

Shepherd I.S.D.



***Handbook of Information for Students,
Guardians, and Parents
Including SISD Transportation Handbook
and the Student Code of Conduct***

2011 – 2012

“Vision of Success for Every Student”

**Code of Conduct Adopted July 18, 2011
by the Shepherd ISD Board of Trustees**

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The Shepherd ISD Student Handbook including SISD Transportation Handbook and Student Code of Conduct is available on-line at

www.shepherdisd.net

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Mission Statement

Through the shared responsibility of teachers, students, parents, and community, Shepherd ISD will empower students with the academic, career, and social skills needed to succeed in a competitive and ever-changing society.

Vision for Shepherd ISD

Success for every student!

Fight Song

Cheer, cheer for Old Shepherd High,
Kick that football and run down that line
Coaches standing over there-
So be sure to make that touchdown fair.

We never fumble, we never fall
We'll get there with the help of you all,
All you saints of Shepherd High

School Song

Shepherd High forever; That is our name,
Never, o' never, Will we lose our fame
we love her-
So, we cheer forever, On to victory,
For we are bound together. For eternity-
we love her

School Colors

Royal Blue and White

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PREFACE

To Students and Parents:

Welcome to school year 2011–2012! 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 Shepherd ISD Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—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 for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Shepherd 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 as an attachment to this handbook or as a separate document sent home to parents and posted @ www.shepherdisd.net or available in the principal’s office.

The Student Handbook is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.

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

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal.

Also, please complete and return to your child’s campus the following required forms provided in the forms packet accompanying this handbook:

1. Parental Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Release of Information to Military Recruiters and Institutions of Higher Education Form; and
4. Consent/Opt-Out Form.

[See **Obtaining Information and Protecting Student Rights** on page 3 and **Directory Information** on page 9 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office or online at www.shepherdisd.net.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

---High, Middle, Intermediate, and Primary Schools---

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

PARENTAL INVOLVEMENT

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 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 22 and **Academic Programs** on page 15.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 51.]
- Use the electronic gradebook program on a regular basis to monitor your student's daily work and progress in each class.
- Becoming a school volunteer. [For further information, see policies at GKG and contact campus administrator.]
- Participating in campus parent organizations. Parent organizations include: Booster Clubs, Campus Improvement Team and district Improvement Team.
- 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 campus administrator.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 43.]
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.] SISD Board meetings are held the 3rd Monday of each month at 1401 South Byrd at the Administration Building.

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Laura Redden and may be contacted at 936-628-3396.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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 or selling that information.
- 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.]

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing 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.

[Also see **Removing a Student from Human Sexuality Instruction** on page 5 for additional information.]

Displaying a Student's Artwork and Projects

Teachers may display students' work 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, and the like on the district's Web site, in printed material, by video, or by any other method of mass communication.

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 counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

[See **Student Records** on page 8.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, 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; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

(Middle School only)

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your 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.

Removing a Student Temporarily from the Classroom

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 the Texas Education Agency.

Removing a Student from 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 or acquired immune deficiency syndrome 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:

A summary of the district's curriculum regarding human sexuality will be sent home with students at the beginning of each school year. [For further information, contact Donna Turner]

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this 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.

Excusing a Student from 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 United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 49 and policy EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

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 United States government extends diplomatic immunity. [See policy EHBK (LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

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

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

Requesting Notices of Certain Student Misconduct

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.]

School Safety Transfers

As a parent, you have a right:

- To request the transfer of your child to another classroom or campus if your child has been determined by the superintendent to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent for information. [See policy FDB.]
[See **Bullying** on page 17, and policy FFI (LOCAL).]
- To 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 (LOCAL).]
- To request the transfer of your child to another 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. [See policy FDE.]

Requesting Classroom Assignment for 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).]

Parents of Students with Disabilities

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. [See policy FDB(LOCAL).]

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service animal on campus.

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

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the ***Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities***.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Ann Zeigler 936-628-3396.

Parents of 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.

Accommodations for 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 related to leave or deployment activities may be excused by the district. The district will permit no more than 3 excused absences per year for this purpose. Extenuating circumstances require superintendent approval.

Additional information may be found at <http://ritter.tea.state.tx.us/mil/>.

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.
Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes 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.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release 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.

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 and principals' offices is: **#1 Pirate Lane; 1401 South Byrd; 420 Railroad Avenue; 10300 Hwy 150**

A parent (or eligible student) may inspect the student's records and request a correction 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 principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district 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 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** on page 51, and **Student or Parent Complaints and Concerns** on page 21 for an overview of the process.]

The district's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.shepherdisd.net.

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.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

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

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of 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.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for school-sponsored purposes. For these specific school-sponsored purposes, the district would like to use your child's name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above as **Directory Information**.

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

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the 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. Should you be unable to find the information on a particular topic, please contact the campus administrator at the campus your child attends.

ABSENCES/ATTENDANCE---High, Middle, Intermediate, & Primary Schools

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

Compulsory Attendance

State law requires that a student between the ages of six and 18 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.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Students enrolled in prekindergarten or kindergartens are required to attend school.

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 in grades 3–8 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 applicable subject area.

Exemptions to Compulsory Attendance

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 United States citizenship;
- Service as an election clerk; and

- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's return to campus.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Failure to Comply with Compulsory Attendance

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.

A court of law may also impose penalties against both the student and his or her parents 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 from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

If the student is age 18 or older, the student's parents will not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See policy FEA (LEGAL).]

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit 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 for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a 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, if appropriate. [See policies at FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- A 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 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.

The student or parent may appeal the committee’s decision to the board of trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL).

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

Parent’s Note after an Absence

When a student must be absent from school, the student—upon returning 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 18 or older. *In the event that your child is unable to attend school, a note---signed by the parent---regarding the absence, must be submitted to the front office within three (3) days of the absence. If a note is not sent, the absence will be considered unexcused.* Notes must be specific. Notes stating that there was an emergency, out of town, or appointment will not be accepted without specifics.

Doctor’s Note after an Absence for Illness

Upon return to school, a student absent for more than 3 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school.

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.[See policy FEC(LOCAL).]

In the event that your child is unable to attend school, a note---signed by the parent---regarding the absence, must be submitted to the front office within three (3) days of the absence. If a note is not sent, the absence will be considered unexcused.

Attendance Notification Letters

Letters regarding attendance are sent to parents/guardians when their child reaches three, five, and eight absences. These letters are sent regardless of whether the absence is excused or unexcused. If you have any questions regarding these letters or the number of absences that your child has incurred, you may contact your child’s campus secretary, assistant principal, or principal.

Criteria for Making up Hours

Attendance credit recovery will be determined by the Attendance committee for each campus.

High School

- 1) Hours can only be made up in the following:
 - a) Saturday school
 - b) Other-approved by principal
- 2) A 40 hour cap has been put into place. Once you reach 40 hours you will automatically be denied credit and you will not be allowed to make up hours.
- 3) You will be expected to make up hour for hour. There will be no exception made. If you owe 10 hours, you will make up 10 hours.

- 4) No late hours will be accepted unless approved by a principal.

Missed Assignments

Missed assignments due to absences must be completed within required guidelines. SISD guideline for assignments missed due to absences is one class day for each day of absence.

For example, if a student is absent on Monday and returns to school Tuesday, all assignments must be completed and returned to the instructor no later than class time on Wednesday. Students are responsible for approaching the teachers and retrieving their make-up work. Failure to make up assignments within the required time period will result in an assignment grade of zero.

Assignments missed due to unexcused absences shall be completed within the allotted time period and shall receive a grade reduction of 20 percent at teacher discretion.

