



Alba-Golden Elementary

Student Handbook

2020-2021

August 10, 2020



Parents and Guardians:

On behalf of the faculty and staff at Alba-Golden Elementary, I would like to welcome you back to school. We hope your summer was relaxing and your family bonds were strengthened. We are eager for the students to be back on our campus continuing their educational journey with us. Distance learning through Panther Connect is an option this year, and we are committed to doing our best to communicate with and educate our students who are choosing this route for school. Regardless of the format, we are all Panthers. I see our school as the centerpiece of our community and our most important industry. Our goal is to produce students who are hungry for success, ready for challenges and well prepared for the future. Alba-Golden Elementary is the foundation where it all begins.

Teamwork is of the utmost importance when it comes to ensuring student success. The team consists of parents/guardians, students, teachers, support staff, the principal and administration. We must have open lines of communication. I encourage you to get to know your child's teacher and communicate with them on a regular basis. Due to COVID-19 restrictions, we will be faced with challenges with parent volunteers this year. Please be patient with us as we establish guidelines for our volunteers. Our Parent Teacher Association is growing, and they welcome volunteers from the community to continue to do great things for our school. There will be PTA membership drives throughout the year. Even with current restrictions on visitors, we have no intention of dissolving our PTA. That is an awesome organization that supports our students and teachers, and we love them.

The following pages of the Student Handbook contain our school's policies and procedures. It is important that you are familiar with these guidelines. Please know that sometimes situations arise that the handbook does not cover, but with clear communication we will come up with a resolution. I will direct you to AGISD's updated operational and instructional guidelines as posted on our website. These are our plans for the local level on how we plan to keep our students and staff safe in the COVID-19 era. The plan also outlines the distance learning guidelines for the district. It is a privilege to be a part of your child's life and educational experience. If you ever need anything during this school year, please feel free to contact me by email, phone call, or personal visit.

Sincerely,

Kevin Wright  
A-G Elementary Principal  
(903) 768-2472  
wrightk@agisd.org

# ALBA-GOLDEN DISTRICT PLAN

2020-2021

Dr. Cole McClendon – Superintendent

Mr. Jason Stovall – Board President

County/District: 250-906 Region VII

The mission of the Alba-Golden Independent School District is to provide the best educational system in the state for preparing the children of our district to live and work successfully in the changing future.

The Alba-Golden Independent School District is committed to the philosophy of providing a quality educational program that allows each student to realize his or her maximum potential in all core curriculum areas.

The district will provide quality instruction equitably to all students and will be accountable for demonstrated results and continuous improvement.

## DISTRICT PERFORMANCE GOALS

1. Prepare all students in grades PreK-12<sup>th</sup> for postgraduate opportunities.
  - a. Continue vertical/horizontal alignment of curriculum
  - b. Improve overall test scores for all students
  - c. Increase student participation in advanced courses
  - d. Address the vocational needs of students
  - e. Address the transition of students from elementary to junior high to high school grade levels
  - f. Maintain dropout rate of 1% or below
2. Enhance communication among the community, parents, and staff.
3. Address facilities needs and state requirements. (Outline options to meet Alba-Golden facility needs and growth requirements.)

Kevin Wright - Principal  
Rachelle Tennyson - Counselor  
Michele Glidewell - Curriculum Director  
Kathleen Gibson - Secretary  
Jill Boykin - Nurse

## Common Goals for Student Success

Your objective as a parent and the objective of the school in respect to your student are the same, to give him/her the best possible guidance toward the achievement of his/her capabilities. To accomplish this goal, full cooperation between home and school is essential. The following suggestions are intended to help you make the fullest contribution towards your child's success in school.

1. Regular and punctual attendance is the greatest single factor in school success. Therefore, your first concern should be to see that your student attends school regularly.
2. You can contribute greatly to your child's success in school by encouraging home study. Even though written work may not always be assigned, there is usually some studying to be done at home in each subject.
3. A wholesome attitude toward school and a confidence in your student's teachers are essential for the student's maximum success in school. The wise parent, therefore, will bring any questions and problems to the teacher or school principal, and should refrain from criticizing the school to the student.
4. Additionally, you may further help your student by:
  - Getting to know your child's teacher.
  - Scheduling a conference with the teacher if problems or questions arise. A personal visit is always more effective than a phone call.
  - Calling the office to report absences.
  - Writing full explanations with dates of absences and signing them.
  - Requiring a report card from your child for each nine weeks grading period.
  - Refraining from calling students during school hours except in the case of an emergency.
  - Reading and becoming familiar with the contents of this handbook.

## Admissions

On enrollment of a child under 11 years of age in a school for the first time, the school shall:

1. Request from the person enrolling the child the name of each previous school attended by the child;
2. Request from each school identified in item 1 the school records for the child and, if the person enrolling the child provides copies of previous school records, request verification from the school the the child's name, address, date, and grades and dates attended; and
3. Notify the person enrolling the student that no later than the 30th day after enrollment, the person must provide:
  - a. A certified copy of the child's birth certificate; or
  - b. Other reliable proof of the child's identity and age and a signed statement explaining the person's inability to produce a copy of the child's birth certificate.
  - c. Proof of residence, such as a utility bill or lease agreement.
  - d. Immunization records.

If a person enrolls a child under 11 years of age in school and does not provide the valid prior school information or documentation required, the school shall notify the appropriate law enforcement agency before the 31st day after the person fails to comply.

\* When accepting a child for enrollment, the District shall inform the parent or other person enrolling the child that presenting a false document or false records in connection with enrollment is a criminal offense under Penal Code 37.10, and that enrolling the child under false documents makes the person liable for tuition or other costs as provided below. Education Code 25.002(d).

\* In addition to the penalty under Penal Code 37.10, a person who knowingly falsifies information on a form required for a student's enrollment in the District is liable to the District if the student is not eligible for enrollment but is enrolled on the basis of false information. For the period during which the ineligible student is enrolled, the person is liable for the maximum tuition fee the District may charge (see FDA) or the amount the District has budgeted per student as maintenance and operating expense, whichever is greater. Education Code 25.001(h).

## Asbestos Management

Alba-Golden Independent School District maintains a complete Asbestos Management Plan for each facility. The Management Plans have been developed and are maintained in accordance with the EPA Asbestos Hazard Emergency Response Act, (AHERA). In accordance with the AHERA standards periodic surveillance is conducted every 6 months. Every 3 years a re-inspection of our facilities is performed by an EPA Accredited Asbestos Inspector. In addition to this re-inspection, a review of our Management Plan is performed by an EPA Management Planner.

Copies of the re-inspection report and management plan updated are available for inspection at the superintendent's office during business hours.

## Attendance

All students within the age limits prescribed by the statutes of Texas shall be required to attend school, as well as any applicable accelerated instruction programs or tutorial sessions. Section 25.092 of Senate Bill No. 1 requires a student to be in attendance for at least 90% of the days the class is offered to receive credit. Perfect attendance is considered in class all day from 8:00 - 3:35. A student that is temporarily absent due to an appointment with a healthcare professional will not be counted absent if that student returns to school on the same day of the appointment. A HEALTHCARE PROFESSIONAL'S NOTE IS REQUIRED FOR DOCUMENTATION. 19TEX/129.21 TEC/25.087 (b).

### A) Student Attendance Accounting

Education Code 25.987 and 19TEC 129.21 allow a district to count as present for ADA purposes students who are absent for any of the following circumstances:

1. Participation in a Board-approved and appropriately supervised extracurricular activity or performance;
2. Participation in an approved mentorship fulfilling the student's Distinguished Achievement Program;
3. Screening, diagnosis, or treatment of a Medicaid-eligible student (if the student misses only a portion of the school day and the professional provides written confirmation of the appointment).
4. Religious holy days (including one day of travel to and one day from an observance site); and

5. An appointment with a healthcare professional (if the student misses only a portion of the school day and the professional provides written confirmation of the appointment).

