2016-2017

ELEMENTARY SCHOOL

ELEMENTARY STUDENT

HANDBOOK

DICKINSON INDEPENDENT SCHOOL DISTRICT

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DISD MISSION STATEMENT

The Mission of the Dickinson Independent School District is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact (281) 229-6024.

Preface

To Students and Parents:

Welcome to the 2017–18 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Dickinson ISD Elementary Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—Parental Rights—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—Other Important Information for Students and Parents—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term "parent," unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Dickinson ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district's website at www.dickinsonisd.organd is available in hard copy upon request.

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

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

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect Student Handbook

provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal.

Also, please complete and return to your child's campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment:

1. Acknowledgment Form OR Acknowledgment of Electronic Distribution of Student Handbook;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

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

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.dickinsonisd.org .

Section I: Parental Rights

This section of the Dickinson ISD Elementary Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

However, the district will seek parental consent before displaying students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

[See **Video Cameras** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Prohibiting the Use of Corporal Punishment

Corporal punishment—spanking or paddling the student—may NOT be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO(LOCAL) in the district's policy manual.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee is required to include his or her immediate supervisor and the student's parent as recipients on all text messages.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a child's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Examples include a student's photograph for publication in the school yearbook; a student's name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school-wide or classroom recognition; a student's name and photograph posted on a district-approved and -managed social media platform; and the names and grade levels of students submitted by the district to a local newspaper or other community publication to recognize the A/B honor roll for a specific grading period. Directory information will be released to anyone who follows procedures for requesting it.

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

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and

enrollment status If you do not object to the use of your child's information for these limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, honors and awards received, dates of attendance, grade level, participation in officially recognized activities and sports, and enrollment status. If you do not object to the use of your child's information for these purposes, the school must release this information when the school receives a request from an outside entity or individual.

Also, review the information at **Authorized Inspection and Use of Student Records**.

Participation in Third-Party Surveys

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

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

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

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

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

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

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

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction: the district presents abstinence as the preferred choice of behavior for unmarried persons of school age.
As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of

the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [See policy EHBK(LEGAL).]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. 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. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will always attempt to provide tutoring and strategies for test taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also, refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the child's teacher.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

You may review your child's student records. These records include:

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information**, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.

- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records go to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff); a person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's

professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

A parent or eligible student who wishes to inspect the student's records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 2218 FM 517; Dickinson, TX 77539.

The address(es) of the principals' offices are:

Bay Colony Elementary School: 101 Bay Colony Elementary Drive, League City, TX 77539

Calder Road Elementary School: 6511 Calder Road, League City, TX 77573

Hughes Road Elementary School: 11901 Hughes Road, Dickinson, TX 77539

Kenneth E. Little Elementary School: 622 Oklahoma Avenue, Bacliff, TX 77518

Louis G. Lobit Elementary School: 1251 W FM 517, League City, TX 77573

San Leon Elementary School: 2655 Broadway, Dickinson, TX 77539

Jake Silbernagel Elementary School: 4201 25th Street, Dickinson, TX 77539.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG(LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office or on the district's website at http://pol.tasb.org/Policy/Code/498?filter=FL .

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

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Students with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.

- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at Military Family Resources at the Texas Education Agency.

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.[See **Bullying**, policy FDB, and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE.]
- Request the transfer of your child to another district campus OR a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal before bringing the service/assistance animal on campus.

The district will try to accommodate a request as soon as possible but will do so within ten district business days. The student is responsible for attending to the animal's physical needs and for cleaning-up after the animal.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Students in Foster Care** for more information.]

Students Who Are Homeless

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

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

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

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

[See also **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Homeless Students** for more information.]

Students Who Have Learning Difficulties or Who Need Special Education Services

If a student is experiencing learning difficulties, his or her 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 making a referral for a special education evaluation. For those students who are having difficulty in the regular classroom, schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

A parent may request an evaluation for special education services at any time. If a parent makes a written request to a school district's director of special education services or to a district administrative employee for an initial evaluation for special education services, the school must, not later than the 15th school day after the date the school receives the request, either give the parent prior written notice of its proposal to evaluate the student, a copy of the Notice of Procedural Safeguards, and the opportunity for the parent to give written consent for the evaluation or must give the parent prior written notice of its refusal to evaluate the student and a copy of the Notice of Procedural Safeguards.

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

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

Upon completion, the school must give you a copy of the evaluation report at no cost.

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

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

- Texas Project FIRST
- Partners Resource Network

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Laurie Goforth Rodriguez at (281) 229-6020.

The district will notify the parent of a student, other than a student enrolled in a special education program, who receives assistance from the district for learning difficulties, including intervention strategies, that the district provides assistance to the student.

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

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Students Who Speak a Primary Language Other than English

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

Students with Physical or Mental Impairments Protected Under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

The designated person to contact regarding a referral for evaluation applicable to Section 504 is Laurie Goforth Rodriguez at (281) 229-6020.

[See policy FB.]

Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's principal:

Bay Colony Elementary School: Amy Smith (281) 229-6200

Calder Road Elementary School: Sophia Acevedo (281) 229-7500

Hughes Road Elementary School: Kelly Jackson (281) 229-6700

Jake Silbernagel Elementary School: Leslie Burke (281) 229-6800

Kenneth E. Little Elementary School: Brooke Newell (281) 229-7000

Louis G. Lobit Elementary School: Stephanie Williams (281) 229-7600

San Leon Elementary School: Sherri Blackburn (281) 229-7400

Absences/Attendance

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

Prekindergarten and Kindergarten

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
    - An activity required under a court-ordered service plan; or
    - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days and the student provides verification to the district of these activities.
An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such

as additional special instruction, termed "accelerated instruction" by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student's parent, as required by law, to remind the parent that it is the parent's duty to monitor his or her child's attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Jessica Jenkins. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator at (281) 229-6040 or any other campus administrator.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12–18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to

determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

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

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will review absences incurred based on the student's participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

The actual number of days a student must be in attendance in order to receive credit or a final grade will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day at 9:30 a.m., which is during the second OR fifth instructional hour as required by state rule.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is age 18 or older or is an emancipated minor under state law. The district requires a written note within a week of the student's return.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. **Note:** Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence. Excuse notes from parents/guardians must include the following:

- Written on a full sheet of paper
- Full legal name and school Id# of the student
- The reason for the absence of each date listed
- A contact phone number for the parent/guardian
- The date the excuse is written
- The signature of the parent/guardian listed on the enrollment form as the person who enrolled the student.
- Example provided below:

> September 3, 2015
>
> Please excuse John Doe (Id#15432) for his absences on September 1-2, 2015. He was ill with fever and flu like symptoms.
>
> *Kathy Doe* 281-433-1649

- A student is not allowed to sign a parent's name even with the parent's permission. Such a signature may be considered forgery and will result in disciplinary action.
- Absences not documented with written excuses will be considered unexcused.

Doctor's Note after an Absence for Illness

Within 5 days of returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the

student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC(LOCAL).]

Accountability under State and Federal Law

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

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

Information about all of these can be found on the district's website at www.dickinsonisd.org . Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

Armed Services Vocational Aptitude Battery Test

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Please contact the principal for information about this opportunity.

Awards and Honors

A student must have an average of 90 or more in all subjects graded numerically and no grade below S in any content area graded E, S, N, and U to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 B's in any academic subject, with no content grade below S. Conduct grades do not affect a student's placement on the honor roll.

Bullying

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

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

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by contacting the school counselor.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not

rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

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

[See **Safety Transfers/Assignments**, **Dating Violence, Discrimination, Harassment, and Retaliation**, **Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

Celebrations

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies**.]

Child Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.dickinsonisd.org. 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 adult 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 (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.]

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

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Texas Attorney General, What We Can Do About Child Abuse Part 1
- Texas Attorney General, What We Can Do About Child Abuse Part 2

Reports of abuse or neglect may be made to:

The CPS division of the DFPS (1-800-252-5400 or on the web at Texas Abuse Hotline Website).

Communications—Automated

Emergency

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

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your

phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency situation.]

Complaints and Concerns

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's website at http://pol.tasb.org/Policy/Code/498?filter=FNG.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

Conduct

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

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

Bay Colony Elementary School: Julie O'Gea (281) 229-6200
Calder Road Elementary School: Martha McKnight (281) 229-7500
Hughes Road Elementary School: Hayde Lopez (281) 229-6700
Jake Silbernagel Elementary School: AJ Lemmon (281) 229-6800
Kenneth E. Little Elementary School: Martha White (281) 229-7000
Louis G. Lobit Elementary School: Stacie Muras (281) 229-7600
San Leon Elementary School: Deanna Goodlet (281) 229-7400

Disruptions of School Operations

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

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

Social Events

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Counseling

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the campus directly. As a parent, if you are

concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[See **Substance Abuse Prevention and Intervention** and **Suicide Awareness and Mental Health Support**]

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams, such as College Board Advanced Placement (AP) and College Level Examination Program (CLEP) tests, when applicable. The dates on which exams are scheduled during the 2017–18 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC.]