The District shall not impose a grade penalty for make-up work after an absence because of suspension.

Makeup work for absences due to an extracurricular activity should be turned in before the day of the absence. Extracurricular days are a privilege and therefore the student is responsible for planning in advance with each of his / her teachers to maintain classroom assignments, test, and /or projects unless otherwise approved by the course instructor. These arrangements should be in writing so that no misunderstanding of course work expectations occurs by either the student or the teacher.

ARRIVAL OF STUDENTS TO SCHOOL---High, Middle, Intermediate, & Primary

A student is tardy if he/she enters the building after 8:00 a.m. The tardy policy will be enforced as follows:

After 10 unexcused tardies, the compulsory attendance law will be enforced. A child who is required to attend school under this law shall attend school each day for the entire period the program of instruction is provided.

If the student has a doctor's appointment, send a copy of the doctor's note to the office upon return to school.

A student who is tardy to class may be assigned to detention hall. Repeated instances of tardiness will result in more severe disciplinary action.

High School

A student is counted absent for each individual class if arriving later than 20 minutes into the period.

Middle, Intermediate, and Primary

- 1) Do not drop students off at school prior to 7:30 a.m. There will be no personnel on duty until 7:30 a.m.
- 2) Any student arriving before 7:55 shall go immediately to the cafeteria if eating breakfast or to the designated holding area and remain seated until released to class.

After a combination of 5 tardies and/or early departures a student will not receive a perfect attendance certificate at the end of the school year.

Driver License Attendance Verification (High School)

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester.

ACADEMIC PROGRAMS---High School

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. [For more information, see **Academic Counseling** on page 22 of this handbook and policies at EIF.]

Advanced Placement Courses

Advanced placement courses are offered at Shepherd High School. The advanced placement tests in these courses are offered by the state each May. Depending on the test score, a student could receive college credit for the course that was tested.

CORRESPONDENCE COURSES--- High School

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. A maximum of two (2) state required credits may be earned through correspondence courses.

[For further information, see policies at EEJC.]

AWARDS AND HONORS

High School

*Recognition for success is instrumental in student growth. The following programs at **high school** provide incentives for student success.*

Six Weeks Awards

Awards for academic success, attendance and citizenship may be given each six-week grading period. An honor roll will be kept for each grading period (six weeks, semester and year). Each will be independent of the other.

Students earning all grades of 90% or above will receive the “A” Honor Roll. Students earning all grades of 80% or above will be listed on the “B” Honor Roll.

Annual Awards

Students winning annual awards will be recognized in the end of the year awards assembly.

- Students with perfect attendance for the entire year will receive a certificate. Student receiving perfect attendance will be present in all classes. If a student is absent for a period, he / she will not be eligible for a perfect attendance award. A medical absence does not count as an absence as long as the student attends part of the school day and brings a doctor's note to the attendance clerk. Students with perfect attendance each six weeks will be eligible for drawings with cash prizes and other awards.
- The Valedictorian and Salutatorian will receive an award. Other top graduating seniors will be recognized.
- The “S” award will be given to the highest numeric grade average for the year boy and girl in each grade level. To be eligible for this award, a student must be enrolled the entire school year. Any failing grade will eliminate the student. The student must be enrolled in at least 4 courses for the year.

Middle School

Awards for academic success, attendance and citizenship may be given each six-week grading period. An honor roll will be kept for each grading period (six weeks, semester and year). Each will be independent of the other.

A Honor Roll is based on the following criteria:

1. Students who earn 90 or above in all subject areas for the six week reporting period will be placed on the A Honor Roll.
2. Students will be placed on the End of Year A Honor Roll if they have a yearly average of 90 or above in all subject areas.

A-B Honor Roll based on the following criteria:

1. Students who earn 90 or above in one (1) one core subject area and 80 or above in all remaining subject areas for the six week reporting period will be placed on the A-B Honor Roll.
2. Students will be placed on the End of Year A-B Honor Roll if they have a yearly average of 90 or above in (1) one core subject area and 80 or above in all remaining subjects.

“S” Award is based on the following criteria:

The “S” award will be given to the highest numeric grade average for the year boy and girl in each grade level. To be eligible for this award, a student must be enrolled the entire school year. Any failing grade will eliminate the students.

Perfect Attendance is based on the following criteria:

Students with perfect attendance for the entire year will receive a certificate. To be eligible, the student must be present in all classes. If a student is absent for a period, he/she will not be eligible for a perfect attendance award. A medical absence does not count as an absence as long as the student attends part of the school day and brings a doctor’s note to the attendance clerk. Students with perfect attendance each 6 weeks will be eligible for drawings for cash prizes and other awards.

Intermediate School

The following programs at the Intermediate school provide incentives for student success:

Honor Roll

Students who are doing grade level work are eligible for the **A Honor Roll** based on the following criteria:

- 1) Students who earn **90** or above in all of the major subject areas (Reading/English Language Arts (ELA), Math, Science, and Social Studies), for the six week reporting period and working on grade level will be placed on the six weeks **A Honor Roll**.
- 2) Students will be placed on the End of Year A Honor Roll if they have a yearly average of 90 or above in each subject area.

Students who are performing on grade level are eligible for **A-B Honor Roll** based on the following criteria:

- 1) Students who earn **90** or above in **one (1)** major subject area and **80** or above in **all** of the remaining major subject areas (Reading/English Language Arts (ELA), Math, Science, and Social Studies), for the six week reporting and working on grade level will be placed on the six weeks **A-B Honor Roll**.

- 2) Students will be placed on the **End of Year A-B Honor Roll** if they have a yearly average of **90** or above in **one (1)** major subject area and **80** or above in **all** the remaining subject area.

Principal Award

- Students with a yearly average of 95 or above in Reading and/or Math will receive the Principal's award.

Primary School

The following programs at the Primary school provide incentives for student success.

Pirate Treasure

In order to promote good citizenship, students will be recognized each six weeks and end of the year for good behavior.

Perfect Attendance

Students will be recognized each six weeks, semester and at the end of the year for perfect attendance.

Honor Roll

Students who are doing grade level work are eligible for the A Honor Roll based on the following criteria:

1. Students who earn 90 or above in Reading/Language Arts (ELA) or Math, for the six week reporting period and working on grade level will be placed on the six weeks **A Honor Roll**.
2. Students will be placed on the **End of the Year A Honor Roll** if they have a yearly average of 90 or above in Reading/Language Arts (ELA) and Math.

Students who are performing on grade level are eligible for A-B Honor Roll based on the following criteria:

1. Students who earn 90 or above in one (1) subject area and 80 or above in the other subject area (Reading/Language Arts (ELA) or Math, for the six week reporting period and working on grade level will be placed on the six weeks **A-B Honor Roll**.
2. Students will be placed on the **End of the Year A-B Honor Roll** if they have a yearly average of 90 or above in one (1) subject area and 80 or above in the other subject area.

BULLYING---High, Middle, Intermediate, & Primary School

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of physical harm or of damage to the student's property, or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

Bullying could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred.

[Also see **School Safety Transfers** on page 6, **Hazing** on page 41, and policy FFI (LOCAL).]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS---High School

The district offers career and technical education programs in Agriculture Food & Natural Resources, Architecture and Construction, Human Services and Education and Training, finance, and Information Technology. Admission to these programs is based on past grade performance, student career selections, and aptitude and interest inventory.

Shepherd ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on page 48 for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE---High, Middle, Intermediate, & Primary School

The district has established a plan for addressing child sexual abuse, which may be accessed at each campus counselor's office. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or 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 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 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, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manage early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

The following Web sites might help you become more aware of child sexual abuse:

<http://www.tea.state.tx.us/index.aspx?id=2820>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT---High

Class rank shall be based on the end of the eleventh grade, middle of the twelfth grade, or at high school graduation, whichever is most recent at the application deadline.