While these five circumstances remain as before, the rule as approved by the SBOE allows the District to count the absent student present for ADA purposes only.

## B) Extenuating Circumstances

The Alba-Golden I.S.D. School Board has established the following as extenuating circumstances:

1. Board-approved extracurricular activity or public performance subject to limitations in FDD (LEGAL) preceding.
2. Participation in a mentorship (advanced measure) under the Distinguished Achievement graduation program. (See EIF)
3. Required screening, diagnosis, and treatment for Medicaid eligible students.
4. Documented healthcare appointment, if the student begins classes or returns to school on the same day as the appointment.
5. Temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent.
6. Juvenile court proceeding documented by a probation officer.

## C) Absenteeism

Section 25.092 of the Senate Bill No. 1 requires a student to be in attendance for at least 90% of the days the class is offered to receive credit.

Students are allowed 18 absences. Students may be subject to retention if that amount is exceeded. In addition, parents are subject to prosecution for contributing to nonattendance if a student's absences are excessive. School-aged students deliberately not attending school may result in assessment of penalties by a court of law against his or her parents. A complaint against the parent may be filed in the court if the student: is absent from school for ten or more days or parts of days within a six-month period, or is absent on three or more days or parts of days within a four-week period.

Many times parents are confused about excused or extenuating circumstance absences and unexcused absences. They think that an absence that is excused doesn't count, this is not so. These are absences as defined by our local district and simply define whether a student may or may not be able to get credit for a missed assignment should they make it up. The state makes no provision and simply counts ALL absences, with the exclusion of certain medical appointments, as an absence. If your child is going to be out for a prolonged period of time or should you need further assistance in understanding the laws, you are encouraged to contact the office staff or principal for help

**Parents need to send a note with their child when he/she returns to school, stating the reason for being absent, within three days of the last absence.** Notes returned after the third day will be unexcused. It must be signed by the parent and dated with dates of the absence(s). Please be specific when giving reasons for absence. Example: virus, cold, flu, etc. When students are absent more than the allowable days, a campus attendance committee will meet to review the student's progress. All absences will be considered in determining whether a student has attended the required percentage of days for promotion.

D) Tardy Policy

Students report to the office to receive a tardy slip. Children will not be allowed to enter a class without the proper documentation from the office. Students will be allowed three (3) tardies (excused or unexcused) for each nine weeks. For every fourth tardy (and each tardy thereafter), students will be assigned one day of On-Campus Suspension (OCS) or lunch detention.

E) Dismissal

ALL children must be picked up or leave the school grounds immediately following dismissal time. Personnel are not available to watch children after dismissal time. If, for some reason, you need to notify the office of a change in your child's dismissal arrangements, it is very important to call the office prior to 2:30 pm. This allows time to relay messages to classrooms. Your child's safety is our first priority. Any messages received later than 2:30 pm create confusion during daily dismissal and could create safety concerns. Please establish a dismissal plan for your child and limit change of plans to emergency situations only. We understand some situations cannot be helped, and we will do our best to work with you. However, consistent changes in plans will be addressed through the office.

F) Dismissal Due to Bad Weather

When hazardous conditions are present, here are some suggestions to help us better serve our students at such time:

1. If school is in session and the conditions are hazardous, listen to KMOO 99.9 for an announcement or **please download the school app for direct communication from AGISD.**
2. If school is not in session and the conditions are hazardous, listen to KMOO 99.9 and Channel 7 in Tyler OR direct communication from the office will come through the school app.

Parents should plan ahead with their child for arrangements concerning getting home on inclement weather days.

G) Early Dismissal

If it is necessary for a student to be taken home from school during the regular school day, office clearance is mandatory in order to provide safety for each student. Officials will then call the student from the classroom. Parents of students that are to be picked up by someone other than the parent must notify the office by note or phone call prior to 2:30 pm.

H) Withdrawals from School

To withdraw a student, the parent/guardian should come to the office to withdraw the student. All obligations to the school must be met before the student can be officially withdrawn. Grades and documentation will be sent to the enrolling school upon request, when a student withdraws from Alba-Golden Elementary.



# 2020-2021 District Calendar

**Board Approved: June 8, 2020**  
**First Day of School: August 13th**  
**Last Day of School: May 21st**  
**School Day 8:00a.m. to 3:40p.m.**

**Graduation: May 21st**

**New Teacher Academy: August 4th-5th**

**Staff Development/Student Holidays**  
 August 6th-12th Teacher Inservice  
 October 19th Parent/Teacher Conference  
 November 3rd A-G hosted FFA Competition  
 January 5th-6th Teacher Inservice  
 February 8th Teacher Inservice  
 April 12th Parent/Teacher Conference  
 May 24th-25th Teacher Inservice

**Instructional Early Release**  
 September 18th  
 October 2nd  
 November 20th  
 December 18th  
 May 21st

**Student and Teacher Holidays**  
 September 7th Labor Day  
 October 12th Columbus Day  
 November 23rd-27th Thanksgiving Break  
 December 21st-January 4th Christmas Break  
 January 18th MLK Day  
 February 15th President's Day  
 March 8th-12th Spring Break  
 April 2nd Good Friday

**Nine Week Grading Periods**  
**First Semester (37,540 minutes)**  
 August 13th-October 9th (18,540 minutes)  
 October 13th-December 18th (19,000 minutes)  
**Second Semester (39,860 minutes)**  
 January 7th-March 19th (20,240 minutes)  
 March 22nd-May 21st (19,620 minutes)  
**Total Minutes 77,400**

**STAAR Testing Dates**  
 December 8th-11th  
 April 6th-9th  
 May 4th-14th  
 June 22th-June 25th

August						
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30	31					

February						
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March						
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January						
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July						
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# Campus Procedures

## Office

The school office is open from 7:30 - 4:00pm each day of the school year. The school office telephone number is (903) 768-2472 ext. 1300. The fax number is (903) 768-2593.

## Change of Address or Telephone

Change of address or telephone number should be reported to the office immediately in order to keep records up-to-date and care for your child in the event of an emergency.

## Conferences

Parent/teacher conferences are scheduled by the teacher. REMIND text or written confirmation will be sent to the parent, and this confirmation must be signed and returned to the school. Teachers are instructed not to confer with parents during class time. This request is to ensure all students receive a full day of instruction. If a parent/teacher conference is desired, notify the teacher through REMIND, email, or office personnel at (903) 768-2472 ext. 1300.

## Telephone Usage

A student is permitted to use the office telephone only in case of emergency. A child CANNOT be called to the telephone. Office personnel will be glad to deliver necessary messages to children. Please call before 2:30 pm for messages. **We cannot guarantee that messages taken after 2:30 pm will reach the necessary party (especially changes for afternoon transportation).**

## Special Deliveries

Elementary students are allowed to receive gifts on special occasions such as a student's birthday. Gifts will be kept in the elementary office and will be delivered at the end of the day so that it does not interrupt the classroom setting.

Note: Elementary students will be allowed to receive and wear mums for homecoming on the day of homecoming.

## Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the elementary office and sign in. A visitor's pass is required and all staff have been instructed not to allow anyone in the building without it. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

## Chain of Command Policy

Parents, we realize because of certain situations and/or circumstances that arise throughout the year, you might feel it necessary to visit our campus. The staff at Alba-Golden Elementary welcomes you and encourages parental involvement. We do request if you have a problem or a concern that needs to be brought to our attention, please follow the necessary steps in our Chain of Command Policy.

Step 1: If a teacher or staff member is involved, allow them first the opportunity to try and explain or clarify the situation or problem through a parent/teacher conference.