Kindergarten Acceleration

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Crime Stoppers

Crime Stoppers is a peer driven program to reduce weapons and drug violations on campus and increase safety awareness. Students are oriented each year as to how to report emergency situations and staff are trained in dealing with student information and confidentiality. This program encourages students to confide potentially dangerous situations to the proper authority. The number to call for Crime Stoppers is: 281-229-STOP

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 http://pol.tasb.org/Policy/Code/498?filter=FFH . [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, sex, gender, national origin, disability, age, or any other basis prohibited by law that negatively affects the student.

Harassment

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

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

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) and (EXHIBIT) for 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 FFI 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 FFI, 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).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Distribution of Literature, Published Materials, or Other Documents

School Materials

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

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

Non-school Materials

From Students

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or

other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated a location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

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

From Others

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

The campus principal has designated a location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the Dickinson ISD Board approved Standard of Dress.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student may be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

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

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

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

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** and policy FNF.]

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

Dickinson ISD and its employees will make every effort to ensure the security of electronic devices that are confiscated in accordance with campus rules and/or District policy. However, the district accepts no liability for a device that is lost, stolen, or damaged after the item is confiscated in accordance with the campus rules and/or District policy.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child 'Before You Text' Sexting Prevention Course, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

English Language Learners

A student who is an English language learner is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for an

English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

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

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

Extracurricular Activities, Clubs, and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [See **Transportation**.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

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

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year a maximum of 17 extracurricular absences. An absence for participation in an activity that has not been approved will receive an unexcused absence.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. Please contact your student's campus for a list of these groups.

Fees

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.

- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles**.]
- A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising

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

Except as approved by the principal, fundraising is not permitted on school property.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Grading Guidelines

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be

communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Please visit http://www.dickinsonisd.org/page/edserve.grading for more detailed grading guidelines.

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

Harassment

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

Hazing

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

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

[See **Bullying** and policies FFI and FNCC.]

Health-Related Matters

Student Illness

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis

State law requires the district to provide information about bacterial meningitis:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such

as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, and the Department of State Health Services.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** for more information.]

Food Allergies

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

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

[See policy FFAF and **Celebrations**]

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or

cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS website Managing Head Lice.

[See policy FFAA.]

Physical Activity Requirements

Elementary School

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

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

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district's SHAC is available from the SHAC Coordinator, Laurie Goforth Rodriguez at (281) 229-6020.

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies at BDF and EHAA. See **Human Sexuality Instruction** for additional information.]

Student Wellness Policy/Wellness Plan

Dickinson ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact campus principal with questions about the content or implementation of the district's wellness policy and plan.

Other Health-Related Matters

Physical Fitness Assessment (Grades 3–12)

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

Vending Machines

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited

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

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

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's Asbestos Management Plan is available in the superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Jimmy Anderson, the district's designated asbestos coordinator, at (281) 229-7250.

Pest Management Plan

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Gary Botello, the district's IPM coordinator, at (281) 229-7250.

Homeless Students

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, contact the district's homeless education liaison, JoEllen Allen, at (281) 229-7241.

[See **Students Who Are Homeless**.]

Homework

Homework assignments will vary from class to class. However, students are expected to read a minimum of 30 minutes per day or 120 minutes per week at home or at a special time set aside at school for that purpose. Students will regularly have math homework. This should be completed and returned the next day. Since homework is checked in class, there will be no make-ups for math homework, unless a student is absent.

Illness

[See **Student Illness** under **Health-Related Matters**.]

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS website at Texas School & Child-Care Facility Immunization Requirements.]

Law Enforcement Agencies

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

[For further information, see policy FL(LEGAL).]

Leaving Campus

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as

permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

- Please note: Dickinson I.S.D. administration will not accept telephone calls from parents to change students' after-school transportation plans. Because telephone callers cannot be identified by school personnel, only signed notes or personal visits from parents/guardians may authorize the school to change a student's after-school transportation.

During Lunch

Dickinson ISD has closed campuses and no students are allowed to leave during lunch without a parent or guardian signing them out through the attendance office. Students found to be in violation of this policy will be considered truant and subject to disciplinary action and possible curfew violation(s).

At Any Other Time During the School Day

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

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

Lost and Found

A "lost and found" collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

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

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

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

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

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-School Suspension (ISS) Makeup Work

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

Medicine at School

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

The district will not purchase nonprescription medication to give to a student. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

For students at the elementary level, the student's teacher or other district personnel will apply sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

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

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

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

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFAC.]

Nondiscrimination Statement

In its efforts to promote nondiscrimination and as required by law, Dickinson ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE

programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Robert Cobb, Assistant Superintendent for Administration, 2218 FM 517, Dickinson, TX 77539; 281-229-6024.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Laurie Goforth Rodriguez, Director of Special Programs, 2218 FM 517, Dickinson, TX 77539; 281-229-6020.
- All other concerns regarding discrimination: See the superintendent, Vicki Mims. Superintendent, 2218 FM 517, Dickinson, TX 77539; 281-229-6101.
  [See policies FB, FFH, and GKD.]

Parent and Family Engagement

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [For further information, see policy GKG and **Volunteers**.]
- Participating in campus parent organizations. Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact your campus principal.

- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council (SHAC)**.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Physical Examinations/Health Screenings

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

[See policy FFAA.]

Pledges of Allegiance and a Minute of Silence

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

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[See policy EC for more information.]

Prayer

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

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

Elementary and Middle/Junior High Grade Levels

In grades 1–8, promotion to the next grade level shall be based on meeting all testing requirements of the Texas Student Success Initiative and an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas, and a grade of 70 or above in language arts, mathematics, and either science or social studies.

In grades 9-12, mastery of at least 70 percent of the course objectives shall be required. Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

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

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

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

[See **Standardized Testing**.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the 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 and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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

Release of Students from School

[See **Leaving Campus**.]

Report Cards/Progress Reports and Conferences

Report cards with each student's grades or performance and absences in each class or subject are issued at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance [in any course/subject area OR in English language arts, mathematics, science, or social studies] is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment 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. [See policy EIA(LOCAL) and **Grading Guidelines**]

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

Retaliation

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

Safety

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

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

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. The website with information for student insurance is https://www.texaskidsfirst.com/Plans.aspx .

Insurance for Career and Technical Education (CTE) Programs

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

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

Emergency Medical Treatment and Information

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: district website at www.dickinsonisd.org , Twitter, Facebook, or School Messenger.

School Facilities

Use by Students Before and After School

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

The following areas are open to students before school, beginning at 7:50 a.m.

- gym
- cafeteria

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

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.

Use of Hallways During Class Time

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

Cafeteria Services

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

Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential; however, disclosure of a student's eligibility may be made without prior notice or consent to programs, activities, and individuals that are specifically authorized access under the National School Lunch Act (NSLA), which is the law that sets forth the disclosure limits for the district's child nutrition programs. A student's name, eligibility status, and other information may be disclosed to certain agencies as authorized under the NSLA to facilitate the enrollment of eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. A parent's decision will not affect the child's eligibility for free and reduced price meals or free milk. See http://disdfoodandnutrition.com/?page=main to apply for free or reduced price meal services.

Every parent will have the opportunity to apply for free or reduced meals. After the application is processed, notification will be sent to those who qualify. Free or reduced meals will begin after the application is processed. Students who received free or reduced meals in the previous year may eat the first 30 calendar days until the new application is processed. If a new application is not received after 30 days, students will be changed to paid status.

• Free & Reduced Meal Applications Online – will be available August 1 and can be completed very easily using any computer, smartphone or any device with internet access. Public computers are available at all schools, Food and Nutrition Services, and the Education Service Center. Paper applications will be available upon request.

•Lunch Money Now (LMN) – We encourage all parents to set up a LMN reminder at the beginning of the school year. It is a convenient way for parents to receive not only an email but also a text that your student's balance is low or has reached a preset dollar amount. LMN also allows parents to set up recurring payments to your student's account and view account balances Visa, MasterCard, and PayPal can be used to make deposits on the secure (SSL) site and are available on the student's account within an hour of the transaction. There is a small $2.50 charge per transaction and multiple students can have money deposited in a single transaction.