The top ten percent of a high school class shall not contain more than ten percent of the total class size.

The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.

Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate.

Class rank is completed at the end of the 5th six weeks. The 4th and 5th six weeks are averaged together as a semester grade. **Final official ranking for seniors shall be calculated after the end of the 5th 6 week period.**

Senior class rank will be determined by adding all grade points earned and then dividing by the total number of semester grades. Students who have satisfactorily completed high school courses in seventh and eighth grades shall receive credit and grade points for those courses. In computing grade points students need to refer to Course Catalog. All grades from any other schools will be converted to Shepherd Independent School District's grade equivalent. This begins with the graduating Class of 2000. See "**GRADING SYSTEM**"

Qualifications for the Top Ten percent or Top Ten Ranked Students are as follows:

- All required courses for graduation done by correspondence must be completed by the end of the fourth six week period of the student's senior year.
- The final ranking will be done at the end of the fifth six weeks. The top ten will be announced at this time.
- The student must be enrolled in the Recommended Program or the Distinguished Achievement Program.

Because of enrollment, academic, disciplinary, and course requirements, the highest ranking students may not necessarily be valedictorian or salutatorian. In addition to class rank, a student must meet the following requirements to be eligible for valedictory or salutatory honors:

- Meet requirements for top ten percent.
- Enrollment in Shepherd Independent School District High School their entire 11th and 12th grade years and continuous attendance in Shepherd High School until graduation.
- No major discipline offense during the senior year. Offenses, which might result in disqualification, shall be referred to a committee comprised of the Principal, the counselor, and a teacher. The committee shall consider the evidence and make a recommendation.

GPA Tie – In the event of a GPA tie, the position will be shared in a dual award role. [For further information, see policies at EIC.]

Courses Not Included in Class Rank---High

E2020 Credit Recovery classes and local credit courses.

CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus

principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day’s schedule.

High, Middle

Shepherd High & Middle Schools operates on a traditional seven period schedule. Each class will meet for 50 minutes. Each class will meet every day. The School day begins at 8:00 a.m. and ends at 3:30 p.m. (See appendix for schedule).

Intermediate, Primary

The school day begins at 8:00am and continues until 3:20pm. The curriculum will be TEKS based and meet the minutes required by Texas Education Agency.

COLLEGE AND UNIVERSITY ADMISSIONS

For two school years following his or her graduation, a district student who graduates in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012 term, the University will be admitting the top nine percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the counselor for further information about automatic admissions, the application process, and deadlines.

[See also **Class Rank/Highest Ranking Student** on page 19 for information specifically related to how the district calculates a student’s rank in class].

COLLEGE CREDIT COURSES---High

Students in grades 10–12 have opportunities to earn college credit through the following methods:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught at the following institutions in the district: Angelina College [in the district at which a student can earn college credit]; and
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

COMPLAINTS AND CONCERNS---High, Middle, Intermediate, & Primary

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district 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 Web site at www.shepherdisd.net.

In general, the student or parent should submit a written complaint and request a conference with 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---High, Middle, Intermediate, & Primary

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—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.

Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct and policy FO (LOCAL) in the district's policy manual.

If you do not want corporal punishment to be administered to your child as a method of student discipline, **please return the form included in the forms packet OR submit a written statement to the campus principal stating this decision.** A signed statement must be provided each year.

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

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.

Football Stadium

All children attending Shepherd ISD home football games are required to be seated in the stands during the football game. Children will be allowed to travel to and from the concession stand/restroom area; however, they will not be allowed to congregate, visit, run, and/or play along the sidewalks or behind the stands. The priority of Shepherd ISD is to ensure a safe environment for all during the school day and at all extra-curricular activities.

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.

CONTAGIOUS DISEASES / CONDITIONS---High, Middle, Intermediate, & Primary

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

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

COUNSELING

Academic Counseling---High & Middle

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 8-12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling---High, Middle, Intermediate, & Primary

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

available information about community resources to address these concerns. A student who wishes to meet with the counselor should request an appointment at the office.

Psychological Exams, Tests, or Treatment---High, Middle, Intermediate, & Primary

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

[For more information, refer to policies EHBA (LEGAL), FFE (LEGAL), and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

Students who enter high school in 2011-2012 will fall under the state law which requires a student's score on an end-of-year (EOC) assessment to count as 15 percent of the student's final grade for the course.

CREDIT BY EXAM—If a Student Has Taken the Course---High

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

[For further information, see the counselor and policy EHDB (LOCAL).]

CREDIT BY EXAM—If a Student Has Not Taken the Course---High

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. Contact the school counselor to set up a date on which exams are administered during the 2011-2012 school year. Credit by Exam Testing must be scheduled with the counselor.

A student will earn course credit with a passing score of at least 90 on the exam. A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 90 on each exam in the subject areas of language arts, mathematics, science, and social studies.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the

one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC (LOCAL).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION--- **High, Middle, Intermediate, & Primary**

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. [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. 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 or 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, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.shepherdisd.net.

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 or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

Sexual harassment of a student by an employee, volunteer, or another student is prohibited.

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. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Examples of prohibited 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.

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.

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negative comments from a teacher that are justified by a student's poor academic performance in the classroom.

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, counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) for the appropriate district officials to whom to make a report.

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. The district will notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district.

In the event 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.

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

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

DISCRIMINATION---High, Middle, Intermediate, & Primary

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

DISTANCE LEARNING---High

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 30.]

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS---High, Middle, Intermediate, & Primary

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.

The school newspaper, Pirate TV and the yearbook are available to students.

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

[See **Directory Information for School-Sponsored Purposes** on page 9.]

Nonschool Materials...from students

Students must obtain prior approval from the principal before posting, circulating, or distributing more than ten copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool 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 the cafeteria and hallways as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

Nonschool Materials...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 nonschool 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 principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

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

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

DRESS AND GROOMING---High, Middle, Intermediate, & Primary

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 following:

- Students will wear clean clothing and keep themselves neat, modestly dressed, well groomed and free of offensive odor.
- Hair shall be kept clean and well-groomed. Hair must be natural colored hair color. Boy's hair must be out of the eyes and not to exceed the collar line of a collared shirt, and boys will not be allowed to wear ponytails, rattails, mohawks, or any type of hairstyle that is disruptive to the educational process. Mustaches and sideburns must be kept clean, neatly trimmed and not extend past the lobe of the ear. A neatly trimmed mustache is the only facial hair permitted.
- Hair curlers and rollers are not to be worn at any time.
- Wigs are not acceptable cover-up for hair not meeting the dress code.
- Hats, caps, do (doo) rags, hooded sweatshirts or jackets, headbands and bandannas are not to be worn. Hoods must be off during the school day.
- Appropriate undergarments must be worn at all times.
- The district will not allow pictures, emblems, or writing on clothing that are lewd, offensive, unpatriotic, or depict tobacco products, alcoholic beverages, drugs or any prohibited substance.
- All tops must be long enough to cover the midriff completely at all times.
- Sleepwear and lingerie are not permissible as outer garments.
- Muscle shirts and net shirts are not acceptable.
- Shirts are to be buttoned to a modest level. Zippered shirts must be zipped closely to the same degree as buttoned shirts. Shirts that reveal an excessive amount of cleavage will not be accepted.
- Shoes - **High School**
Shoes must be worn at all times. Students must wear appropriate shoes. House slippers and shoes with cleats or similar type shoes are not permitted because of safety considerations as students travel steps and hallways. *For Safety Reasons*; some courses (Ag, Building Trades, etc...) may

necessitate wearing shoes that offer more protection. While Flip-flop type shoes may be appropriate for informal situations; they will not be allowed to be worn at more formal occasions such as: Awards Ceremonies, Banquets, Graduation, etc...). Safe walking should be the guide for slippery surface shoes and high heels.