Step 2: Inform the Principal if you are not satisfied with the results of step one.

Step 3: Inform the Superintendent.

Step 4: Request a review by the School Board through the Superintendent.

If you choose to skip steps 1 or 2, the Superintendent and the School Board will refer you back to the steps that were overlooked. Thank you for your cooperation.

## Check Acceptance Policy

Alba-Golden ISD has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment, it must include your current, full and accurate name, address, telephone number, driver's license number and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event that your check is returned for non-payment, the district reserves the right to deny acceptance of checks as a form of payment for the remainder of the school year.

## Communicable Diseases/Conditions

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

### Bacterial Meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord 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 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 lab 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 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 kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or other 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 an 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. The vaccine is safe and effective (85-90 percent). It can cause mild side effects, such as redness and pain at the injection sight lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the websites for the Center for Disease Control and Prevention, <http://www.cdc.gov>, and the Texas Department of Health, <http://www.tdh.state.tx.us>.

## Computer Resources

To prepare students for a future that is highly dependent on technology, AGISD has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in loss of privileges and other disciplinary action. Students and their parents should be aware that any use of district computers is not private and may be monitored at any time by district staff.

Personal electronic devices are not allowed at any time unless written permission is given by the principal and/or technology director.

## Dress Code

Alba-Golden's dress code is established to teach good grooming, hygiene, and pride in appearance to insure success as a student and later as an adult in the world of work. Student dress should not distract from learning, attract undue attention, or be exotic in nature. The collaborative efforts of students, parents, teachers, and administrators in conjunction with the following guidelines will assist us in establishing a positive learning environment:

### All Students:

- are to dress in a safe, neat, and respectable fashion;
- are to wear shirts and blouses tucked in when excessively long or tapered cut;
- are to wear shirts and blouses that are long enough to cover the midriff area of the body (midriff area should not be seen when a student raises their hands or bends down);
- shorts, skirts, or culottes are to be worn 3 inches above the top of the knee; when the arms and hands are held straight down at one's side;
- are to keep hair neatly groomed; No unusual dyed hair such as orange, green, purple, etc.
- are to wear shoestrings when shoes are so designed, girls and boys;
- warm-ups are to be loose fitting;
- pants should fit properly. Waistbands should be worn at a natural waist. Pants are not to be in a manner that exposes undergarments. Belts are required when pants or shorts are loose fitting. If a student habitually wears loose fitting pants or shorts, the school will provide a belt of some type.

### Specifically Prohibited Are:

- tank tops, tube tops, and halters;
- articles of clothing advertising alcoholic beverages, drugs, etc.;
- any accessory or clothing article deemed gang-related as determined by the School Administration;
- articles of clothing with "off-color" slogans or pictures of persons dressed in a manner not consistent with the good taste outlined in this policy;
- shirts with sleeves cut or torn;
- caps, hats, etc. in an academic building, cafeteria, and hallways;
- skirts or dresses that are too short to be appropriate when seated or standing;
- Flip-flops;
- ear adornment (male students);
- hair extending below eyebrows in front or below the collar in back (male students); this includes the "tail" sometimes seen on boys;
- "mohawk" or similar haircuts;
- shoes with cleats or roller skates;
- body piercing jewelry (except earrings for girls);

- no clothing that is related to the occult or gothic in nature. This includes any attempt to align that type of dress with any school organization. This type of apparel is viewed as counter-productive to the environment we are trying to establish at Alba-Golden. Examples of some of the symbols that will not be allowed are pentagrams, the anarchy symbol, upside down crosses, etc.;
- racially related symbols, emblems, pictures, words, or slogans.

These guidelines do not meet all the unforeseeable situations that might arise regarding student dress and grooming. Therefore, when a question arises regarding the appropriateness of student dress, the principal of the school will be responsible for determining whether or not the questioned dress or grooming feature is appropriate.

Please note that sponsors with the responsibility for extra-curricular activities may set standards in excess of those found in this code.

It is our hope that these guidelines will help in providing a learning environment where every student is comfortable and learning can occur without unnecessary distractions.

## Field Trip Policy

- Parents wishing to attend must notify the teacher in advance and make proper arrangements. Parents on campus MUST sign in and receive a visitor's sticker to attend field trips.
- Field trips limiting the number of participants are out of the school's control. Parents will be selected on a random basis to attend.
- Transportation: The school will furnish transportation for school personnel, parents serving as chaperones, and students. A minimum number of school personnel will consist of a driver and each classroom teacher. A maximum amount of two parents from each class will be allowed to ride the bus. Parents must be selected by the classroom teacher. If space allows, additional parents may be allowed to ride the bus depending on the circumstances and length of the trip. Emergency substitutions due to illness etc. will be accepted. In most cases, all other parents are invited, but they must provide their own transportation. All students must ride the bus to the event, but will be permitted to leave with parents if proper documentation is given in advance to the classroom teacher. All school children on field trips will be under the direct supervision of the teacher, not the parents. The parents are to help and render assistance to the teacher if needed.
- Distance: For grades K-3, generally a limit of 50-mile radius will be required unless approved by the administration. Grades 4th-5th may extend that radius within the time constraint required by the school. (Buses must be back by the end of the school day unless the principal and superintendent have granted special consent.)
- Students sent to the principal more than 3 times per year WILL NOT participate in field trips.
- School related or school sponsored activities that include student swimming whether as part of the activity or incidental to the activity, shall be permitted only at locations with a lifeguard on duty. Field trips are limited to no more than 2 a year per grade level unless special permission is given by the principal.

## Food Service

### Breakfast:

7:15 - 7:50 am Students who are approved for free or reduced lunches are also approved for free or reduced breakfast. Any student may purchase breakfast at a cost of \$2.00. Payment for breakfast/lunch needs to occur in the cafeteria or online at [myschoolbucks.com](http://myschoolbucks.com) (Student ID number required).

### Lunch:

Pre-K (am)	10:30 - 11:00
Kindergarten	10:45 - 11:15
1st Grade	10:55 - 11:25
2nd Grade	11:05 - 11:35
4th Grade	11:10 - 11:40
3rd Grade	11:20 - 11:50
5th Grade	11:30 - 12:00
Pre-K (pm)	12:10 - 12:40

## Meal Purchases

The price for student breakfast is \$2.00. Lunch is \$3.10. Students may not be allowed to charge more than \$10.00. Students who exceed \$10.00 in charges will be served a sandwich and carton of milk. Please remember to send lunch money or a home-prepared lunch each day.

We invite you to join your child for lunch. Adult lunch prices are \$4.00. Please don't forget to sign in at the office upon your arrival.

## Food Allergies

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

(There is a form in the student enrollment package for you to complete concerning food allergies.)

## Grade Reporting & Procedures

Alba-Golden Elementary uses a numerical system of grading for grades 2nd through 5th. The lowest passing grade is 70, and the highest passing grade is 100. The school year is divided into two semesters which are comprised of two 9-week grading cycles.

Grading procedures for each class may vary according to a number of factors. However, there are some general rules that teachers must follow when evaluating student efforts: Each subject will have no less than 16

grades per nine weeks period, and grades will be weighted 60% Daily Grades, 30% Tests, and 10% Progress Monitoring.

### Report Cards:

A report card with grades showing the student's progress in his or her work is sent home the Thursday after the end of each nine-week reporting period.

Teachers follow grading guidelines that have been approved by the principal/superintendent and designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the Board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy.

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal.

### Progress Reports

Teachers will send home two progress reports for each nine-week grading period. You are asked to sign these reports and have them returned to your child's teacher. If the student receives a grade lower than 70 in any class at the end of a grading period, the parent should request to schedule a conference with the teacher of that class or subject to discuss their child's lack of progress.