Meal Prices

Breakfast: Full price students will pay $1.00 (PK-4) or $1.25 (5-12)

Lunch: Full price students will pay $1.50 (PK-4), $2.00 (5-6), $2.25 (7-8), or $2.50 (9-12)

Reduced price students will remain $0.30 (PK-12) Breakfast, $0.40 Lunch (PK-12)

District Meal Charge Policy:

Parents are responsible for all meal charges for their children. Dickinson ISD will collect on all unpaid meal charges. Parents must pay all charges before the end of the school year or before

withdrawing students. When account balance is negative an *automated call and an email* will occur and continue daily until the account has a positive balance. Parents may use **Lunch Money Now** online or bring cash or check to cashier before 2 p.m. If payment is not received, FNS will send a letter to the parent to remind them we have been feeding the child in good faith, and that money is owed to the student's account. *Automated calls will continue and* the school office will make contact with the parent. All charges made prior to application approval are the parent's responsibility.

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. If the district is unable to work out an agreement with the student's parent on replenishment of the student's meal account and payment of any outstanding balance, the student will be offered an alternate meal. The district will make every effort to avoid bringing attention to such a student.

•**In-Sufficient Checks:** Checks returned for insufficient funds *will not be accepted for future payments and will be charged a fee and assessed to the student account.* Cash, money orders, or LMN must be used for payments.

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

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the following times with a teacher permit:

- 8:00 AM to 8:20 AM
- 3:40 PM to 4:00 PM

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

Searches

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

Students' Desks and Lockers

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

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

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

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

Telecommunications and Other Electronic Devices

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

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

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

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Metal Detectors

[For further information, see policy FNF(LOCAL).]

Drug Testing

[For further information, see policy FNF(LOCAL). Also see **Steroids**.]

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Special Programs

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other

organizations. A student or parent with questions about these programs should contact the campus principal or school counselor.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP). [See **Promotion and Retention** for additional information.]

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

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

Steroids

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Students in Foster Care

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

Please contact Robert Cobb, who has been designated as the district's foster care liaison, at (281) 229-6102 with any questions.

[See **Students in the Conservatorship of the State** for more information.]

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: Services for Children and Adolescents.

Suicide Awareness

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access Texas Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area.

Tardies

A student who is tardy to class will be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Charges for Damage to Books

• Damage to Cover: (scuffing, corners bent/missing)	(Minor) $5.00	(Major) ½ cost of the book
• Ink Marks	(1-3 pages) $5.00	(4 or more pages) $15.00
• Torn Pages	(1-10 pages) $5.00	(more than 10 pages) $15.00
• Loose Binding		½ cost of the book (for the first five years)
• Broken Binding		Full cost of book/set
• Water Damage	(Minor) $5.00	(Major, includes mildew) Full cost of book
• Obscenity/Drawings/Vandalism		Full cost of book/set
• Pages Missing	(Minor) $5.00	(Unusable) Full cost of book
• Textbook unusable (due to damage)		Full cost of book
• Lost Book		Full cost of book/set
• Damaged caused by adhesive covering		$15.00
• Total removal of barcode label		Full cost of book/set
• Damage to barcode label		$15.00

Transfers

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

[See **Safety Transfers/Assignments**, **Bullying**, and **Students Who Have Learning Difficulties or Who Need Special Education Services**, for other transfer options.]

Transportation

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students with the exception of Out of District Transfers. This service is provided at no cost to students.

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

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at (281) 229-7300.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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

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

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

Vandalism

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

Video Cameras

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

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

Upon written request of a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board , state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal or the Director of Special Programs, who had been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

Visitors to the School

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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 disrupt the normal school environment. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Unauthorized Persons

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(LOCAL) or GF(LOCAL).
[See also Student Code of Conduct.]

Visitors Participating in Special Programs for Students

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Business, Civic, and Youth Groups
The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact your campus office for more information and to complete an application.

Withdrawing from School

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

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

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

Glossary

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

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

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These exams will be given in English I, English II, Algebra I, Biology, and U.S. History.

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

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

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

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

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

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

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

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

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

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

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

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

Appendix

2017–2018 Academic Calendar

First Semester
August 22 – December 20, 2017

Second Semester
January 8 – May 25, 2018

Student/Teacher Holidays
Labor Day - September 4, 2017
Thanksgiving - November 20-24, 2017
(Nov. 20-21 are Teacher Exchange Days/Student Holidays)
Christmas/Winter
December 21, 2017 - January 3, 2018
Martin Luther King Day - January 15, 2018
Spring Break - March 12-16, 2018
Easter - March 30, 2018
Memorial Day - May 28, 2017
(Teacher/Staff Holiday)

Mentor/Protege In-Service
August 8, 2017

New Teacher In-Service
August 9-11, 2017

Teacher In-Service/Student Holiday
August 14-18, 2017
August 21, 2017
January 4-5, 2018

Parent Conference Day/Student Holiday
November 1, 2017

Early Release All Campuses
(3 hours early - state waiver for 180 minutes)
December 20, 2017 May 25, 2018

Dickinson High School Graduation
To be determined

Nine Weeks Grading Cycle

1st 9-weeks (08/22-10/20)	43 days	18,705 minutes
2nd 9-weeks (10/23-12/20)	40 days*W	17,340 minutes
First Semester	**83 days*W**	**36,045 minutes**
3rd 9-weeks (1/8-3/9)	44 days	19,140 minutes
4th 9-weeks (3/19-5/25)	49 days*	21,300 minutes
Second Semester	**93 days***	**40,440 minutes**
Total	**176 days*W**	**76,485 minutes**

* *Early release days count as full days (420 minutes).*
W *Waiver days count as 420 minutes.*

Dickinson Independent School District

August 2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	MP	NT	NT	NT	12
13	SD	SD	SD	SD	TP	19
20	SD	[22	23	24	25	26
27	28	29	30	31		

September 2017

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20]	21
22	[23	24	25	26	27	28
29	30	31				

November 2017

S	M	T	W	T	F	S
			PCW	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	EW	EW	H	H	H	25
26	27	28	29	30		

December 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20^]	H	H	23
24	H	H	H	H	H	30
31						

January 2018

S	M	T	W	T	F	S
	H	H	H	SD	SD	6
7	[8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9]	10
11	H	H	H	H	H	17
18	[19	20	21	22	23	24
25	26	27	28	29	H	31

April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25^]	26
27	H	TP	E	E		

June 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

[	Grading Period Begins
]	Grading Period Ends
☆	State-Mandated STAAR Test
^	Early Release
H	Student/Teacher Holiday
MP	Mentor/Protege Teachers
NT	New Teacher Training
SD	Staff Development (no school for students)
TP	Teacher Preparation (no school for students)
E	Teacher Exchange Day/Student Holiday
PC	Parent Conference Day/Student Holiday
	Dickinson High School Graduation
W	TEA-Approved Staff Development Waiver Days

Board approved March 6, 2017

School Hours for the 2017-2018 school year

Elementary
(grades PreK-4)
8:20 a.m. - 3:35 p.m.

Secondary
(grades 5-12)
7:20 a.m. - 2:35 p.m.

Dickinson Independent School District

Administration

Administration Building 281-229-6000
Dickinson Independent School District
2218 East FM 517 / P. O. Drawer Z
Dickinson, Texas 77539
Fax-281-229-6011
Office Hours: 7:30 a.m. to 4:00 p.m.

Superintendent Of Schools
Vicki Mims

Deputy Supt. for Business and Operations
Ryan Boone

Deputy Supt. for Educational Services
Carla Voelkel

Assistant Supt. for Administration
Robert Cobb

Executive Director of Human Resources
Kimberly Rich

Executive Director of Facility Planning and Construction
Jim Rubach

Director of Special Programs
Laurie Goforth-Rodriguez

Public Information

For information regarding DISD programs and policies, call the Communications Office at 281-229-6018.