- Shoes continued... **Primary, Intermediate, and Middle School**

Students cannot wear platform shoes that are deemed unsafe for school activities. For safety and health reasons flip-flops, house slippers, and shoes with cleats or similar type shoes are prohibited on these campuses.

- Any noise making articles that are distracting will not be worn.
- The length of skirts, dresses, shorts, culottes, holes in jeans, etc. should be no more than 4 inches above the kneecap. Holes must have permanent backing.
- Halter tops, see-through clothing, low cut, tank tops, and strapless garments should not be worn. Clothing must not be overly tight or revealing and must cover the top of the shoulder and the entire back.
- Students are not to wear clothing that is too tight, loose, revealing, sagging or short. Students are prohibited from wearing garments that sag below the waistline. Pants or shorts must be fitted at the waist and in the stride, not oversized, drag the ground or appear baggy. Students must wear belts with garments designed to be worn with belts.
- Boys are not to wear earrings or studs. Girls are allowed to wear earrings or studs in earlobes only. No body jewelry is allowed for boys or girls.
- No sunglasses (unless lightly tinted prescription) may be worn in the building.
- Any symbols/garments designated as gang related are banned.
- No trench coats will be allowed.
- Tattoos must be covered while at school and school related activities.
- No dog collars, chains, or spikes can be worn.

Determination of whether a student's dress or grooming is a distraction to the educational process of the classroom or school, or violates the community standards of dress or grooming can be a difficult decision. The Principal or Assistant Principal will have the final decision concerning what dress is appropriate or inappropriate.

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 will 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.

Classes missed while correcting grooming violations will be counted as unexcused absences or tardies

Student ID Badges--- Middle

Students will be issued identification badges each school year. Students are to have their badge on their person at all times when at school and any school function. If a student should lose their badge, they may be replaced for a fee of \$5.00.

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 first offense the student may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. The second offense the parent must pick up the confiscated telecommunications device from the principal's office for a fee of \$15 and the third offense will be explained to the parent.

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 page 57 and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be 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** on page 57 and policy FNF.]

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

Confiscated Items Return Policy

All items confiscated from SISD students will be returned to students at administrative discretion. Any items, regardless of the monetary value, NOT collected from the campus, no later than one week from the last day of instruction of the regular school year will be disposed of at administrative discretion. (Disposal timeline does not include ESY or Summer School).

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. (See the **Shepherd ISD Technology Acceptable Use Policy on page 69.**)

Students and their parents should be aware that email and other electronic communications using district computers are not private and will be monitored by district staff. [For additional information, see policies at CQ.]

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from sending, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition 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, 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 and may, in certain circumstances, be reported to law enforcement.

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit** on page 23, **Grading Guidelines** on page 32, **Graduation** on page 36, and **Standardized Testing** on page 63.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS---High, Middle, Intermediate, & Primary

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.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. [See <http://www.uil texas.org> for additional information.]

The following requirements 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 or International Baccalaureate course; or a pre-ap 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 with disabilities 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.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- 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 local policy will apply in addition to any consequences specified by the organization’s standards of behavior.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Non-curriculum-Related Groups** on page 56.]

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

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 requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 67.]
- 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 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 superintendent. [For further information, see policies at FP.]

FUND-RAISING---High, Middle, Intermediate, & Primary

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 14 days before the event. [For further information, see policies at FJ and GE.]

GANG-FREE ZONES---High, Middle, Intermediate, & Primary

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.

GRADE CLASSIFICATION---High

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

GRADING GUIDELINES---High, Middle, Intermediate, & Primary

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.

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

Also see **Report Cards/Progress Reports and Conferences** on page 51 for additional information on grading guidelines. See **Graduation** below, **Course Credit** on page 23, and **Standardized Testing** on page 63 for additional information regarding EOC assessments.

Academic Dishonesty

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or

information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and the parent will be notified.

Special Education Grading

Special Education student’s basis for grading is determined by the individual student’s IEP (Individual Education Plan) which is decided by the ARD (Admission, Review, and Dismissal) committee. An ARD meeting may be called at any time to discuss concerns of the student, parent or guardian. No changes in grading or placement can be made without the meeting of the ARD committee.

Achievement Reported

In grades 1 – 12, achievement is reported to parents as:

ACADEMIC

Excellent..... 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
 Good..... 80, 81, 82, 83, 84, 85, 86, 87, 88, 89
 Average.....70, 71, 72, 73, 74, 75, 76, 77, 78, 79
 Not yet meeting Texas’ Expectation.....69 and lower

CONDUCT

E = Excellent S = Satisfactory N=Needs Improvement U = Unsatisfactory

Grade Value System

Six weeks grades will be given in each subject based on the degree of competency of Texas Essential Knowledge and Skills. Competency is based on summative evaluations of TEKS based assignments. The following grading system shall be used:

- A 90-100**
- B 80-89**
- C 70-79**
- F Below 70**

Transfer grades from other schools that are reported in letter form or in percentage and no conversion scale is provided from the sending school will be converted to Shepherd Independent School District’s grade scale using the following conversion:

Letter Grade	Numerical Grade	Letter Grade	Numerical Grade
A+	99	B-	82
A	95	C+	79
A-	92	C	75
B+	89	C-	72
B	85	F	69 or below

Grade Point Chart---High

A weighted Grade Point Average (GPA) is used to determine class ranking and honor graduates. Grade points are earned for a particular grade in each semester of a course successfully completed and are only awarded at the end of each semester. The numerical grade earned will vary in grade points with the level of the course. Consult Course Catalog for individual course grade point weighting. **Students who entered SHS during 2010-2011 and after, will receive credit on a 4.0 grade point for all classes except Pre-AP, Dual Credit, Basic and Applied classes.** Point conversion is as follows:

Numerical Grade	Basic Classes	Recommended Classes	Pre-AP/AP/Dual
100	3.0	4.0	5.0
99	2.9	3.9	4.9
98	2.8	3.8	4.8
97	2.7	3.7	4.7
96	2.6	3.6	4.6
95	2.5	3.5	4.5
94	2.4	3.4	4.4
93	2.3	3.3	4.3
92	2.2	3.2	4.2
91	2.1	3.1	4.1
90	2.0	3.0	4.0
89	1.9	2.9	3.9
88	1.8	2.8	3.8
87	1.7	2.7	3.7
86	1.6	2.6	3.6
85	1.5	2.5	3.5
84	1.4	2.4	3.4
83	1.3	2.3	3.3
82	1.2	2.2	3.2
81	1.1	2.1	3.1
80	1.0	2.0	3.0
79	.9	1.9	2.9
78	.8	1.8	2.8
77	.7	1.7	2.7
76	.6	1.6	2.6
75	.5	1.5	2.5
74	.4	1.4	2.4
73	.3	1.3	2.3
72	.2	1.2	2.2
71	.1	1.1	2.1
70	0	1.0	2.0

Grade Reporting---High

Daily Work, Examinations and Grading

- Daily work that is assigned in class and completed on a regular basis
- Test administered during the grading period
- Notebooks, reports and other class projects
- Classroom participation
- Quality of work
- Promptness in fulfilling assignments

Three and Six Week Averages

In order to assist in the requirements of No Pass / No Play and to maintain good parent communication, student grades will be monitored on a three week interval. In order to have an official grade on record, this grade must be numerical and not letter. The grade will be based on the following value system:

- 50% - Daily Grades (minimum of 10 grades based on homework, class work, worksheets, pop quizzes and teacher evaluation per six weeks, minimum of 5 per 3 week period).
- 50% - Tests or projects (minimum of 3 grades based on major exams, unit or chapter test/projects, research work, etc. per six weeks with one of the grades being recorded within the 3 week progress reporting period). Six weeks tests will be required.