### State-Mandated Tests

In addition to routine tests and other measures of achievement, students at certain grade levels will take state mandated tests (such as STAAR: State of TEXas Assessment of Academic Readiness) in the following subjects:

- Mathematics, annually in grades 3rd - 5th
- Reading, annually in grades 3rd - 5th
- Writing, including spelling and grammar, in 4th grade
- Science in 5th grade

The Reading Proficiency Test in English (RTPE) for students identified as limited English proficient will be administered to eligible students.

Amplify mCLASS Literacy testing is administered three times during the school year to students in K-3. 3rd - 5th grade will use ISTATON. Both are required by law allowing your child's teacher to track student's instructional development.

### Honor Roll

Students that have all "A's" on their report card, at the end of the nine-weeks period, will have their names on the "A Honor Roll" for grades 2nd - 5th and will be eligible for a reward.

Students that make A's and B's will be put on the "A-B Honor Roll". We will submit these to the Wood County Monitor; however, they have complete decision over publication.

## Promotion and Retention of Students

### Elementary Promotion and Retention:

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. Students unable to show mastery of at least 70 in Reading and/or Math may be subject to retention.

In addition, at certain grade levels, a student - with limited exceptions - will be required to pass the State of Texas Assessment of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and April 15 and is a Texas resident during the week that the STAAR is administered the first time.

In order to be promoted to grade 6, students enrolled in grade 5 must pass the Mathematics and Reading sections of the grade 5 STAAR test.

Students in 5th grade, who do not perform satisfactorily on their STAAR test(s) will be notified that their child will participate in special instructional programs designed to improve performance. Such students will have two additional opportunities to re-take the STAAR test. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

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

Pre-K: School readiness will be based on teacher recommendation with parental consultation.

Kindergarten and First Grade: Student promotion or retention will be based on student performance on instructional assessments, performance, parent/teacher observations and recommendations. Additionally, some students may have other factors which may influence this decision such as Special Education requirements or RTI (response to intervention).

\* In addition, students are required to be in attendance for 90% of the school days to be considered for promotion (according to state law).

### Late Work or Paper Policy

In order to prepare students for success in school, it may be expected that students complete work outside of class from time to time. Should this be the case, it will be necessary that students return such work in a timely

manner. Late work or paper policies will be determined by each grade level at the beginning of the school year. Please see your child's teacher should you have concerns or questions.

The following is an example of the point reduction that will apply to 5th graders on schoolwork turned in late.

One day late	10 point reduction
Two days late	20 point reduction

If an assignment is turned in three or more days late, the paper will be given the grade of "zero", and it may not be made up. (This is at the discretion of individual teachers and circumstances.)

## Health Services

The school nurse is available for supervision of first aid and for screening in several health areas as well as maintaining accurate up-to-date health records on each student. **Please do not send your child to school sick.** Please screen your child for symptoms related to communicable diseases before bringing them to school.

Each student must be in compliance with the state immunization law or must present a certificate or statement that, for medical reason or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of Health, Immunization Division, can be honored by the District. The immunizations required are: diphtheria, rubella (measles), rubella, mumps, tetanus, Haemophilus, Poliomyelitis, hepatitis A & B, and varicella (chicken pox). Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation. A written notice will be sent to the parent when the child is in need of shots. A designated length of time will be given for each child to be immunized. Failure to comply before this deadline will result in suspension until the matter can be cleared. Usually a week to ten days is given for a child (and parent) to comply.

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

Medicine to be administered by the nurse must be sent in the original bottle with the instructions from the pharmacist and a signed note from the parent with instructions. Non-prescription medication in the original, properly labeled container, provided by the parent along with a written request will be administered. If your child has any known health concerns, please advise the school nurse in writing.

### Sc/1001 Health Advisory Council

During the school year, the district's School Health Advisory Council will hold meetings. Additional information is available from your school nurse.

## Lice and Nit Control

Checking for head lice will be done discreetly so as not to embarrass the child. Upon diagnosing that a student has head lice, the parent of the student will be called to pick up the student from school. If the student's parent cannot be contacted, the student will be placed in the clinic for the remainder of the day. A note will be sent home with the child to advise the parent of the child's condition. The parent should bring the student to the nurse upon successful treatment with proper medicated shampoo. The nurse will check the student before the student is allowed to return to classes or ride the bus.

## Identification (ID) Cards

Upon enrollment, students are given a photo identification (ID) card. ID cards are required for lunch and library purposes. Replacement ID cards cost \$3.00, and may be purchased through the library.

## Important Information for Parents

### Parental Involvement and Working Together

Both experience and research tell us that a child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the education opportunities the school provides. Ensure that your child completes all homework assignments and special projects. Be sure your child comes to school each day on time prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district. Discuss with the counselor or principal any questions you may have about the options and opportunities available to your child. If your child is entering 3rd or 5th grade, review the requirements for promotion with your child. Monitor your child's academic progress and contact teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in person conference with a teacher, counselor, or principal, please call the school office at (903) 768-2472 for an appointment. The teacher will usually return your call or meet with you during her conference period or before or after school.
- Stay up to date with school information. We send out the "Panther Press" weekly through email or Facebook. Additional information may come home from your child's teachers.
- Becoming a school volunteer. We need volunteers to read with kids, do flashcards, cafeteria, Book Fair, field trips, parties, etc. A criminal history check will be completed. The forms are available in the office. \* However, we may not be able to allow visitors/volunteers on campus due to Covid-19 restrictions. Please contact the school for more information.
- Participating in campus parent organizations. PTA
- Offering to serve as a parent representative on the district-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, contact the principal.

- Attending Board meetings to learn more about district operations. Board meetings are held the second Monday of each month in the high school library.

### Obtaining Information and Protecting Student Rights

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

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

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

### “Opting Out” of Surveys and Activities

As a parent, you also have a right to receive notice of and deny permission for your child's participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collections, disclosure, or use of personal information from your child for the purpose of marketing or selling that information.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.
- Display of your child's artwork, projects, and other special work products:  
As a parent, if you choose that your child's artwork, special projects, photographs, and the like are not to be displayed to the community on the district's website, in printed material, by video, or by any other method of communication, you must notify the principal in writing.

As a parent, you have the right:

- To request information regarding the professional qualifications of your child's teachers, including whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

- To review teaching materials, textbooks, and other teaching aids and instructional material used in the curriculum and to examine tests that have been administered to your child.
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- To review your child's student records when needed. These records include:
  - Attendance records,
  - Test scores,
  - Grades
  - Disciplinary records,
  - Psychological records,
  - Applications for admission,
  - Health and immunization information,
  - Teacher and counselor evaluations,
  - Reports of behavioral patterns, and
  - State assessment instructions that have been administered to your child.
- To remove your child temporarily from the classroom, if any instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be used for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level requirements as determined by the school and by the Texas Education Agency.
- To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.
- To request that your child be excused from the recitation of a portion of the Declaration of Independence. State law requires social studies classes in grades 3-12 to recite a portion of the text during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.
- To request in writing, if you are a noncustodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion.

## Library

Pre-Kindergarten through first grade may check out one book for a week at a time. Second through fifth grade may check out two books for two weeks at a time. Fines are \$.05 per book per day for grades 2nd through 5th. Any student who has an outstanding fine may not check out another book until the fine is paid in full. Identification cards are required for any check out or renewal. If a book is lost or damaged, a student must pay the amount of the original cost of the book.

## Lost and Found

The school is not responsible for the loss of personal property. Students are urged to protect their personal property at all times. All personal property brought to school should be labeled with the child's name. Such markings will facilitate return of the personal items lost if misplaced. (Personal property such as: backpacks, lunch boxes, coats, etc.) It is recommended that students do not bring an excessive amount of money to school.