For information on:	*Call:*
Board of Trustees	281-229-6022
Bus Transportation	281-229-7300
Gifted and Talented	281-229-6014
Kindergarten/Pre-K	281-229-6014
Meals/Free & Reduced Lunch	281-229-6012
Severe Weather	281-229-6000
To Substitute	281-229-6074

Call the school your child is attending for information on:
Age Requirements
Booster/PTO Clubs
Health Records/Immunizations
Meal Prices
Referrals to Special Education Programs
Report Cards
Special Events/ Times and Locations
Volunteer Programs

School Directory

Bay Colony Elementary 281-229-6200
101 Bay Colony Elementary Drive *Fax: 281-229-6201*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Amy Smith

Calder Road Elementary 281-229-7500
6511 Calder Rd. *Fax: 281-229-7501*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Sophia Acevedo

Hughes Road Elementary 281-229-6700
11901 Hughes Rd. *Fax: 281-229-6701*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Kelly Jackson

K. E. Little Elementary 281-229-7000
622 Oklahoma Ave. *Fax: 281-220-7001*
Bacliff, 77518
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Brooke Newell

Lobit Elementary 281-229-7600
1251 West Fm 517 *Fax: 281-220-7601*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Stephanie Williams

Department Directory

Administration	**281-229-6000**
2218 East FM 517	
Fax: 281-229-6011	
Athletic Director	**281-229-6578**
Business Manager	**281-229-6010**
Career & Technology	**281-229-6414**
Food & Nutrition Service	**281-229-6012**
Communications Office	**281-229-6018**
Computer Technology	**281-229-6026**
Curriculum	**281-229-6014**
Data Services	**281-229-6108**
Human Resources	**281-229-6016**
Fax	*281-229-6017*
Insurance	**281-229-6008**
Operations & Facilities	**281-229-7250**
Payroll	**281-229-6010**
Printing	**281-229-6019**
Special Programs	**281-229-6020**
Fax	*281-229-6021*
Transportation	**281-229-7300**
Fax	*281-229-7301*

San Leon Elementary 281-229-7400
2655 Broadway St. *Fax: 281-229-7401*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K–4 8:20 a.m. to 3:35 p.m.
Principal: Sherri Blackburn

Silbernagel Elementary 281-229-6800
4201 25th Street *Fax: 281-229-6801*
Pre-K 8:10 a.m. to 11:50 a.m.
11:55 a.m. to 3:35 p.m.
Grades K-4 8:20 a.m. to 3:35 p.m.
Principal: Leslie Burke

Barber Middle School 281-229-6900
5651 FM 517 East *Fax: 281-229-6901*
Grades 5-6 7:20 a.m. to 2:35 p.m.
Principal: Kimberly Kelley

Dunbar Middle School 281-229-6600
2901 23rd Street *Fax: 281-229-6601*
Grades 5-6 7:20 a.m. to 2:35 p.m.
Principal: Nancy Flores

Lobit Middle School 281-229-7700
1251 West FM 517 *Fax: 281-229-7701*
Grades 5-6 7:20 a.m. to 2:35 p.m.
Principal: Terri Bruce

McAdams Junior High 281-229-7100
11415 Hughes Rd. *Fax: 281-229-7101*
Grades 7-8 7:20 a.m. to 2:35 p.m.
Principal: Rachelle Joseph

Dickinson High School 281-229-6400
3800 Baker Drive *Fax: 281-229-6401*
Grades 9-12 7:20 a.m. to 2:35 p.m.
Principal: Dr. Billye Smith

Dickinson Continuation Center/
Dickinson Alternative Learning Center
281-229-6350
2805 Oak Park *Fax: 281-229-6351*
Grades 9-12 7:20 a.m. to 2:35 p.m.
Principal: Wendy Chide

School Closing Information

In the event weather conditions such as icy roads prevent the opening of schools or cause early dismissal, an announcement will be released from the Office of the Superintendent to all major radio and television stations.

Find us online

Visit the Dickinson ISD Web Site:
www.dickinsonisd.org

Find us on Facebook
facebook.com/dickinsonschools

Follow us on Twitter
twitter.com/DickinsonISD

2017-2018 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) *shall not reflect gang affiliation, cause a distraction, nor conceal contraband.* ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.

GRADES PK-6

PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, SHORTS, SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized with no holes or tears, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Shorts may be no shorter than mid-thigh in length with a hem. No cut off shorts or athletic/gym shorts.
- The length/slits of skirts, dresses, and jumpers must be clearly below mid-thigh.
- Shirts, blouses, or pullovers must have sleeves and must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may not be sheer, lace, or any see-through material (even if worn with an undergarment/ camisole/slip), backless, cut-out, off-the shoulder, spaghetti strap, sundress, tank-style, sleeveless, low-cut, back exposed, or revealing in any way
- No vinyl, leather, suede, fleece, spandex/stretch, oversized pockets, pajamas, overalls, sweatpants, or coveralls.
- No inappropriate pictures or messages allowed.
- Underclothes may not be worn as outer clothes, including men's T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are ¾ lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures or messages allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or unnatural coloring (pink, green, blue, etc.).

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Glitter, writing or drawing on the face or skin
- Tattoos (temporary and permanent)
- Sunglasses
- Any type of head covering (no cap, hat, hair net, hair rollers, combs, or picks may be worn inside the building)
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.

Dear Parents,

The Dickinson Independent School District provides bus transportation to and from school as a courtesy service for students residing in the District. The state of Texas prescribes the conditions governing school bus operations and partially funds the service by allotting the District a given amount for *eligible* students and *hazardous* students transported.

Eligible students are defined by the State statute as those residing in the District at least two miles from the school they should attend, as measured by the nearest practical route. The nearest practical route is the nearest traveled public road which may or may not be the road used by the school bus.

Hazardous students are defined by the State statute as those residing in the District under two miles from the school they should attend, as measured by the nearest practical route and who have to cross a major highway, bridge, railroad tracks or lack of sidewalks.

In order to meet the conditions outlined by the State and provide safe, prompt movement of all students, the school district has adopted standard regulations and procedures and has provided restrictive measures for violations of procedures and rules. They are herein outlined for your information and for the guidance of your child.

The District is pleased to provide transportation for all of its students and solicits your assistance in helping create a safe, healthy operation. You may do so by reading the attached material and discussing the safety rules with your children. We ask your cooperation in developing proper behavior patterns for students who ride buses. Please remind your child(ren) the school bus is an extension of the classroom.

If you need to contact the Transportation Office, please call 281-229-7300.

Thank you,

Brian J. Cmaidalka
Brian J. Cmaidalka
Director of Transportation

BUS RIDER'S SAFETY MANUAL

PARENTS AND BUS RIDERS

The goal of this Safety Manual is to help provide a safe and enjoyable experience for children and adults who ride school buses. Parents should take time to read and discuss the materials in this manual with their children. Riding a school bus is a privilege provided by the school district and should be treated as such.

GENERAL SAFETY RULES

1. Obey the instructions of the bus driver. At no time should a student be disrespectful or refuse to cooperate with the driver.
2. Board and leave the bus at designated stops only.
3. All students must ride their assigned bus.
4. Do not ask to ride home on another bus with a friend.
5. It is the responsibility of the parent to provide transportation to school if a child misses the bus.

PROCEDURES FOR WAITING FOR THE BUS

1. Be at your bus stop five minutes before scheduled pickup time. The driver will not wait or honk, nor will he/she stop for late students or students running to the bus.
2. Students should be no closer than 10 feet from the bus, which is called the "Danger Zone". Be in **plain sight** of the approaching bus driver and other traffic. Be watchful and don't play around.
3. **Before** the bus approaches, form a line and be prepared to load immediately.
4. Stand still and clear of the bus. Move toward the bus **ONLY** after door opens and/or driver signals you to load.
5. If you miss the bus, go home immediately.
6. Parents should instruct their children on what procedures to follow if they miss the bus.

LOADING THE BUS

1. Do not push or shove.
2. Stay out of the bus "Danger Zone." Wait until the door opens or driver gives signal before approaching the bus.
3. Use the handrail and steps.
4. Go directly to your assigned seat. The bus will not move until all students are seated. Delays affect traffic and schedules.
5. Seating arrangement will be assigned.

Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone."

At campuses while loading in the afternoon, students will not be allowed to board a bus after the doors are closed without administrative approval.

CONDUCT ON THE BUS

Classroom dress code and conduct rules shall be followed. Students wearing gym clothes will not be allowed to ride the bus. Shoes must be worn while riding the bus.

1. Remain seated while the bus is moving.
2. Do not change seats.

3. A student shall not refuse to sit in an assigned seat or deny another student a place to sit.
4. Normal conversation is permitted; avoid loud noises that may distract the driver and create an unsafe condition.
5. Scuffling, fighting and the use of obscene, vulgar or profane language and gestures are forbidden.
6. Do not throw objects inside or out of the bus.
7. Do not litter, mark, cut or scratch any part of the bus.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual extreme emergency.
9. Students shall never attempt to operate the passenger door or other controls except in case of extreme emergency.
10. Students shall face forward for the duration of the trip, and shall keep their feet in front of them and out of the aisle.
11. All outerwear such as coats, jackets, and sweaters must be worn at all times or placed in a secure location such as a bag or backpack. In addition, no hoods from jackets, beanies, caps, etc. may be worn at any time while on the bus.

GETTING OFF THE BUS

1. Stay seated until the bus is completely stopped, brakes have been set and the door has been opened.
2. Use the handrail and take one-step at a time when leaving the bus.
3. Wait for your turn to leave the bus. Pushing and crowding will only slow exiting and may cause an accident.
4. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone."
5. If an article drops or rolls near or under the bus, **do not go after it!** After the driver acknowledges and signals to you, only then should you go to the bus door and ask the driver for help.