Three and Six Week Averages for Pre AP or AP Classes

These classes are more comprehensive in nature and require more individual work. The following grading system will be used:

- 40% - Daily Work (Minimum of 6 grades per six weeks)
- 60% - Major exams, individual projects or research work (with a minimum of 3 grades per six weeks with one of the grades being recorded within the 3 week progress reporting period.)

Semester Grades

Semester grade will be determined by averaging the three six-week grades and the semester exam grades together. Mid-term and Final Exam Grades will count 15% of Semester Average

Final Grade Average for the year

The final year end grade will be determined by averaging the first and second semester grades.

Students who enter high school in 2011-2012 will fall under the state law which requires a student's score on an end-of-year (EOC) assessment to count as 15 percent of the student's final grade for the course.

Grade Reporting---Middle

Three and Six Week Averages

In order to assist in the requirements of No Pass / No Play and to maintain good parent communication, student grades will be monitored on a three week interval. In order to have an official grade on record, this grade must be numerical and not letter. The grade will be based on the following value system:

- 50% - Daily Grades (minimum of 10 grades based on homework, class work, worksheets, pop quizzes and teacher evaluation per six weeks, minimum of 5 per 3 week period).

- 50% - Tests or projects (minimum of 2 grades based on major exams, unit or chapter test/projects, research work, etc. per six weeks with one of the grades being recorded within the 3 week progress reporting period). Six weeks tests will be required.

Semester Grades

Semester grade will be determined by averaging the three six-week grades.

Final Grade Average for the year

The final year end grade will be determined by averaging the first and second semester grades.

Grade Reporting---Intermediate, Primary

In grades PK and K achievement is reported to parents as a mastery check list. Report cards will denote skills that are mastered each six weeks.

In grades first and second, achievement is reported to parents in the following subjects: English Language Arts/Reading, Math, Social Studies and Science / Health.

In grades three, four, and five, achievement is reported to parents in the following subjects: English Language Arts/Reading, Math, Social Studies and Science / Health.

Three and Six Week Averages

In order to assist in the requirements of No Pass / No Play and to maintain good parent communication, student grades will be monitored on a three week interval. The grade will be based on the following value system:

- ❖ Daily grades and tests are weighted equally. Daily grades (minimum of 10 grades are based on class work, projects, research, and tests, minimum of 5 per 3 week period).

Semester Grades

Semester grade will be determined by averaging the three six-week grades.

Final Grade Average for the year

The final year end grade will be determined by averaging the first and second semester grades.

GRADUATION---High

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grades 10 and 11 during the 2011–2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Also see **Standardized Testing** on page 63 for more information.

Beginning with students who enter grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses and will replace the exit-level test as mentioned above: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met.

Also see **Grading Guidelines** above and **Standardized Testing** on page 63 for more information.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF (LEGAL).]

Effective with ninth graders in the 2011–2012 school year, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s eligible graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the student’s EOC assessment scores in each content area will be added together. If the student’s total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduation under the Advanced/Distinguished Achievement Program.

Shepherd High School
State Graduation Requirements
(entered 07-08, 08-09, 09-10)

Subjects	Minimum	Recommended	Distinguished*
English	4 credits	4 credits	4 credits
Math	3 credits Must include Algebra I & Geometry	4 credits Must include Algebra I, Geometry, Algebra II, Math Models (only before Alg. 2) or PreCal	4 credits Algebra I, Geometry, Algebra II & PreCalculus
Science	2 credits Must include Biology	4 credits Must include Biology & 3 credits selected from IPC, Chemistry, Physics [IPC must be taken after Biology]	4 credits Must include Biology, Chemistry, Physics and an additional science from approved list
Social Studies	3.5 credits (World Geography, World History, US History, & Government)	3.5 credits Same as minimum	3.5 Same as minimum
Economics	.5 credit	.5 credit	.5 credit
Removed Health			
PE or Athletics	1 credit	1 credit	1 credit
Removed Tech Applications			
Fine Arts	1 credit	1 credit	1 credit
Languages other than English		2 credits Must be in the same language	3 credits Must be in the same language
Professional Communication	.5 credit	.5 credit	.5 credit
Electives	8.5 credits	5.5 credits	4.5 credits
Total	24	26	26

*Distinguished Achievement Graduation Plan requires 4 Advanced measures in addition to the State mandated credits: **Any combination may be applied as DAP measures:**

- a score of 3 or above on the College Board AP exam
- a grade of 3.0 (80) or higher on college level courses
[Dual credit or tech prep articulated courses]
- a score on the PSAT (jr. year) that qualifies a student as a Commended Scholar or higher by the National Merit Scholarship Corporation

Shepherd High School
State Graduation Requirements
(entered 10-11 or after)

Subjects	Minimum	Recommended	Distinguished*
English	4 credits	4 credits	4 credits
Math	3 credits Must include Algebra I & Geometry	4 credits Must include Algebra I, Geometry, Algebra II, Math Models (only before Alg. 2) or PreCal	4 credits Algebra I, Geometry, Algebra II & PreCalculus
Science	2 credits Must include Biology	4 credits Must include Biology & 3 credits selected from IPC, Chemistry, Physics [IPC must be taken after Biology]	4 credits Must include Biology, Chemistry, Physics and an additional science from approved list
Social Studies	3.5 credits (World Geography, World History, US History, & Government)	3.5 credits Same as minimum	3.5 Same as minimum
Economics	.5 credit	.5 credit	.5 credit
Local Health	.5 credit	.5 credit	.5 credit
PE or Athletics	1 credit	1 credit	1 credit
Local Tech Applications	.5 credit	.5 credit	.5 credit
Fine Arts	1 credit	1 credit	1 credit
Languages other than English		2 credits Must be in the same language	3 credits Must be in the same language
Professional Communication	.5 credit	.5 credit	.5 credit
Electives	7.5 credits	4.5 credits	3.5 credits
Total	24	26	26

*Distinguished Achievement Graduation Plan requires 4 Advanced measures in addition to the State mandated credits: **Any combination may be applied as DAP measures:**

- a score of 3 or above on the College Board AP exam
- a grade of 3.0 (80) or higher on college level courses
[Dual credit or tech prep articulated courses]
- a score on the PSAT (jr. year) that qualifies a student as a Commended Scholar or higher by the National Merit Scholarship Corporation

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

Please be aware that not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at his or her regular campus should contact the counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for those students to take a course in the required curriculum other than fine arts or CTE, the district will offer the course for the following year either by teleconference or at the school from which the transfers were requested.

Early Graduation Program

The Early High School Graduation Program will be available for students in Shepherd Independent School District. See the High School counselor for more information.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities may be permitted to graduate under the provisions of his or her IEP.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH (LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **STANDARDIZED TESTING** for additional information.] If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

Graduation Activities

Graduation activities are privileges, not rights. Students may be denied the privilege of participating in graduation activities for disciplinary reasons. Students must pass all parts of the state-mandated exit-level Texas Assessment of Knowledge and Skills (TAKS) tests to participate in graduation activities. Graduation activities will include:

- Baccalaureate
- Graduation Ceremonies
- Project Graduation

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are highest ranked graduates may be selected to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered will be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the highest ranked graduates may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see **Student Speakers** on page 65.]