Lost and found items are kept in the main building. Please remember to check in the office before looking for lost articles. On occasion, displays of these items will take place in the hallway to encourage students to reclaim those items that belong to them. Items not claimed by the end of the year will be donated to a local charity.

## Parties

There are three scheduled school parties each year: Christmas, Valentine's Day, and Field and Track Day. Room parents are needed for planning and initiation of all of these events. Birthday parties are not a scheduled party for elementary students; however, if parents desire to send snacks for an entire class, it is acceptable at the discretion of the teacher.

## Pest Management

As a part of Integrated Pest Management program, Alba-Golden ISD has a policy that requires the use of nonchemical pest control tactics whenever practical. However, pesticides may periodically be applied. The district applies only pest control products that comply with state and federal guidelines. All persons performing Pest Management at this district are required to receive special training in current pest management practices and pesticide application. Except in an emergency, signs will be posted as required before application. Parents who want to be notified prior to pesticide application at their child's school assignment area (in building and on district grounds) or who have further questions about pesticide use, including the types and timing of treatments, may contact the IPM Coordinator, at (903) 768-2472 ext 1106 or email [burgess@aqisd.org](mailto:burgess@aqisd.org).

## Pledges and Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the United States and Texas flags. Also, the public school district must provide for one minute of silence following the recitation of the pledges, during which students may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract other students. A student may be excused from the Pledge of Allegiance (but not from observing the moment of silence) if the student's parent or guardian provides a written request. (TEC Section 25.082 amended by SB 83).

# School Bus Rules

## To the Parents of Bus Students:

Bus transportation is a privilege, not an absolute right. The purpose of a student bus transportation system is to safely transport students to and from school. Bus students are considered under the jurisdiction of the school authorities from the time they board the bus in the morning until they are discharged from the bus in the afternoon. The same type of conduct is expected of the students while riding the bus as would be expected of them while in a classroom.

The bus driver is charged with the responsibility of maintaining order and proper conduct on the school bus. The driver must take the necessary steps to maintain the order on the bus just as the classroom teacher would maintain discipline in the classroom. The driver has the authority to assign seats and install any other riding procedure in order to maintain proper conduct of students on the bus.

With cooperation among students, drivers, parents, and school officials, we will be able to operate a safe and efficient transportation system.

Note the following guidelines for student behavior on buses. Please read the material and discuss it with your child. An understanding of what is expected on the bus will be vitally important to all concerned.

## Guidelines for Student Behavior

Students riding the school buses are expected to observe the following rules and regulations.

### Prior to Loading:

1. Students are to wait for the bus at an assigned stop in an orderly manner until the bus comes to a complete stop.
2. Students will form a single line and wait until the bus comes to a complete stop before attempting to enter.
3. Students are to refrain from any harassment of the public or damage to private or public property at the designated stop.
4. Students will use handrails to help board the bus safely.

### While on the Bus:

1. Students should board and leave the bus in an orderly fashion.
2. Students should move promptly to their assigned seat and remain seated at all times in his/her designated seat.
3. Students should receive permission from the driver to open bus windows. All body parts (head, legs, arms) should remain inside the bus at all times. No objects, paper, etc., should be thrown from the window.
4. Students shall not eat, or litter, on the school bus. NO FOOD OR DRINKS (cup, bottles, or cans) will be permitted on the bus.
5. Students will assist in keeping the bus safe by keeping aisles clear; remain seated facing the front of the bus and talking quietly to assigned seat partners.

6. Students will not mark or damage the bus in any way. Bus riders should never tamper with the bus or any of its equipment. Students and/or parents shall be responsible for paying damages.
7. Tobacco is not permitted on the bus by state law. There will be no tobacco, alcohol, or drugs on the bus by anyone (adult or student) at any time.
8. Fighting, profanity, vulgarity, loud noises, and other aggressive behavior will not be tolerated on school buses. Disciplinary action will be enforced.
9. In case of emergency, all bus riders will remain in the bus unless directed otherwise by the driver.
10. Students who refuse to promptly obey the driver, or who refuse to obey regulations of the school while on the school bus, may forfeit their ride on the bus for the specific period of time. The school bus drivers have the authority and responsibility to remove students causing safety hazards from school buses.
11. All students have been assigned to one bus for transportation to and from school. Anyone needing to ride another bus in the PM shall have a written note from the parent. This note is to be approved by the principal or classroom teacher and presented to the bus driver. The riding of one bus in the AM and another in the PM, without permission, will be considered as a serious violation of school rules. Students suspended from one bus shall not ride another. Violation of this rule shall be considered a flagrant violation of school rules and may lead to permanent suspension from bus transportation.
12. In areas of discipline not specifically covered by this handbook, such as possession of firearms, dangerous weapons, consumption or possession of alcohol, possession or use of illegal drugs, and etc., the District policy (as published in individual handbooks) shall apply. School District policies that apply to discipline in schools shall apply to school buses. Violation of these policies may lead to permanent suspension from bus transportation.

#### Leaving the Bus:

1. The student will remain seated until the bus comes to a complete stop. **DO NOT PUSH AND SHOVE.**
2. Students should use handrails when getting off the bus.
3. All students will move away from the bus immediately upon leaving the bus.
4. If you must cross the street or road after getting off the bus, walk ahead of the bus about five steps, look to the driver for a signal to cross, and then walk quickly across the road after looking carefully in both directions.
5. Students should not stop to check their mailbox after getting off the bus. The driver may lose sight of the students, and thus become a safety issue.
6. Older students should help look after the safety and comfort of the smaller children.
7. The driver will not discharge riders at any place other than the regular bus stop, at the home, or at school, unless properly authorized by the parent or a school official. **THE AUTHORIZATION SHOULD BE IN WRITING.**
8. All students are to remain on the bus and unload only at designated places - high school students at the high school building, elementary students at the elementary building.

#### Extra-curricular Trips:

1. All the above guidelines will apply to all trips under school sponsorship.
2. All bus riders shall respect the request of a component chaperone appointed by the school. At least one chaperone will be on each bus.
3. The care and operation of the bus is the responsibility of the driver and sponsor.

4. In the absence of a specific rule for an offensive incident, the rule of reasonable prudent judgment shall prevail.

If the driver is not able, by reasonable means, to persuade the problem passenger or passengers to follow prescribed rules of conduct, the following steps should be followed:

1. The driver will initiate the Transportation Disciplinary slip, showing the bus route number, date and student name. The type of offense committed will be checked, along with any comments that the driver deems is necessary to explain the infraction.
2. The driver will deliver the report and discuss the incident with the principal or transportation director of the student involved. The driver may also contact the parents directly to explain the bus incident.
3. The principal will discuss the reported infraction with the student involved. If the incident is of such a nature that further investigation is considered necessary (consultation with the driver, parents, other students, etc) such action will be taken.
4. When the principal has completed his/her investigation, he/she will complete the Transportation Disciplinary Slip. The principal will advise the parents of the action by telephone, if possible, and confirm the action by delivering or mailing the parents a copy of the Transportation Disciplinary Slip. The principal will retain one copy of the report for his/her file, and a copy will be sent to the transportation office for the driver.

**Note:** The above procedure will be followed even though the consequence is only a formal warning, so that all parties concerned will be aware of the incident and action.

5. When the infraction is of such a nature that riding privileges are lost for more than three days, the student involved will not be allowed to resume riding the bus until after a conference with the principal and parents.
6. No student will be put off the bus between home and school, or between school and home. If a situation arises that is beyond the control of the driver, the driver may need to park the bus and call or send word to school authorities or return the child to school premises.
7. Except in extreme circumstances, the students will be transported home before the suspension begins. If the suspension begins at school, the principal will be responsible for notifying the parent and/or seeing that the student arrives home safely.
8. When damage to the bus or its furnishings is involved in the infraction, restitution for the damage will be a part of the consequence.
9. In extreme cases, the driver may suspend a student temporarily until the above procedures can be followed.