DROPPING OFF PRE-KINDERGARTEN & KINDERGARTEN STUDENTS

Parents or a designee must be at the bus stop to receive PK and K students. If no one is there to receive the student, the student will be returned to the campus. It is the responsibility of the parent/guardian to see that students who are returned to school are picked up. **Any** student returned three times a semester will have their riding privileges suspended until a conference with the parents, transportation representative is held, and an agreement is made. It is the responsibility of the parent/guardian to make an appointment with the Transportation Office. If riding privileges are reinstated and the student is returned for the fourth time a 3-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the fifth time a 5-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the sixth time a 1 month suspension or suspension for the remainder of the semester may be issued after a conference is held.

Name(s) of persons eligible to receive student must be registered with the campus.

DAYCARE FACILITIES

An employee representative should be waiting at the designated bus to receive students. If no one is there to receive the student(s), they will be returned to the campus. Any student(s) returned 3 times a semester will have their riding privileges suspended until a conference with the parents or daycare representative is held and an agreement is made. If riding privileges are reinstated and the student is returned for the fourth time a 3-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the fifth time a 5-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the sixth time a 1 month suspension or suspension for the remainder of the semester/year may be issued after a conference is held.

DESIGNATED STOP/CHANGES

Students will be picked up and dropped off at the designated bus stop. Only one location for pick-up and one location for drop-off will be allowed. Any request for change must be made and approved by the Campus at which the student is enrolled. All requests must be made 2 days prior to needed change and must be for a minimum of 5 days. Changes to Student pick-up and drop-off locations can be made a maximum of two times per semester.

CELLULAR PHONES/ELECTRONIC DEVICES

Students will be allowed to possess cellular phones/electronic devices (i.e. iPods) while on the bus. These devices must not be heard. Phone conversations, taking pictures or videos are not permissible. If a cell phone /electronic device creates, a distraction or disturbance to the driver the request may be made to put the device away in a secure location or may be confiscated. Confiscated cellular phones/electronic devices will be returned to the student's parent or guardian only. **A $15.00 administrative fee may be charged for this return. Unclaimed cellular phone or electronic devices will be disposed of after 30 days.** Lost or stolen phones/electronic devices are not the responsibility of Dickinson ISD, and no administrative effort will be spent in investigating lost or stolen phones/electronic devices.

CROSSING THE STREET OR HIGHWAY

1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 15 feet in front of the right bumper and wait for the driver to signal that is safe to cross. Be alert for the danger signal (Driver will honk horn) if the situation changes, and the driver detects a danger, look to the driver for instructions.
2. Check in both directions and walk directly across the road.
3. Never cross the road **behind** the bus.
4. **CAUTION!** Be alert for vehicles that do not stop when the bus is loading or unloading students.

5. Obey all traffic signals and signs on your way to and from the bus stop.

PROHIBITED ITEMS

1. Tobacco.
2. Live animals or insects.
3. Glass containers.
4. Alcoholic beverages, harmful drugs or chemicals.
5. Weapons and explosive devices.
6. Any object (i.e. musical instrument, shop project) too large to be carried by the student. All other items must be kept on the student's lap or within the seating compartment and may not deny another student a seat.
7. Balls or Balloons
8. Skateboards
9. Matches and cigarette lighters.
10. Food or drinks (no eating or drinking on the bus is permitted).
11. Radios, tape players, headphones, CD players or any other electronic device that is too large to fit in a pocket or backpack.
12. Chewing gum.
13. Lasers or mirrors used to reflect light.

*The above list of prohibited items may not include all prohibited items. At the discretion of the Transportation Department, an item may be determined to be inappropriate or prohibited from the bus.

ACCIDENTS OR EMERGENCIES

1. Follow the driver's instructions.
2. If you must leave the bus, stay in a group. Move to a safe place.
3. The following procedures will be used for evacuation in an emergency:
   a. The driver will make the decision on which exit to use during the evacuation.
   b. Follow the driver's instructions completely.

School-Sponsored Trips

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

Field Trips

Educational field trips shall be provided when planned with a definite purpose and objective. Only school buses and principal-approved staff-driven SUV-type automobiles may be used for transportation. A signed permission from the parent(s) or legal guardian(s) of each student participating is required for each field trip. (Forms are available in each school office.) The school must have on file a signed Emergency Medical Information Form. Please complete this form yearly and keep information up-to-date. <u>All chaperones</u> must complete a Criminal History Check form at least two (2) weeks prior to the field trip. <u>NO EXCEPTIONS.</u>

EXTRACURRICULAR TRIPS

1. Bus riders' rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal, the sponsor and the driver.
3. The bus must return clean when returning from the trip.

DISCIPLINE

The school bus is an extension of the classroom and the Director or designee will administer discipline with assistance from the principal and the bus driver. All school board policies that apply to student conduct and other student-related activities apply to the school bus.

The following procedures shall be followed when discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. The driver shall attempt to correct the misbehavior of the passenger(s)
2. If the passenger refuses to comply with a reasonable request, the driver will report the incident to the Director or designee upon returning to the Transportation Department. The notification shall be made in writing on the School Bus Safety Report and parent contact will be attempted.
3. The Director or designee shall investigate the incident and notify the driver of the action taken.
4. The student will be given a copy of the report to take home for the parent's signature and return one copy to the driver.
5. A conference involving the Director or designee, the student(s), the driver and parent(s) may be necessary.
6. The Director or designee may suspend the student's bus-riding privileges. If such a suspension occurs, the parent(s) or guardian and principal will be notified prior to the effective time of the suspension so that the parent/guardian can make other transportation arrangements.
7. In the case of serious misconduct that endangers the safety of other passengers or the driver, any school official will remove the student from the bus or law enforcement assistance; the principal and parent(s) shall be notified of the situation as soon as possible.
8. Students in grades 5-12 who are involved in a fight and/or cited for a category IV offense(s) will be turned over to a campus administrator for discipline action as outlined in the Student Handbook for the respective campus.

SUSPENSIONS AND HEARING PROCEDURES

Notice to Parents and Appeal Process may be found in the <u>Campus Discipline Management Plan</u>.

Immediate appropriate legal action and/or suspension from the bus will be enforced against any person participating in the following infringements:

1. Possession of firearms, a knife, or other dangerous devices will not be permitted and may result in immediate loss of bus privileges for the remainder of the school year.
2. Using abusive, profane language on or near a bus in which students are being transported or directing such language toward the students or the driver.
3. Hindering in any manner the operation of a school bus or obstructing, unnecessarily, any roadway on which a school bus travels.
4. Making threats against or engaging in physical contact with a school bus driver.

Discipline Procedure:

When students receive their 3rd bus safety reports they may receive a 3 day suspension from transportation; 4 reports may = 5 day suspension; 5 reports may = 1 month suspension; and 6 reports may = suspension for the remainder of the school year.

***At the discretion of the Transportation Department, bus-riding privileges may be suspended and/or the length of the suspension may be changed from the above discipline procedure due to the nature of the infraction.**

DETECTION

Individual school buses may be equipped with video cameras that will record the conduct of students and any verbal communication between students and driver. This recording may be used for disciplinary purposes.

Pursuant to Texas Education Code §26.009(b), schools can videotape students without parent permission for purposes of maintaining discipline. However, under the Family Educational Rights and Privacy Act of 1974 (FERPA), the parent my only view the video if their child is the only student in the video. If the video reveals other students then that video cannot be viewed by any parent. The Texas Attorney General has addressed this issue and determined that videotapes made on school buses, on which the driver addresses some students by name and which "show the faces, bodies, and behavior of students of the district" are education records under FERPA and are exempted from disclosure. Texas Attorney General or 95-821 (1975)

Dickinson Independent School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Dickinson Independent School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance coordinators:

Personnel Issues: Deputy Superintendent for Business and Operations, 281-229-6010
Executive Director of Human Resources, 281-229-6016

Dickinson Education Support Center
2218 FM 517 East
Dickinson, Texas 77539
Monday through Friday 8:00 a.m. – 4:00 p.m.

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit http://pol.tasb.org/Policy/Code/498?filter=FFI. Below is the text of Dickinson ISD's policy FFI(LOCAL) as of the date that this handbook was finalized for this school year.

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

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.