[See FNA (LOCAL).]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 31.]

State Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).]

HARASSMENT---High, Middle, Intermediate, & Primary

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

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.

[Also see **Bullying** on page 17 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS---High, Middle, Intermediate, & Primary

Bacterial Meningitis

State law specifically requires the district to provide the following information:

- What is meningitis?

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

- What are the symptoms?

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

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

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

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

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

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

- How can bacterial meningitis be prevented?

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

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It 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 Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Food Allergies

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

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

For additional information on the district's requirements and programs regarding elementary, middle, and junior high 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 held numerous meetings. Additional information regarding the district's School Health Advisory Council is available from the campus principal. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

[See **Removing a Student from Human Sexuality Instruction** on page 5 for additional information.]

Other Health-Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

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

Tobacco Prohibited

The district and its staff strictly enforce prohibitions against the use of tobacco products by students and 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's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the superintendent's office. If you have any questions, please contact superintendent.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the superintendent.

Head Check/Lice Policy---Intermediate, Primary

1. Each class has a day set aside to the clinic for a head check one grade level is checked per week.
2. Students suspected of having live nits are sent to the clinic for closer inspection.
3. Should the student have live nits or lice, parents or guardians are called to come and pick up the student. Should we not be able to reach the parent or guardian, the student will be placed in isolation and written notification will be sent home with the student.
4. Students who have been sent home must clear through the clinic before being readmitted to class. Parents must bring these students to school in case they are not found to be clear; they must be taken home. In this way, parents do not have to make a special trip to the school to pick up the student, and the student does not have to spend the day in isolation if we should be unable to reach the parent. Upon returning to school, the school nurse or clinic aide examines each child who has been sent home. Parents are welcome to observe the process.

The school's responsibility in this area is to identify students who have a problem and notify parents. We attempt to do this with regular head checks. With your cooperation, we can keep an aggravating problem under control.

The parent's responsibility is to rid the child of all-live nits or lice. This may include treating all members of a household and washing all linens and blankets. Pay close attention to hats, sweaters, coats, brushes, and combs. Items that are washable should be dried in a dryer or hung in the sun for a full day. If all these things are not treated, you have defeated your purpose. A regular head check of your own can give us advance notice of a problem we have not detected.

Children with continual lice problems are not allowed to ride the bus until they are clear for 3 days. Parents are required to bring students to school in the morning for head check. If they are clear; they will be allowed to ride the bus home in the afternoon after school.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Laura Redden, at 936-628-3396.

HOMEWORK---High, Middle, Intermediate, & Primary

Homework is an integral part of any effective educational program. It builds good study skills and work habits through meaningful assignments, helps students succeed and meet challenges, and provides proper communication with students and parents. It is used to reinforce content mastery, challenge student thinking and enrich student awareness. Homework will be assigned to students on a regular basis and will be due in the day and period designated by the teacher.

IMMUNIZATION---High, Middle, Intermediate, & Primary

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 <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. 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, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (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 the Department of State Health Services. 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. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Department of State Health Services Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES---High, Middle, Intermediate, & Primary

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.

Shepherd ISD Police Department

In order to support a safe and civil school system SISD now has a police department. The department plays a vital role in conjunction with campus administrators to ensure student and staff safety. The SISD police officer is located on the High school campus but serves all campuses in the district.

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 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 required to register as a sex offender or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

[For further information, see policies FL (LEGAL) and GRA (LEGAL).]

LIMITED ENGLISH PROFICIENT STUDENTS---High, Middle, Intermediate, & Primary

A student with limited English proficiency (LEP) 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 a LEP student.

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 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-L, as mentioned at Standardized Testing, below, may be administered to a LEP student. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions.

MAKEUP WORK---High, Middle, Intermediate, & Primary

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

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 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, E2020, 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---High, Middle, Intermediate, & Primary

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 policies at 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.
- In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the district's medical advisor; and
 - When the parent has previously provided written consent to emergency treatment on the district's form.

A student with asthma or severe allergic reaction (anaphylaxis) 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/clinic aide 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/clinic aide 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/clinic aide 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 policies at FFAC.]

NONDISCRIMINATION STATEMENT---High, Middle, Intermediate, & Primary

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

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Jody Cronin, Superintendent, 1401 South Byrd, at 936-628-3396.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Laura Redden, Assistant Superintendent, 1401 South Byrd, at 936-628-3396.
- All other concerns regarding discrimination: See the superintendent, Jody Cronin, 1401 South Byrd, at 936-628-3396.

[See policies FB (LOCAL) and FFH (LOCAL).]

NONTRADITIONAL ACADEMIC PROGRAMS---High

[See **Requirements for a Diploma** on page 36.]

Parties---Intermediate, Primary

Shepherd Intermediate and Primary Schools have three recognized party days throughout the school year. The Primary school has Christmas, Valentines, and an ARnival party. The Intermediate campus has Christmas, Valentine’s, Easter, or alternative days as determined for the entire campus. Food and drinks served during these parties do not have to meet the Food of Minimal Nutritional Value (FMNV) standards. According to the Texas Department of Agriculture (TDA), “students may be given FMNV, candy items or other restricted foods during the school day for up to three different events each school year to be determined by campus”-this will be the three scheduled party days. “During these events, FMNV may not be given during meal times in the area where school meals are being served or consumed.”

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS---High, Middle, Intermediate, & Primary

The District routinely screens students in PK-8 for vision, hearing, and grades 6-9 for spinal curvature problems. The primary school has routine vision and hearing screenings. Students initially enrolling in the District are screened for vision and hearing problems. Parents shall be informed of any problems detected during the screening process.

A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or member. The parent shall submit an affidavit stating objections to the screening on or before the date of student admission. **Athletic Physicals** – Please refer to Athletic Handbook.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE---High, Middle, Intermediate, & Primary

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags** on page 5.]

One minute of silence will 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. [See policy EC (LEGAL) for more information.]

PRAYER---High, Middle, Intermediate, & Primary

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---High, Middle, Intermediate, & Primary

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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades Pre-K through 12, promotion is based on an overall average of 70 percent or above on a scale of 100. This shall be based upon satisfactory demonstration of the skills required, as identified by the Texas Essential Knowledge and Skills for each course enrolled. Students who do not achieve an average mastery level of at least 70 percent or above in one credit course; shall be given the opportunity to regain the lost credits. Changes in grade-level classification shall be made at the beginning of the fall semester, with the exception of Seniors.

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.*

- 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.

* Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her 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.

With the exception of the 2011–2012 school year, 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 policies at EIE.]

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The

PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal and policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Credit Recovery---High

Shepherd High School has three credit recovery options:

- E2020-Credit recovery offered by computer based curriculum during the school day and after school. E2020 classes must be completed the day that grades are due at the end of the school year.
- Correspondence Courses
- Summer School (refer to page 64)

RELEASE OF STUDENTS FROM SCHOOL---High, Middle, Intermediate, & Primary

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

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse/clinic aide. The nurse/clinic aide will decide whether or not the student should be sent home and will notify the student's parent. The district registration form provides a place for parents to document who has permission to pick up your child from school. If there is a change in who is allowed to pick up your child; parents must send/provide a written notice to school. For the safety of your child, any person picking up your child during the school day, must be 18 years or older and provide valid identification. Only in emergency situations a parent may call the campus administrator requesting that a sibling younger than 18 years of age to pick up the child during the school day.