Generally the following will be considered misdemeanor type violations:

1. Failure to remain seated.
2. Refusing to obey the driver.
3. Throwing objects on or out of the bus.
4. Hanging out of the window (including hands, arms or head).
5. Spitting
6. Bothering others
7. Loud talking or other noises

The following will be considered as more flagrant violations:

1. Fighting
2. Profanity
3. Lighting matches
4. Smoking on the bus
5. Vandalism
6. Riding buses illegally
7. Failure to follow driver instructions

Parents can be of great assistance in providing safe and effective transportation for the children if they will:

1. Contact the principal of the school where their children attend concerning any type of bus discipline problem. Parents shall not visit with drivers at the bus stop or on the school bus for any purpose of discussing student discipline. **Threats by parents to bus drivers or other school officials may lead to criminal trespass or other appropriate legal charges in a court of law.**
2. Cooperate in every way with the school administration and the bus driver.
3. Accept joint responsibility with the school administration and the bus driver for maintaining proper conduct of children while they are entering, riding, and leaving the school bus.

## Special Services Programs

ESL:

Alba-Golden Elementary offers English as a Second Language. Contact the ESL teacher for further information.

Gifted & Talented:

Any student may be nominated for the Gifted and Talented program by a parent, teacher, community member, or the student himself/herself. With parent permission, the nominee will then be screened using tests, surveys, and writing samples. Contact the school counselor for further information.

Special Education:

Special services are available for students with various disabilities. A special education program is provided for almost any educational problem beyond the mainstream classroom program. If you have any questions concerning a special program for your child, please get in contact with the elementary principal.

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 Response to Intervention (RTI), tutorial, compensatory, and other support services that are available to all students that qualify.

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 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 experience learning difficulties or a referral for evaluation for special education is:

Contact Person: Rachelle Tennyson  
Phone Number: (903) 768-2472 ext. 1303

Opciones y requisitos para proporcionar asistencia a estudiantes que tienen dificultades de aprendizaje o que necesitan o pueden necesitar educación especial:

Si un niño está experimentando dificultades de aprendizaje, el padre puede comunicarse con la persona que aparece a continuación para aprender acerca de la referencia general de educación general del distrito o el sistema de detección de servicios de apoyo. Este sistema vincula a los estudiantes con una variedad de opciones de apoyo, incluyendo la derivación para una evaluación de educación especial. Los estudiantes que tienen dificultades en el salón de clases regular deben ser considerados para la Respuesta a la Intervención (RTI), tutorial, compensatorio y otros servicios de apoyo que están disponibles para todos los estudiantes que califican.

En cualquier momento, los padres tienen derecho a solicitar una evaluación para los servicios de educación especial. Dentro de una cantidad razonable de tiempo, el distrito debe decidir si la evaluación es necesaria. Si la evaluación es indeed, el padre será notificado y se le pedirá que proporcione su consentimiento para la evaluación. El distrito debe completar la evaluación y el informe dentro de los 60 días calendario de la fecha en que el distrito recibe el consentimiento por escrito. El distrito debe dar una copia del informe al padre.

Si el distrito determina que la evaluación no es necesaria, el distrito proporcionará al padre un aviso por escrito que explica por qué el niño no será evaluado. Esta notificación por escrito incluirá una declaración que informa al padre de sus derechos si no están de acuerdo con el distrito. Además, el aviso debe informar al padre cómo obtener una copia del *Aviso de Salvaguardias Procesales - Derechos de los Padres de Estudiantes con Discapacidades*.

La persona designada para contactar con respecto a las opciones para un niño experimenta dificultades de aprendizaje o una referencia para la evaluación para la educación especial es:

Persona de contacto: Rachelle Tennyson

Número de teléfono: (903) 768-2472 ext. 1303

# Student Code of Conduct

The Student Code of Conduct that follows is the district's response to the requirements of Chapter 37 of the Texas Education Code. Our intent is to offer a general overview of the expectations of behavior for children attending Alba-Golden Elementary. As you can imagine, discipline expectations and techniques will vary some with children, dependent on their age and level of understanding.

The Student Code of Conduct has been adopted by the Alba-Golden ISD Board of Trustees with the advice of district and campus level committees. The Student Code of Conduct provides information to parents and students regarding expectations of behavior, consequences of misconduct, and procedures for administration of discipline. While every effort is made to identify student misbehavior and consequences, on occasion either the frequency of misbehavior or student actions leaves room for interpretation. The campus principal or in their absence, their designee, has the authority to determine the appropriateness of student behavior and consequences.

In accordance with state law, the Student Code of Conduct will be available in the office of the campus principal. Students and parents should be aware that consequences, either required by law or available to the district, for students who have serious or persistent infractions change when students reach the age of 10. At that age, students can be sent to a district alternative educational program or DAEP. Students should be aware that laws exist that require administrators to place students in a DAEP when they choose to bring weapons and drugs on campus, engage in behavior or show a pattern of bullying others, or have felony charges brought against them. Parents will be notified of student violations that require students to be suspended, removed to a DAEP or expelled from the district. Students that have not reached the age of 10 but are showing aggressive or violent behavior towards students and staff or are making persistent threats toward others will be placed in an on-campus suspension setting and not allowed back in the general classroom setting until a formal meeting can take place between the principal and the student's parents and outlined conditions can be met.

## School Rules

As a student in our school community, you should have pride in your school and yourself by:

1. Respecting everyone's feelings and property
2. Listening and following directions
3. Being prompt and prepared for school
4. Using self-control at all times
5. Being responsible for my work, attitude and actions

The positive consequences for my behavior are:

1. Rewards
2. Classroom rewards/privileges
3. Special Recognition

The negative consequences for my behavior are:

1. Verbal warning
2. Loss of privileges
3. Notification to parents
4. After school detention, when appropriate
5. Office referral (on campus suspension, suspension, DAEP - placement when appropriate or required)

Immediate office referral(s) will be given for those who choose to:

1. Endanger themselves or others
2. Violate local, state, or federal laws

# Alba-Golden ISD

## Bullying Protocol

### To Prohibit Harassment, Intimidation, and Bullying

The Alba-Golden Independent School District is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation, or bullying (including cyber bullying). “Harassment, intimidation, or bullying” means any written, verbal, electronic communication or physical act, when the written, verbal, electronic communication or physical act:

- Physically harms a student or damages the student’s property; or
- Places a student in reasonable fear of harm to the student’s person or to the student’s property; or
- Has the effect of substantially interfering with a student’s education; or
- If severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in the policy requires the affected student to possess a characteristic that is the perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact of the victim. This includes appropriate intervention(s), restoration of positive climate, and retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The superintendent or designee is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components or procedures consistent with the District’s Code of Conduct.

## Dating Violence, Discrimination, Harassment, and Retaliation

The district believes that all students learn best in an environment free from dating, violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

### Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity, creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors.

### Discrimination

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

### Harassment

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

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

### Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual. Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

## Retaliation

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

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

## Reporting Procedures

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFH to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFH, an investigation of bullying will also be conducted. The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

## Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

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

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA). A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG (LOCAL).

## Child Sexual Abuse and Other Maltreatment of Children

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.

Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas

Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see [http://www.dfps.state.tx.us/Prevention\\_and\\_Early\\_Intervention/Programs\\_Available\\_In\\_Your\\_County/default.asp](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

The following websites might help you become more aware of child abuse and neglect:

- <https://www.childwelfare.gov/pubs/factsheets/whatiscan.pdf>
- [http://kidshealth.org/parent/positive/talk/child\\_abuse.html](http://kidshealth.org/parent/positive/talk/child_abuse.html)
- [http://www.keepkidshealthy.com/welcome/commonproblems/child\\_abuse.html](http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html)
- <http://taasa.org/resources-2/>
- <http://www.taasa.org/member/materials2.php>
- [http://www.oag.state.tx.us/AG\\_publications/txts/childabuse1.shtml](http://www.oag.state.tx.us/AG_publications/txts/childabuse1.shtml)
- [http://www.oag.state.tx.us/AG\\_publications/txts/childabuse2.shtml](http://www.oag.state.tx.us/AG_publications/txts/childabuse2.shtml)

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at <http://www.txabusehotline.org>).

## On-Campus Suspension

On-Campus Suspension (OCS) is an attempt to solve behavioral problems which have not been solved through the use of other disciplinary alternatives. Students assigned to OCS are to report to the OCS room no later than 7:55 am and are to bring all books, paper, and pencils. Students in OCS will be given a restroom break in the morning and in the afternoon. Students can bring a sack lunch or may purchase a meal from the cafeteria. Each class will send assigned work for completion in the OCS setting. Students will receive full credit for assignments completed while attending OCS. Students will not be allowed to attend music, art, PE, recess or other classes outside of the OCS room for the time they are assigned to OCS. Students must be busy during the entire day. NO sleeping or laying heads on desks will be allowed.

It is important to realize that continued behavioral problems after assignment to OCS could result in the student being suspended from school.

The following rules apply in addition to campus rules when students are assigned to OCS.

1. Students will be allowed to speak only to the OCS supervisor.
2. Students will be expected to keep their assigned area neat and clean.
3. Students will remain in their assigned seats at all times unless given permission by the OCS supervisor to leave their seat.

## Suspension

Students may be suspended for any behavior listed in the Student Code of Conduct as a general misconduct violation, Disciplinary Alternative Education Program placement, or expellable offense.

State Law allows a student to be suspended for as many as three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

A student who is to be suspended will have an informal conference with the principal or appropriate administrator advising the student of the conduct of which he or she is accused. The student will be given the opportunity to explain his or her version of the incident before the administrator's decision is made.

The number of days of a student's suspension will be determined by the principal or other appropriate administrator, but will not exceed three school days. The principal or other appropriate administrator will determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Students with disabilities are subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and federal law will prevail.

## Procedural Due Process for DAEP Placement

Before placing a student in a disciplinary alternative education program, the principal or appropriate school administrator shall conduct an informal hearing at which the student shall be advised of the conduct with which he or she is charged and shall be given the opportunity to explain his or her version of the incident. At that time the principal will consult with the superintendent on determining the placement of the student. The District

shall make reasonable efforts to notify the parent(s) prior to placement. If the parent cannot be notified prior to placement, the parent shall be notified as soon as possible of the placement and the reason for the placement

If the placement extends beyond the end of the next grading period, the student or student's parents have a right to notice and participation in a hearing before the Board of designee. A decision to place a student in an AEP beyond the end of a grading period may not be appealed beyond the School Board. After hearing the appeal, the Board or its designee shall set the terms for the student's placement in an AEP to the student and the student's parent(s). The superintendent must review the student's status at intervals of not more than 120 days and not less than 6 weeks (local) depending on the offense(s).

For placement in a DAEP to extend beyond the end of the school year, the board or designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to students or others; or
2. The student has engaged in serious or persistent misbehavior that violates the student code of conduct; or
3. School action on the offense for which the student is placed in an AEP takes place during the final grading period of the year.

Alba-Golden ISD reserves the right to honor the decision of other districts for placement to an AEP setting for students transferring to this district.

## Governmental Authority to Question and/or Detain Students

### Questioning of Students:

When law enforcement officers, child protection caseworkers or other lawful authorities wish to question or interview a student at school:

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

### Students Taken into Custody:

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

1. To comply with an order of the juvenile court;
2. To comply with the law(s) of arrest;
3. By law enforcement officer if there is a probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision;

4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
5. To comply with a properly issued directive to take a student into custody;
6. By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the students physical health or safety.

Before a student is delivered to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his/her ability, will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Since the principal does not have the authority to block a custody action, notification, if possible, will most likely be after the fact.

### School Interrogations and Searches

Officials may from time to time find reason to search areas of joint control, such as lockers, desks or other areas of the school. They may, depending on the reason or offense under investigation, find cause to search the student's property. Areas may be searched if probable cause exists to believe that contraband is inside, issues of safety, or items that have questionable ownership. Students are instructed that they shall not place, keep, or maintain any article or material on the school premises that would lead school officials to reasonably believe that it would cause a substantial disruption on school property or at a school sponsored function.

Searches of student's outer clothing and pockets may be conducted if reasonable cause exists. Highly intrusive invasions of a student's privacy, such as searches of the student's person, shall be conducted only if probable cause exists to believe that the student possesses contraband.

Administrators, teachers and instructional staff may question students regarding their conduct or the conduct of others.

## Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents certain rights.

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

The parents - whether married, separated, or divorced - unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as a student becomes 18 or is emancipated by a court, control of the records goes to the student. The parents may continue to have access to the records if the student is a dependent for tax purposes. District staff members have what federal law defines as a "legitimate educational interest" in a student's records. Such persons would include school officials (such as board members, the Superintendent, and principals), school staff members (such as teachers, counselors, and diagnosticians), or an agent of the District (such as a medical consultant), various governmental agencies or in response to a subpoena or court order, or a school to which a student transfers or in which he or she subsequently enrolls.



## Sexual Harassment:

Student or parent complaints regarding sexual abuse or sexual harassment of a student shall be heard in accordance with FNCJ (LOCAL). The principal or the District's Title IX coordinator for students, listed in policy FB (LOCAL) and in the student handbook, can provide additional information.

## Purpose:

The purpose of the policy is to secure, at the first possible level, prompt and equitable resolution of student complaints, including those alleging discrimination on the basis of race, religion, color, sex, national origin, disability, or limited English proficiency.

## Presentations:

In most circumstances, students shall be entitled to administrative conferences and informal presentations of the complaint to the Board.

## Representation:

An adult may represent the student during any level of the complaint.

## Informal Level:

If the complaint involves a problem with a teacher, the student shall in most circumstances be expected to discuss the matter with the teacher before requesting a conference with the principal at Level One.

## Level One:

A student who has a complaint shall request a conference with the principal within ten calendar days of the time the student knew, or should have known, of the event or series of events causing the complaint. The principal shall schedule and hold a conference with the student within five days.

## Level Two:

If the outcome of the conference with the principal is not to the student's satisfaction, the student has ten calendar days to request a conference with the superintendent or designee, who shall schedule and hold a conference. Prior to or at the conference, the student shall submit a written complaint that includes a statement of the complaint and any evidence in its support, the solution sought, the student's signature, and the date of the conference with the principal.

## Level Three:

If the outcome of the conference with the superintendent or designee is not to the student's satisfaction, the student may submit to the Superintendent a written request to place the matter on the agenda. The superintendent shall inform the student of the date, time, and place of the meeting. The Board President shall establish a reasonable time limit for complaint presentations. The Board shall listen to the student's complaint and take whatever action it deems appropriate. The lack of official action by the Board upholds the administrative decision at Level Two. Announcing a decision in the student's presence constitutes communication of the decision.

## Closed Meeting:

If the complaint involves complaints or charges about an employee, it shall be heard by the Board in closed meeting, unless the employee complained about, requests it to be public.