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

2017-18 BAY COLONY ELEMENTARY SCHOOL-PARENT COMPACT

Bay Colony Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Bay Colony Elementary School Responsibilities:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Teachers will teach reading using the balanced literacy approach to reading instruction to meet students individual needs and help each student increase his/her individual reading level. Grade level teachers will plan as a team for all curricular content areas. Academic coaches will be part of the team planning. Instructional practices will be adjusted to meet individual student needs. Bilingual students will receive appropriate levels of language support in order to prepare them to be adequately prepared to transition into all English classes as early as possible.
- Hold parent-teacher conferences each fall during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress reports and report cards will be sent out at the scheduled dates during the school year. Parents can access student grades and information through access to Skyward. Teachers will send home student graded work and campus/class specific information weekly and/or as necessary.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Teachers are available four days a week during scheduled conference periods. The school counselor is available daily and campus administrators are available as needed.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows: Parents are encouraged to join the PTA and volunteer based on the classroom needs for individual teachers.

Bay Colony Elementary School Parent Responsibilities:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of screen time influencing students.
- Volunteering in their child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, mail, or by email and responding, as appropriate.

Bay Colony Elementary School Student Responsibilities:

- Go to bed on time each night before a school day.
- Come to school on time and ready to learn
- Manage my own behavior so that all students can learn.
- Learn all I can about the learning expectations and take responsibility for my own learning.
- Agree to limit my daily screen time to help me maintain focus in all areas.
- Do my homework every day and ask for help when I need it.
- Read at least 20 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

#WEARECALDER2017-2018

The Teacher Pledge

I am committed to creating a school where every student exhibits good character, and is proficient or advanced in reading, math and writing. I will support the Gator B's and work to ensure each child reaches his or her full potential.

As a teacher, I will:

- believe that each child can learn;
- respect and value the uniqueness of each child and his or her family;
- provide an environment that promotes rigorous and relevant learning;
- enforce expectations in the classroom and through the school in a fair and consistent manner;
- assist each child in achieving the Texas Essential Knowledge and Skills;
- document ongoing assessment of each child's academic progress;
- maintain open lines of communication with students and parents;
- seek ways to involve parents in the school program; and
- demonstrate professional behavior and a positive attitude.

The Student Pledge

I understand that my job at school is to exhibit good character, and be proficient or advanced in reading, math and writing. I will follow the Gator B's. I will work hard each day to be my very best.

As a student, I will:

- believe that I can learn;
- show respect for myself, my school and other people;
- always try to do my best in my work and my behavior;
- work cooperatively with students and staff;
- obey rules in the classroom and throughout the school; and
- come to school prepared with my homework and supplies.

The Parent Pledge

I understand that my child's education today is essential for their success in life. I am committed to ensuring that my child exhibits good character and is proficient or advanced in reading, math and writing. I will support the Gator "Bes": Be Respectful, Be Responsible, Be Safe. I will encourage my child to reach his or her full potential.

As a parent, I will:

- believe that my child can learn;
- show respect and support for my child, the staff, and the school;
- see that my child attends school regularly and is on time;
- provide a quiet place for my child to study at home;
- encourage my child to complete all homework assignments;
- attend parent-teacher conferences;
- support the school in developing positive behaviors in my child;
- talk with my child about his or her school activities each day;
- encourage my child to read at home and apply this learning to daily life; and
- believe that my child's teacher is here to help and ask for support from him/her when needed.

At Calder Road, all students will exhibit good character and be proficient or advanced in Reading, Math and Writing.

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

Parent/School Compact

Hughes Road Elementary and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the Hughes Road Staff, and the students will partner in the responsibility of improving student academic achievement. This parent/school compact is in effect during the school year for 2017-2018.

School Responsibilities

We, the staff at Hughes Road Elementary will:

- Respect and value the uniqueness of each child and his or her family
- Enforce expectations in the classroom and through the school in a fair and consistent manner
- Provide a safe, healthy, secure and orderly environment for students & staff
- Assist each child in achieving the Texas Essential Knowledge and Skills
- Document ongoing assessment of each child's academic progress
- Maintain open lines of communication with students and parents
- Seek ways to involve parents in the school programs
- Demonstrate professional behavior and a positive attitude

Parent Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Ensure my student is in attendance and on time for school
- Encourage my child to complete all homework assignments
- Attend parent-teacher conferences
- Support the school in developing my child's positive behavior
- Talk with my child about his or her school activities each day
- Encourage my child to read at home daily and to apply their learning to daily life
- Show respect and support for my child, the staff, and the school

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and strive for high standards, by:

- Having necessary materials and be prepared to work each day
- Completing all assignments to the best of my ability
- Showing respect for myself, my school and other people
- Working cooperatively with students and staff
- Following all class & school rules
- Spending time at home every day reading and completing homework

Updated: 04/12/17

Leslie Burke, Principal
A.J. Lemmon, Assistant Principal

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

Silbernagel Elementary School
4201 25th Street
Dickinson, Texas 77539
281-229-6800
281-229-6801 fax

School – Parent Compact

Jake Silbernagel Elementary, students and parents of the Dickinson community, agree that this compact outlines how the parents, faculty/staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This School – Parent compact will be in effect during the 2017-18 school year.

School Responsibilities:
We, as staff at Silbernagel Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that supports children in meeting the State's Student Academic Achievement Standards.
- Set high expectations for staff, students and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain and train qualified staff. Also, highlight/prepare ways that the parent can advance the learning environment at home.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as defined by grade level teams.

Parent Responsibilities:
We, as parents/guardians, will support our children's learning in the following ways:

- Establish routines to support my child's success in school:
  - monitor attendance
  - homework & reading
  - appropriate bedtime
- Make sure that my child's homework is completed and returned to school on time.
- Stay informed about my child's education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Ensure that my child attends school on a regular basis and arrives at school on time.
- Communicate the significance of success in school and its relationship with success in life.

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievements and achieve the state's high standards. Specifically we will:

- Adhere to JSES Gator CHOMP creed and the student code of conduct.
- Complete all daily homework and return it to school on time.
- Consistently plan a portion of every day for a period of uninterrupted reading time.
- Be responsible for giving my family members all information sent home from school.

Updated 05/23/17

Brooke Newell, Principal
K.E. Little Elementary

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

SCHOOL-PARENT COMPACT

K. E. Little Elementary and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the K.E. Little Staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during the school year for 2017-2018.

School Responsibilities

We, as staff at K.E. Little Elementary School will:

- Provide effective teaching and learning that results in student mastery for successful college and career readiness
- Employ , recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success
- Provide a safe, healthy, secure and orderly environment for students, staff, families and community
- Provide and support systems, services, infrastructures and facilities that enhance the DISD educational and operational services
- Promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals

Parent Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitor attendance and help students arrive ON TIME at 8:20 am for school
- Ensure homework is monitored and completed
- Communicate with teachers about my child's progress and participate in decisions related to their education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school for the school district either received by my child or by mail, and responding as appropriate
- Serve and volunteer at the school as needed to support my child
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and strive for high standards, by:

- Being in class on time each day prepared to work
- Completing all assignments to the best of my ability
- Showing respect for myself, peers and adults
- Respecting the rights of other students to learn without disruption
- Providing my parents/guardians with important information from school
- Spending time at home every day reading and completing homework

Updated 05/12/2017

Louis G. Lobit Elementary

2017-2018 Parent/School COMPACT

As members of the Dickinson Independent School District community, we are partners together in your child's education as we uphold the intent of this compact.

As a teacher, I will strive to:

- believe that each child can learn;
- respect and value the uniqueness of each child and his or her family;
- provide an environment that promotes rigorous and relevant learning;
- enforce expectations in the classroom and through the school in a fair and consistent manner;
- assist each child in achieving the Texas Essential Knowledge and Skills;
- document ongoing assessment of each child's academic progress;
- maintain open lines of communication with students and parents;
- seek ways to involve parents in the school program; and
- demonstrate professional behavior and a positive attitude.

As a parent/guardian, I will strive to:

- believe that my child can learn;
- show respect and support for my child, the staff, and the school;
- see that my child attends school regularly and is on time;
- provide a quiet place for my child to study at home;
- encourage my child to complete all homework assignments;
- attend parent-teacher conferences;
- support the school in developing positive behaviors in my child;
- talk with my child about his or her school activities each day; and
- encourage my child to read at home and apply this learning to daily life.

As a student, I will strive to:

- believe that I can learn;
- show respect for myself, my school and other people;
- always try to do my best in my work and my behavior;
- work cooperatively with students and staff;
- obey rules in the classroom and throughout the school; and
- come to school prepared with my homework and supplies.

Sherri Blackburn, Principal
San Leon Elementary

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

SAN LEON ELEMENTARY SCHOOL
SCHOOL-PARENT COMPACT 2017-18

San Leon Elementary and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the San Leon Staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during the school year for 2017-2018.

School Responsibilities

We, as a staff at San Leon Elementary School will:

- Provide effective teaching and learning that results in mastery for successful college and career readiness.
- Employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.
- Provide a safe, healthy, secure and orderly environment for students, staff, families and community.
- Provide and support systems, services, infrastructures and facilities that enhance the DISD educational and operational services.
- Promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals.