The regular school day ends at 3:20pm for Primary/Intermediate and 3:30pm for Middle/High School students. All students must be picked up from school by 3:45pm. When students are involved in after-school, school sponsored activities; parents must pick up these students immediately following dismissal from the activity. Failure to take parental responsibility for picking up your child will result in transferring custodial care of your child to the Shepherd ISD Police Department and/or local police departments.

Intermediate, Primary School

The secretary must be notified in writing or by telephone if there is a change in the student's normal means of transportation. If parents or guardians are contacting the school by telephone, **they MUST call before 2:00 P.M.**

After 5 tardies and/or early departures a student will not receive a perfect attendance certificate at the end of the school year. Students that check out before campus dismissal times will be issued an Early Departure Slip.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES---High, Middle, Intermediate, & Primary

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

At the end of the first three weeks of a grading period, parents will be given a written progress report if their child's performance in any course 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** on page 2 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the superintendent 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** on page 32.]

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.

Shepherd ISD 2011-2012 Grading Calendar

Grading Period	Grading Period Begins	Three-Week Check	Progress Reports Issued	Grading Period Ends	Grades Posted	Report Cards Issued
1 st	August 22	September 9 @ 3:30pm	September 12	September 29 @ 3:30pm	October 4	October 7
2 nd	October 3	October 21 @ 3:30pm	October 24	November 11 @ 3:30pm	November 15	November 18
3 rd	November 14	December 9 @ 3:30pm	December 12	January 12 @ 3:30pm	January 17	January 20
4 th	January 17	February 3 @ 3:30pm	February 6	February 24 @ 3:30pm	February 28	March 2
5 th	February 27	March 23 @ 3:30pm	March 26	April 13 @ 3:30pm	April 17	April 20
6 th	April 16	May 4 @ 3:30pm	May 7	**May 31 @ 1:00pm	May 31	May 31 or mailed

**Though school is in session through May 31, campus administrators may set an earlier deadline for the submission of grades for Grading Period 6 so that final report cards can be issued on the last class day.

Grade Calculations

Grades are to be calculated for progress reports and report cards based on work that students complete before the end of the school day on the date of the three-week check or grading period end date as noted in the calendar. Work completed after that time may only be considered in the calculation of a progress report or report card grade if the student is allowed to make up missing assignments due to absences in accordance with campus policies for makeup work.

RETALIATION---High, Middle, Intermediate, & Primary

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 23.]

SAFETY---High, Middle, Intermediate, & Primary

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

- 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, 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---High, Middle

Shepherd ISD student athletes will be given the opportunity to purchase additional insurance coverage. 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.

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. SISD routinely participates in the following 4 types of drills:

1. Lockdown (Intruder/Dangerous/Unknown Situations);
2. Shelter In Place (Severe Weather/Power Outage);
3. Building Evacuation (Better Out Than In);
4. Site Evacuation (Safer There Than Here)

When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Emergency procedures are posted at all entrances and classrooms.

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 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 because of severe weather or another emergency.

Global Connect, SISD's automated calling system, will be utilized to inform parents and students of school closure and/or notification of emergency situations.

School closing information will be announced on:

KPRC / TX Channel 2 / Houston	Channels 11 and 13 / Houston	KSBJ / Humble
KETX Cleveland / Livingston	KIKK / Houston	KSAM / Huntsville
KTRH AM 740/Houston.		

SAT, ACT, AND OTHER STANDARDIZED TESTS---High

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

SCHOOL FACILITIES---High, Middle, Intermediate, & Primary

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 7:30 a.m.

- Cafeteria
- Gym or other holding areas
- Classrooms for tutorials with a pass from the teacher

Unless the teacher or sponsor overseeing the 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, and unless involved in an activity under the supervision of a teacher, 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. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See campus secretary to apply.

The district follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (LEGAL).]

Each year the family must complete a new application and submit the completed form to the Child Nutrition office for processing and approval even if nothing has changed from the prior year. A letter will be sent home explaining what actions were taken on the application submitted. Students are allowed to begin school each year with the same program determination they ended the prior school year with for the first thirty (30) days.

For example, if your student was on the Free Meals program last year in May then your child will begin the new school year as a FREE student for the first thirty (30) days. **A NEW APPLICATION MUST BE FILLED OUT IN ORDER TO RECEIVE FREE OR REDUCED PRICED MEALS.**

Breakfast Rates and Information:

Student breakfast includes 1-Milk, 1-Juice or 1-Fruit, 1-entrée, 1-Bread item and condiments for that meal. Or 1-Milk, 1-Jumpstart breakfast kit.

Pre-Kindergarten through 12 th Grade Breakfast	\$1.25
Staff Breakfast	\$1.50
Visitor Breakfast	\$1.75

Lunch Rates and Information:

Student lunch includes 1-Milk, 1-Fruit, 1-Meat Entrée, 1-Vegetable, 1-Bread serving and condiments for that meal. Or 1-Milk, 1-Fruit, 1-Vegetable, and 1-Bread serving and condiments for that meal.

Pre-Kindergarten through 12 th Grade Lunch	\$2.00
Staff Lunch	\$2.75
Visitor Lunch	\$3.50

A la carte servings or "extra" items:

Milk	\$.50	Vegetable	\$.60	Crackers	\$.25
Tea	\$.50	Fruit	\$.60	Dressing Pack	\$.25
Meat	\$1.50	Bread	\$.50	Ice Cream	\$1.00-1.50
Bottled Juices 8 oz	\$.50 or 16 oz		1.00	Ice Cream (Primary)	\$.50
Bottled Juice 10 oz.	\$1.00	Juice 4oz.	\$.50		

A la Carte Snacks

Snacks are sold at the Intermediate, Middle and High Schools at various price ranges. Prices are posted at each site.

Payment Options

Parents are requested to prepay for their child's meals each week. A parent may request a printout of their child's account to view all purchases made by the student by contacting the child's school cafeteria managers.

Online payments are also accepted through the Meal Pay System and information is sent home at the beginning of each school year or as requested by parent.

You may also set up an online account at www.mealpay.com to monitor your child(s) meal account. You can add money to the account by check or credit card online. Please call the Child Nutrition office if you need help setting up your account or have questions.

If you wish to come and eat lunch with your child parents may *not* charge their meal to their child's account. It must be paid for in cash. No exceptions.

Child Nutrition Student ID's

We use Horizon Software for our Child Nutrition Program. We use a pin pad, a biometric Imaging Device and a Scan Card to identify each student which makes sure there is not any overt identification of a student's meal status.

Charging Policy

No charging will be allowed on any campus.

If your child does not have money on their account they will receive a "Pirate Meal" which consists of a cheese sandwich, an apple and their choice of milk.

Check Acceptance Policy

Shepherd ISD has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, telephone number, driver's license number and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year. Alternative forms of payment may be used instead of a check payment (cash, credit card, online payment).

Closed Campus---High

Shepherd High School operates on a closed campus. Students will not be allowed to leave campus during lunch unless a doctor's note is brought back to campus when the student returns. Any student found to have left campus will face disciplinary action. High School has a closed campus during lunch therefore parents/visitors will not be allowed to eat lunch with the students.

Library---High

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:

- During lunch with teacher and librarian permission

Middle, Intermediate, & Primary

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure with classroom teacher supervision. Middle and Intermediate school students may access the library with a teacher pass during the school day. The library is open all day at the Primary school

Meetings of Non-curriculum-Related Groups

Student-organized, student-led non-curriculum-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---High, Middle, Intermediate, & Primary

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 cause 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.

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) for more information.]

Vehicles on Campus---High

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Middle School

Middle School students are prohibited from driving any motorized vehicles to school or on district property.

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---High, Middle

The District shall require all students in grades **7-12** who participate in school-sponsored, competitive, extracurricular activities and driving to undergo random drug testing.