## Textbooks

Textbooks are the property of the State of Texas and are to be cared for by the pupil. The law requires that books be COVERED AT ALL TIMES. Any unnecessary marking, defacing, or loss of a textbook or library book will result in the student having to pay for the book.

Please do not use contact paper as a means of covering textbooks, as it results in damaging the cover of the book. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the student or parent. However, a student will be provided textbooks for use at school during the school day.

## Conduct Before and After School

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

## Toy Policy

Students are prohibited from bringing toys to school, unless the office or his/her teacher has approved it. This includes any type of trading cards or electronic toys. Items brought are subject to be released only to the parent/guardian.

Exceptions: Playground equipment examples: balls of almost any kind except hard balls, wooden and aluminum bats, jump ropes and Frisbees. If there are any questions about other types of equipment, please get approval through the elementary office. Please label any items brought to school with your child's name.

Toy guns or knives (look-alike) are **NEVER** to be brought to school.

## Transfer Students

The district has the right to revoke the transfer of a student for violating the District's Student Code of Conduct.

## Vending Machine

The district has adopted policies and implemented procedures to comply with agency and food service guidelines for restricting student access to vending machines.

# Alba-Golden Elementary

## Parent-School Compact

The Alba-Golden Elementary Parent-School Compact is a statement of Mutual Responsibility, which lists the goals and defines the responsibilities of Parents, Students, Teachers, Administrators, and the Board of Trustees.

### Parent-School Compact Goals

1. Improved student learning.
2. Clarification of areas of responsibilities for Parents, Students, Teachers, Administrators, and the Board of Trustees.
3. A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.
4. Parents and other members of the community will be partners in the improvement of the school.
5. Communications among all public education interests will be consistent, timely, and effective.

### Statement of Mutual Responsibility

Teachers shall:

1. Establish a positive rapport and effective atmosphere with students, parents, and other staff members.
2. Comply with the district's policies
3. Prepare and implement lesson plans and learning activities, which provide an effective educational program for each student, and meet the district's guidelines.
4. Strive to perfect discipline management techniques needed for the classroom.
5. Be prepared for each class by: being on time and being prepared to perform their teaching duties
6. Maintain an orderly classroom atmosphere conducive to learning.
7. Help students strive toward self-discipline.
8. Encourage good study habits.
9. Serve as appropriate role models for students.
10. Encourage independent learning
11. Adhere to standards set forth in this code.
12. Present the Texas Essential Knowledge and Skills prescribed by the State and local district.
13. Have excellent communication with parents regarding student progress.

Administrators and the Board of Trustees shall:

1. Establish and maintain a positive attitude toward the community, school personnel, and the educational process.
2. Provide the necessary trained and dedicated leadership, personnel, equipment, and materials to assure quality education for every student.

3. Enact and implement policies, rules, and regulations, which facilitate the establishment and maintenance of a positive atmosphere conducive to good behavior and learning.
4. Plan a flexible curriculum and activities to meet the needs of all students and provide the resources necessary to implement those plans.
5. Ensure student safety through maintenance of school buildings, grounds and equipment.

Parents shall:

1. Establish and maintain a positive attitude toward the school, school personnel, and the educational process.
2. Prepare the child emotionally and socially to be receptive to learning and discipline.
3. Ensure the student's regular attendance daily.
4. Encourage the student to develop proper study habits at home.
5. Participate in meaningful parent/teacher conferences during the school year.
6. Ensure compliance with the district's dress code.
7. Cooperate with district personnel when the child is involved in a disciplinary matter.
8. Encourage attendance at tutorials when needed.
9. Assume responsibility for their children's actions. A student's parents are liable for property damage proximately caused by (a) the negligent conduct of the student, if such conduct is reasonably attributable to the negligent failure of the parent to exercise that duty, or (b) the willful or malicious conduct of a student (Texas Family Code 33.01).
10. Take care of the physical needs of the child.
11. Bring to the attention of school authorities any learning problems or conditions that may relate to their child's education.
12. Maintain up-to-date emergency telephone numbers and other pertinent information at school.
13. Be aware of the school's technology programs and equipment available.
14. Submit a signed statement that they understand and consent to the responsibilities outlined in the Student Handbook.

Students shall:

1. Prepare for each class, with assigned work and appropriate material.
2. Be accountable for his or her own work.
3. Attend all classes on time, except when ill or otherwise lawfully excused.
4. Show respect for all individuals and property.
5. Observe the district's dress code.
6. Seek help from school personnel when having problems relating to school.
7. Be aware of and observe all rules and regulations for student behavior and conduct.
8. Refrain from making profane, insulting, threatening, or inflammatory remarks or engaging in disruptive conduct.
9. Follow the rules and regulations established by the school and employees of the school.
10. Pursue and attempt to master the TEKS prescribed by the State and local district.
11. Be aware of the technology policy and the responsibility when using technology equipment.

It is the belief of the Alba-Golden ISD that educational benefits are derived from a strong partnership between the school and individual student's home. Sound communication, cooperative interaction, and a firm

commitment to share responsibility for the success of our students are vital factors in the Alba-Golden ISD Parental Involvement Policy.

The goals of the Alba-Golden ISD Parental Involvement Policy are as follows:

1. Enhanced educational opportunities for all students.
2. Elimination of communication barriers between parents, students, teachers, administrators, and school board members.
3. Increased parent volunteers.
4. Improved STAAR scores.
5. Decrease in the number of disciplinary referrals.
6. Improved safety and health standards for all students.

Parents are encouraged to:

1. Serve on school advisory committees (Site-base, PTA, Booster Clubs, etc.).
2. Become a school volunteer.
3. Encourage your child to place a high priority on education and commit to making the most of the educational opportunities the school provides.
4. Review the Student Handbook with your child (including the Student Code of Conduct), sign and return the acknowledgement form(s), and contact the building principal with any questions.
5. Become acquainted with your child's teachers, administrators, and schedule of activities.
6. Monitor your child's academic progress and communicate with teachers as needed.
7. Ask teachers and principals what you can do to assist your child and the school in providing better educational opportunities.

# Alba-Golden ISD Parental Involvement Policy

- Policy #1: Parents shall be encouraged to serve on all appropriate committees.
- Policy #2: Parents shall be offered opportunities to increase their understanding of State Standards through meetings with the counselor or administrators.
- Policy #3: Parents shall be provided opportunities to increase their volunteer skills in order to work more effectively with the school for improved student learning.
- Policy #4: Parents shall be encouraged to participate in the school's Safe and Drug Free School activities during educational presentations and extra-curricular activities.
- Policy #5: Parents shall receive a Student Handbook through the distribution to students on the first day of school.
- Policy #6: Parents shall be provided the opportunity to make appointments with their child's teacher, principal or counselor when the need arises.
- Policy #7: Parents shall be welcome on any campus after checking in at the building principal's office.
- Policy #8: Parents shall be encouraged to share responsibility for their child's academic success with: teachers, administrators, board members, and their child.

# Student Handbook and Student Code of Conduct

August 10, 2020

Dear Parent/Guardian,

As part of the discipline management program, school districts must provide a copy of the student handbook and code of conduct to students and parents/guardians.

We are asking the parent(s), guardian(s), and students to thoroughly read the handbook and the code of conduct before signing this letter. Please have your child return the signed letter to the teacher from whom he/she received it.

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“I understand and consent to the responsibilities outlined in the student handbook and the code of conduct/discipline plan. I also understand and agree that my child shall be held accountable for the behavior and consequences outlined in the handbook and student code of conduct at school, at school-related and school-sponsored activities, including school-sponsored travel and for any school-related misconduct, regardless of time or location. I understand that any student who violates the student code of conduct or any provisions of the parent/student handbook shall be subject to disciplinary action.”

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Signature of Parent/Guardian

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Signature of Student

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Principal

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Date