Parent Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitor attendance and help students arrive ON TIME at 8:20 a.m. for school.
- Ensure homework is monitored and completed.
- Communicate with teachers about my child's progress and participate in decisions related to their education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school for the school district either received by my child or by mail, and responding as appropriate.
- Serve and volunteer at the school as needed to support my child.
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and strive for high standards, by:

- Being in class on time each day prepared to work.
- Completing all assignments to the best of my ability.
- Showing respect for myself, peers and adults.
- Respecting the rights of other students to learn without disruption.
- Providing my parents/guardians with important information from school.
- Spending time at home every day reading and completing homework.

CIP Team met in spring; updated 05/16/17

Dickinson Independent School District
Bay Colony Title I Parent Engagement Policy
2017-18

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of **Bay Colony**, continue to focus on the importance of family involvement and community engagement. **Bay Colony** strives to create and maintain a welcome atmosphere for parent and community involvement on all district sites. **Bay Colony** encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, **Bay Colony** supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 10 campuses. **Bay Colony** is one of those 10 campuses. The **Bay Colony** Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the **Bay Colony** Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate **Bay Colony's** School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the **Bay Colony** School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT INVOLVEMENT OPPORTUNITIES

Bay Colony School will support many varied ways of parental involvement as they strive to develop and maintain

an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving Bay Colony School is encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by **Bay Colony** to strengthen the partnership between school, home, and community:

PTA	Volunteer opportunities
Family Involvement Opportunities	Grade level performances, art shows, the Fine Arts Fiesta, Math and Literacy Nights, Meet the Teacher Night, and various programs throughout the year.

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All **Bay Colony** staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. **Bay Colony Elementary** School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

Bay Colony is committed to the success of students. We will work together with parents, community members and **Bay Colony** staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other **Bay Colony** staff as we seek active participation by our parents.

Dickinson Independent School District
Calder Road Elementary Title I Parent Engagement Policy
2017-2018

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Calder Road Elementary, continue to focus on the importance of family and community engagement. Calder Road Elementary strives to create and maintain a welcome atmosphere for parent and community engagement on all district sites. Calder Road Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, Calder Road Elementary supports:

- Strong parent engagement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Engagement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on12 campuses. Calder Road Elementary is one of those 12 campuses. The Calder Road Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent engagement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Calder Road Elementary Parent Engagement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Calder Road Elementary School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the Calder Road Elementary School Compact detailing these responsibilities will be made available in our student/parent handbook, on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT ENGAGEMENT OPPORTUNITIES

Calder Road Elementary will support many varied ways of parental engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving Calder Road Elementary School is encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by Calder Road to strengthen the partnership between school, home, and community:

- Meet the Teacher Night before school begins
- Grade level Orientations in early September to share academic/procedural guidelines with parents
- Open Invitation to help in the classrooms and in the cafeteria
- PTO parent representatives
- PTO bi- monthly parent events and opportunities to volunteer
- Read with your students nightly
- Math/Science Night
- Literacy Night
- Tailgating Night for College Awareness
- Career Day
- Field Day
- Classroom Celebrations
- Veteran's Day Ceremony
- Grade Level Performances
- GT Project Fair
- Open House
- Book Fair
- Thanksgiving Luncheon
- Family Dance Night
- Emails and Call-Outs from Campus about important events
- Event Communication with parents via Campus Calendar on Web Page and Campus Facebook Page
- Parent Volunteers for reading and "Homework" club for students

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All Calder Road staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental Engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Calder Road Elementary **will** spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental Engagement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

Calder Road Elementary is committed to the success of students. We will work together with parents, community members and staff to monitor the effectiveness of our Parental Engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and others staff as we seek active participation by our parents.

Dickinson Independent School District
Hughes Road Elementary
Title I Parent Engagement Policy
2017-18

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of **Hughes Road Elementary**, continue to focus on the importance of family involvement and community engagement. Hughes Road Elementary strives to create and maintain a welcome atmosphere for parent and community engagement on all district sites. **Hughes Road Elementary** encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, **Hughes Road Elementary** supports:

- Strong parent engagement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Engagement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. **Hughes Road Elementary** is one of those 12 campuses. The **Hughes Road Elementary** Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent engagement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the **Hughes Road Elementary** Parent Engagement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate **Hughes Road Elementary** School's Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the **Hughes Road Elementary** School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT ENGAGEMENT OPPORTUNITIES

Hughes Road Elementary School will support many varied ways of parental engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member's suggestions for improving Hughes Road Elementary

School are encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by Hughes Road Elementary to strengthen the partnership between school, home, and community:

Family Access
District Health Fair
Campus Meet the Teacher Nights
Special Olympics Activities
Campus Career Day Activities
Student Activity Fundraisers
Luncheons
Family Thanksgiving
Liaison
Social Worker/Homeless
Teen Leadership
Parent Pick-up Tags
Teacher Web Pages
Peek of the Week
Family Call Outs
Red Ribbon Week Activities
Operation School Bell Program
Campus Parent/Teacher Conferences
Campus Character Education Programs
CIC and EIC Committee Participation
Robotics Club
Muffins for Moms

Campus Instructional Nights
Campus Student Achievement, Attendance, & Reading Rewards/Programs
Campus website
Campus and District School Messenger Notification System
Private Non-Profit Title School Support
Campus Parent Teacher Organization (PTOs}
Community & Student Engagement Committees
Campus Student Dances/Parent Volunteers
Rodeo Art Competition/Rodeo Student Participation
Elementary Campus Holiday Programs/Activities
Community and Business Campus Sponsorships
Campus Spelling Bees
Campus Parent Surveys
Nurses' Vision/Hearing Screenings
Elementary Field Day Activities
1st Tee Program-All Elementary campuses
Award ceremonies on campuses
Doughnuts for Dads
Watch Dogs
Book Fair
Veteran's Day Program
Meet the Teacher and Info Night
Open House
Parent Conferences

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All **Hughes Road Elementary** staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. **Hughes Road Elementary** School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental engagement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

Hughes Road Elementary School is committed to the success of students. We will work together with parents, community members and **Hughes Road Elementary School** staff to monitor the effectiveness of our Parental engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other Hughes Road Elementary School staff as we seek active participation by our parents.

Updated: 4/12/17

Dickinson Independent School District
J. Silbernagel Elementary Title I
Parent Engagement Policy 2017-18

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of J. Silbernagel Elementary will continue to focus on the importance of family involvement and community engagement. J. Silbernagel Elementary strives to create and maintain a welcome atmosphere for parent and community engagement on all district sites. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, J. Silbernagel Elementary supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Engagement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. J. Silbernagel Elementary is one of those 12 campuses. The J. Silbernagel Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent engagement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the J. Silbernagel Elementary Parent Engagement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate J. Silbernagel's School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the J. Silbernagel Elementary School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent- teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT ENGAGEMENT OPPORTUNITIES

J. Silbernagel Elementary School will support many varied ways of parental engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving our school are encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. J. Silbernagel Elementary encourages parents and community members to activity participate in our school by, but not limited to:

- Becoming a volunteer in the classroom,
- Help chaperone field trips,
- Help in the library/cafeteria,
- Volunteer for a school committee,
- Assist with campus decision-making,
- Attend parent –teacher conferences, student programs and celebrations.

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All J. Silbernagel Elementary staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. J. Silbernagel Elementary School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental engagement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

J. Silbernagel Elementary is committed to the success of students. We will work together with parents, community members and campus staff to monitor the effectiveness of our Parental Engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other J. Silbernagel Elementary staff as we seek active participation by our parents.

