating to both.
5. Round any number to the appropriate place value including 10's, 100's, 1,000's and 10,000's.
6. Use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.
7. Describe events as more likely, less likely or equally likely.
8. Add 3 or more whole numbers whose sum is less than 999,999 with or without regrouping.
9. Subtract two numbers, the largest of which is less than 10,000 with or without regrouping.
10. Use addition, subtraction, basic multiplication, and basic division to solve multi-step word problems involving whole numbers.

The student must maintain skills previously taught.

PROMOTION TO FIFTH GRADE

(except for students with handicapping condition)

1. The student must pass minimum standards as identified by the Texas Education Agency on each of the reading, writing, and math portions of the STAAR (State of Texas Assessments of Academic Readiness). A student who fails a portion of the STAAR test, or fails the other academic requirements for the year, will be required to attend summer school. If the student meets all summer school requirements, including attendance (90%), he/she may be promoted.
2. If a student misses any portion of the STAAR test, a committee will be organized consisting of the student's teachers, the counselor, and the principal. Any and all pertinent records for that student will be reviewed, including: daily grades, test grades, homework grades, participation in class, etc. Input from any appropriate source will be solicited. The committee will make a decision regarding promotion, retention, and summer school.

Testing Dates:	Math	May 11, 2021
	Reading	May 12, 2021
	Writing	April 6, 2021

Summer School Dates: June 1 - June 25, 2021

LANGUAGE ARTS:

To be promoted, the student must be able to:

1. Read on grade level.
2. Demonstrate a basic understanding of the vocabulary and main idea of a selection.
3. Apply knowledge of character and other story elements such as plot, setting, and problem resolution to a selection.

4. Comprehend selections using a variety of strategies such as cause and effect, sequence, and comparison.
5. Apply critical-thinking skills to make and support inferences and conclusions.
6. Demonstrate an understanding of basic parts of speech.
7. Use different forms of writing to express, inform, or entertain.
8. Produce compositions that organize ideas in a logical manner.
9. Apply standard grammar, capitalization, and punctuation rules.
10. Write legibly by selection cursive or manuscript as appropriate.

MATHEMATICS:

The student must be able to:

1. Read and write numbers with 9 digits or less.
2. Recall basic multiplication facts through 12×12 and the related division facts.
3. Multiply numbers less than 1000 by numbers less than 100, with and without regrouping.
4. Divide numbers less than 1000 by numbers less than 10, with and without remainders.
5. Read, write, compare and order fractions for parts of an object or a group of objects (including equivalent fractions).
6. Add and subtract fractions using like denominators.
7. Read, write, compare and order decimals to the tenths or hundredths.
8. Solve word problems using addition, subtraction, multiplication and/or division with or without estimation by rounding.
9. Apply units of measurement for time, temperature, perimeter, area, capacity, length and weight (customary and metric units).
10. Identify and describe lines, shapes and solids using formal geometric language.
11. Identify congruence and symmetry in geometric figures.
12. Collect, organize, display and interpret sets of data using graphs, tables and probability lists.
13. Select and apply appropriate problem solving plans and strategies to solve everyday problems.
14. Use addition, subtraction, multiplication and/or division to solve multi-step problems involving whole numbers.

The student must maintain all skills previously learned.

PROMOTION TO SIXTH GRADE (except for students with handicapping conditions)

Student Success Initiative

Students enrolled in fifth grade during the 2018-2019 school year must meet the grade advancement requirements of Texas state law. Students must meet the standard on the **reading and math** sections of the STAAR (State of Texas Assessments of Academic Readiness) during their fifth-grade school year in 2018-2019 in order to be promoted to the sixth grade. Students will have three opportunities to meet the standard on these tests:

Math	April 6, 2021	May 11, 2021	June 22, 2021
Reading	April 7, 2021	May 12, 2021	June 23, 2021
Science	May 13, 2021		

Summer School Dates: June 1- June 25, 2021

A student who does not meet the standard after the third test may not advance to sixth grade unless the Grade Placement Committee determines by unanimous decision, in accordance with the standards for promotion established by the local school board, that the student is likely to perform at grade level at the end of the next year when given additional accelerated instruction.

****In addition, students must meet local academic requirements in language arts and math in order to be promoted to the sixth grade.**

A student who does not meet the standard on the Science STAAR test or on other academic requirements in science during the year, will be required to attend summer school. Sundown ISD School Board policy states that if the student meets all summer school requirements in science, including attendance (90%), he/she may be promoted.

****LANGUAGE ARTS**

To be promoted the student must be able to:

1. Read on grade level.
2. Demonstrate a basic understanding of a variety of written passages by
 - a) determining the meanings of unfamiliar or multiple-meaning words
 - b) summarizing a text and/or determining the main idea and supporting details
3. Apply knowledge of literary elements to understand a variety of passages by
 - a) analyzing character traits, relationships, and changes
 - b) analyzing story plot, setting, and problem resolution
4. Use a variety of strategies to analyze various written passages, which may include
 - a) finding cause and effect relationships
 - b) using sequence to locate information
 - c) finding similarities and differences across texts
 - d) representing text information in outlines, timelines, or graphic organizers
 - e) judging the logic of passages, i.e. "Does this make sense here?"
 - f) identifying the purpose, such as to inform, influence, express, or entertain
 - g) comparing and contrasting two passages
 - h) describing the author's point of view and its effect on the passage
5. Apply critical thinking skills to analyze given passages, which may include
 - a) drawing conclusions
 - b) making generalizations
 - c) distinguishing fact and opinion
 - d) using his/her own experiences to support answers
 - e) recognizing an author's organizational plan
6. Demonstrate an understanding of basic parts of speech
7. Use different forms of writing to express, inform, persuade, or entertain
8. Produce compositions that organize ideas in a logical manner
9. Apply standard grammar, capitalization, and punctuation rules

10. Write legibly by selecting cursive or manuscript as appropriate

MATHEMATICS:

To be promoted the students must be able to master the following five categories:

1. Numerical Representation and Relationships
 - a) represent the value of the digit in decimals through the thousandths using expanded notation and numerals
 - b) compare and order two decimals to thousandths, and represent comparison using the symbols $>$, $<$, or $=$
 - c) Round decimals to tenths or hundredths
 - d) Identify prime and composite numbers
 - e) Describe the meaning of parentheses and brackets in a numeric expression
 - f) Simplify numerical expressions that do not involve exponents, including up to two levels of grouping

2. Computations and Algebraic Relationships
 - a) Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
 - b) Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division
 - c) Multiply with fluency a three-digit number by a two-digit number using the standard algorithm
 - d) Solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm
 - e) Represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models
 - f) Solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers
 - g) Represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models
 - h) Represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models
 - i) Generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph
 - j) Recognize the difference between additive and multiplicative numerical patterns given in a table or graph

3. Geometry and Measurement
 - a) Describe the meaning of parentheses and brackets in a numeric expression
 - b) Simplify numerical expressions that do not involve exponents, including up to two levels of grouping
 - c) Use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form of a cube ($V = l \times w \times h$, $V = s \times s \times s$, and $V = Bh$)

- d) Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties
 - e) Recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible
 - f) Describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0,0)$; the x -coordinate, the first number in an ordered pair, indicates movement parallel to the x -axis starting at the origin; and the y -coordinate, the second number, indicates movement parallel to the y -axis starting at the origin
 - g) Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table
4. Data Analysis and Personal Financial Literacy
- a) Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots
 - b) Solve one-and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot
 - c) Define income tax, payroll tax, sales tax, and property tax
 - d) Explain the difference between gross income and net income
 - e) Identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments.
 - f) Develop a system for keeping and using financial records
 - g) Describe actions that might be taken to balance a budget when expenses exceed income
 - h) Balance a simple budget

* except for students legally identified for Individual Educational Plans

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