Updated 05/23/17

Dickinson Independent School District
Kenneth E. Little Title I Parent Engagement Policy
2017-2018

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of K.E. Little Elementary, continue to focus on the importance of family and community involvement and engagement. K.E. Little Elementary strives to create and maintain a welcome atmosphere for parent and community involvement on all district sites. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, KELES supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. K.E. Little Elementary is one of those 12 campuses. The K.E. Little Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the K.E. Little Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate K.E. Little's School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the K.E. Little School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent- teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT ENGAGEMENT OPPORTUNITIES

K.E. Little Elementary School will support many varied ways of parental involvement and engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving our school is encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by K.E. Little to

strengthen the partnership between school, home, and community:

- SHAC
- Family Access
- District Health Fair
- Campus Meet the Teacher Night
- Special Olympics Activities
- Monthly Child Find Screenings
- Campus Career Day Activities
- Student Activity Fundraisers
- Social Worker/ Homeless Liaison
- Parent Pick Up Tags
- Teacher Web Pages
- DISD Educational Foundation
- Parent Engagement Newsletters
- Red Ribbon Week Activities
- Communities-In-Schools Program
- Campus Parent/ Teacher Conferences
- Campus Character Education Programs
- GT Presentation/ GT Parent Group
- CIC and EIC Committee Participation
- End of the Year Award Ceremony
- Watch D.O.G.S
- Campus Math/ Literacy Nights
- Campus and District Social Media Communication
- Special Programs/ Parent Support Groups Quarterly Meetings
- Campus Communication Folders/ Notebooks
- Campus and District School Messenger Notification System
- Private Non-Profit Title School Support
- Campus Parent Teacher Organization (PTA)
- Community and Student Engagement Committee
- Campus Student Dances/ Parent Volunteers
- Rodeo Art Competition/ Rodeo Student Participation
- Elementary Campus Holiday Programs/ Activities
- District and Campus Parent Surveys
- Nurses' Vision/ Hearing Screenings
- Elementary Field Day Activities
- Special needs Parent Rodeo Day
- Robotics
- No Place for Hate
- Community Garden
- Running Club
- Drama Club

- Provide a safe, healthy, secure and orderly environment for students, staff, families and community
- Promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals
- Provide opportunities for families to participate in their child's education through informative curriculum meetings and celebrations of student accomplishments
- Provide assistance from outside local agencies to extend opportunities to students and family access to support health and school/family connections
- Provide activities that will enrich student academic and socialization skills that will promote life-long learning

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All K.E. Little staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. K.E. Little Elementary School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

K.E. Little Elementary is committed to the success of students. We will work together with parents, community members and campus staff to monitor the effectiveness of our Parental Engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other K.E. Little staff as we seek active participation by our parents.

Updated 05/12/2017

Dickinson Independent School District
Louis G. Lobit Elementary
Title I Parent Engagement Policy
2017-2018

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Lobit Elementary, continue to focus on the importance of family engagement and community engagement. Lobit Elementary strives to create and maintain a welcome atmosphere for parent and community engagement on all district sites. Lobit Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, Lobit Elementary supports:

- Strong parent engagement activities
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Engagement Policies. The format and language of this policy is designed to be easily read and understood. Copies will available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. Lobit Elementary is one of those 12 campuses. The Lobit Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent engagement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Lobit Elementary Parent Engagement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Lobit Elementary' s School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the Lobit Elementary School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

PARENT ENGAGEMENT OPPORTUNITIES

Lobit Elementary School will support many varied ways of parental engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving Lobit Elementary School are encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by Lobit Elementary to strengthen the partnership between school, home, and community:

- SHAC
- Family Access
- District Health Fair
- Campus Meet the Teacher Nights
- Special Olympics Activities
- Monthly Child Find Screenings
- Campus Career Day Activities
- Student Activity Fundraisers
- Family Thanksgiving
- Social Worker/Homeless Liaison
- Parent Pick-up Tags
- Teacher Web Pages
- DISD Educational Foundation
- Parent Engagement Newsletters
- Red Ribbon Week Activities
- Operation School Bell Program
- Communities-in-Schools Program
- Campus Parent/Teacher Conferences
- Campus Character Education Programs
- GT Presentations/GT Parent Group
- CIC and EIC Committee Participation
- Award ceremonies on campuses
- Campus Math/Literacy Nights
- Campus Student Achievement Awards
- Campus and District Social Media Communication
- Special Programs/ Parent Support Group Quarterly Meetings
- Participation in the Community Resource Coordination Group
- Campus Communication Folders/Notebooks
- Campus and District School Messenger Notification System
- Campus Parent Teacher Organization (PTOs}
- Community & Student Engagement Committees
- Campus Student Dances/Parent Volunteers
- Rodeo Art Competition/Rodeo Student Participation
- Elementary Campus Holiday Programs/Activities
- Community and Business Campus Sponsorships
- Campus Spelling Bees
- District and Campus Parent Surveys
- Nurses' Vision/Hearing Screenings
- District Abilities Conference
- Stuff the Bus Activities
- Elementary Field Day Activities
- Special Needs Parent Rodeo Day

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All Lobit Elementary staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Lobit Elementary School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental engagement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

Lobit Elementary is committed to the success of students. We will work together with parents, community members and Lobit Elementary staff to monitor the effectiveness of our Parental Engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other Lobit Elementary staff as we seek active participation by our parents.

Sherri Blackburn, Principal
San Leon Elementary

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

San Leon Elementary School
Title I Parent Engagement Policy
2017-18

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of San Leon Elementary, continue to focus on the importance of family involvement and community engagement. San Leon Elementary strives to create and maintain a welcome atmosphere for parent and community involvement on all district sites. San Leon Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, San Leon Elementary supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and,
- Diverse communication channels between school and families.

PARENT INVOLVEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 12 campuses. San Leon Elementary is one of those 12 campuses. The San Leon Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the San Leon Elementary Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate San Leon Elementary' s School Compact annually and revise when needed. This compact will identify ways the school, parents and students can share the responsibility for student performance and success. A copy of the San Leon Elementary School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

CIP Team met in spring: updated 05/16/17

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

PARENT INVOLVEMENT OPPORTUNITIES

San Leon Elementary School will support many ways of parental involvement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community members' suggestions for improving San Leon Elementary School are encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by San Leon Elementary to strengthen the partnership between school, home, and community:

- Open House
- Meet the Teacher Night
- Parent Orientation
- Grade Level Music Programs
- Thanksgiving Luncheon

STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All San Leon Elementary staff members will make every effort to communicate positively and work effectively with parents and community members.

FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. San Leon Elementary School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

San Leon Elementary is committed to the success of students. We will work together with parents, community members and San Leon Elementary staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other San Leon Elementary staff as we seek active participation by our parents.

CIP Team met in spring: updated 05/16/17

Dickinson Independent School District
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(281) 229-6000
www.dickinsonisd.org
Carla Voelkel, Deputy Superintendent for Educational Services
Anne Gunning, Director of Federal Programs

Dickinson ISD Title I, Part A Programs
Improving Basic Programs & Parent Engagement
2017-18

Twelve schools in the Dickinson ISD receive funding under Title I, Part A of the Elementary and Secondary Education Act (ESEA). The funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. ESEA is built on accountability for results, involvement of parents, and an emphasis on doing what works to improve academic achievement based on scientific research.

EXTENSIVE PLANNING: Each Title I Schoolwide campus must engage in detailed planning on how funds will be used to improve student academic achievement. This planning includes:

1. Comprehensive Needs Assessment: created by the school administrators, staff, parents and community members to identify the needs for all students to meet Texas' achievement standards.
2. Campus Improvement Plan: the action plans that will be implemented to meet the needs identified in the Comprehensive Needs Assessment.
3. Budget Plan: detail of accounts and amounts that will be used to implement the action plans identified in the Campus Improvement Plan. This can include funding for parent education programs, additional instructional staff, instructional materials, and tutoring programs.
4. Annual Evaluation: each campus must evaluate the activities used to address needs over the past year. Activities that did not have a high-impact on student achievement must be improved upon or eliminated.

INFORMATION FOR PARENTS: Title I Schoolwide campuses are responsible for providing parents with:

1. Annual Title I Meeting that explains the Title I program at the campus.
2. Academic Information that details the curriculum in use at the school, forms of academic assessments used to measure student progress, proficiency levels students are expected to meet, and an explanation of the State's academic content and achievement standards.
3. Timely Information in a format and, to the extent practical, in a language the parents can understand.

PARENTS INVOLVED IN CAMPUS DECISION-MAKING: The school must involve parents in the planning, review and improvement of the:

1. Schoolwide Plan (Campus Improvement Plan), including the Title I funds.
2. Parent Involvement Policy, including details of how parents will be informed of their rights under Title I, provided a description of the curriculum in use at the school, AND afforded opportunities for regular meetings and participation in campus decision- making and decisions regarding the education of their child.
3. School-Parent Compact, detailing, at least, the basic expectations between parents, students, and the school staff.

PARENT EDUCATION: Each school should use the majority of Parent Involvement funding to provide training and skills to parents to assist them in being a partner in educating their child. Examples of this type of training could include (1) strategies in math, science, reading, writing, and social studies, (2) literacy training, (3) using technology, and (4) parenting skills.

The DISD Board of Trustees, in collaboration with the administration and staff of DISD, continue to focus on the importance of family involvement and the emphasis on:

- Create and maintain a welcome atmosphere for parent and community involvement on all district sites.
- Develop meaningful collaboration with stakeholders so that communication between home, school, and the community is continuous and open.

To ensure greater opportunities for student success, DISD will support these Parent/Community objectives and strive to establish:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups,
- Diverse communication channels between school and families.