Scope

Participation shall include practice, competition, and involvement in events of these extracurricular activities. Participation shall not include attendance at school events, such as athletic contests, drama productions, or social functions.

Prior Written Permission

Written parental consent to random drug testing shall be submitted before a student is allowed to participate in a practice competition, or drive a vehicle. No student shall participate in a practice or competition or drive a vehicle until the consent form is executed and on file with the designated District official. Parents may request or volunteer to place their child's name in the random drug testing pool. If the student is 18 years of age or older, he or she shall be required to sign the permission form.

Consent forms shall be valid only for the school year in which they are signed.

Because participation in extracurricular activities and driving is a privilege and not a right, refusal to consent to random drug testing shall result in denial of participation in the extracurricular activities and driving identified in this policy.

Dissemination of Information

A copy of this policy shall be distributed to all students in grades 7-12 during the official registration period at the beginning of each school year. Students enrolling at a time other than the official registration period shall be given a copy of the policy as they register.

Testing Procedures

FREQUENCY

Once a month, a specified percentage of the students in grades 7-12 participating in school-sponsored, competitive, extracurricular activities and driving shall be randomly tested. Each school year, the Board of Trustees shall determine the percentage of students to be tested, based on the number of extracurricular activity participants and students who drive a vehicle to school.

The testing laboratory shall select the dates for conducting the monthly random drug test; the selection of dates shall not follow any recognizable pattern.

RANDOM SELECTION

The District shall provide the testing laboratory with a list of all identified extracurricular activity and driving participants. Parents may request or volunteer to place their child's name in this random drug testing pool. Students shall be chosen for the testing by computer generated random selection conducted by the testing laboratory.

TESTING STANDARD

Testing shall be conducted through accepted scientific means using approved practices and procedures established by the testing laboratory selected by the District. The testing parameters shall be set at industry standards as defined by the National Institute of Drug Abuse. The testing laboratory shall be certified by the Substance Abuse and Mental Health Services Administration and have greater than five years experience in toxicology testing and chain-of-custody procedures.

The drug test shall be performed by urinalysis using immunoassay methodology. All presumptive positive results shall be confirmed by a second test of the same specimen using a gas chromatography / mass spectroscopy methodology.

The test laboratory may use quantitative results to determine if possible results on repeat testing indicate recent use of illegal drugs or the natural decline of levels of an illegal drug from the body. If the testing laboratory believes the quantitative levels do not reflect current use, a negative result shall be reported.

SUBSTANCES

The District reserves the right to test, but not limited to, for amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, and opiates.

COLLECTION OF SAMPLES

Students shall be tested in an isolated facility under the supervision of a District official of the same sex. Each student shall provide a urine sample in a restroom or other private facility behind a closed stall door. The supervising District official shall assist the testing laboratory representative in testing the temperature of the specimen and ensuring an accurate chain of custody. Neither the supervising District official nor the testing laboratory representative shall directly observe a student while he or she is providing a urine sample. Facilities shall be secure, with only one student testing at a time, to assure security and confidentiality for each student.

The urine sample shall be collected in a sealed split specimen collection container provided by the testing laboratory. The student shall provide the collected sample to the testing laboratory representative, and the District official shall confirm that the student's identification information on the sample is correct. The split specimen container shall be sealed and witnessed by the student. The testing laboratory representative shall take all specimens to the laboratory for analysis.

A copy of the specimen collection and chain of custody procedures used by the District and the testing laboratory shall be made available to any parent or student upon request.

Test Results

STUDENT PRIVACY

Student privacy shall be protected in accordance with all applicable laws. Records of test results shall be kept confidential and provided only to parents, administrators, and personnel responsible for administering the extracurricular activities, other District officials with a legitimate interest in the

information, or as otherwise, required by law or overriding health and safety concerns. Test results shall be kept separate from other District records, and District personnel shall be allowed to view the information only if they have a legitimate interest in the results. Results shall not be shared with law enforcement officials except as required by law. Upon written request of a student's parent or of a student of legal age, test results may be released to a treatment facility.

NOTIFICATION

When a student's test indicates the presence of a prohibited substance identified in this policy, and within one school day of the laboratory receiving the confirmed positive test result, the parent shall be contacted by a medical review officer (MRO) employed by the testing laboratory. The MRO shall confer with the parents to determine whether there is a medical explanation for the positive test result. If the parent provides the medical excuse with documentation, the MRO shall report the test result as negative. Without medical documentation, however, the MRO shall report as confirmed a positive test result to the designated District administrator within one school day after conferring with the parent.

RETEST

A student who tests positive may request a second test. A request for a retest must be made in writing to the assistant superintendent within 48 hours from the time the parents are notified by the MRO of a positive test result. The student / parent shall bear any expense for a retest. The student or parent may select the second laboratory from a list of nationally certified independent laboratories identified by the District. The list of approved laboratories may be obtained from the assistant superintendent upon request. No result shall be accepted from a laboratory not on the District's list of approved laboratories.

Once a request for retest has been made, the District's testing laboratory shall send the second container of the split specimen directly to the second laboratory for testing. The results of the test conducted by the second laboratory and any statistics on the rate of positive drug tests shall not be released to any person, organization, news publication, or other media.

CONSEQUENCES

The following consequences shall apply to any student who tests positive for a drug in a test conducted under the provisions of this policy and who wishes to continue in participation in school sponsored competitive, extracurricular activities and driving a vehicle in the District.

FIRST POSITIVE TEST RESULT

After a first confirmed positive test result:

1. The student shall be suspended from participation in all identified extracurricular activities and / or driving privileges for ten school days or until the required documentation of counseling and a negative drug test result have been produced, whichever is longer;
2. A conference shall be conducted involving the designated District official, personnel responsible for administering the extracurricular activity in which the student participates, the student, and the student's parent;
3. The student shall provide documentation of attending and successfully completing two hours of substance abuse counseling from an approved provider;
4. The student shall submit to another drug test and produce a negative test result;
5. The student shall be tested during each subsequent random drug-testing event for one calendar year; and
6. Student / Parent shall bear expenses for all retest.

If the student has not completed these consequences within ten school days after the positive result is reported by the District to the parent, the student shall be suspended from participation in all identified extracurricular activities and/or driving privileges until the required documentation and negative test results have been produced.

SECOND POSITIVE TEST RESULT

After a second confirmed positive test result:

1. The student shall be suspended from participation in all identified extracurricular activities and / or driving privileges for 20 school days or until the required documentation of counseling and a negative drug test result have been produced, whichever is larger;
2. A conference shall be conducted involving the designated District official, personnel responsible for administering the extracurricular activity in which the student participates, the student, and the student's parent;
3. The student shall provide documentation of attending and successfully completing four hours of substance abuse counseling from an approved provider;
4. The student shall submit to another drug test and produce a negative test result;
5. The student shall be tested during each subsequent random drug-testing event for one calendar year; and student / Parent shall bear expenses for all retest.

THIRD POSITIVE TEST RESULT

After a third confirmed positive test result:

1. The student shall be suspended from participation in all identified extracurricular activities and / or driving privileges for the remainder of the school year, for 88 school days, or until the required documentation of counseling and a negative drug test result have been produced, whichever is longer;
2. A conference shall be conducted involving the designated District official, personnel responsible for administering the extracurricular activity in which the student participates, the student, and the student's parent;
3. The student shall provide documentation of attending and successfully completing six hours of substance abuse counseling from an approved provider;
4. The student shall submit to another drug test and produce a negative test result;
5. The student shall be tested during each subsequent random drug-testing event for one calendar year; and
6. Student / Parent shall bear expenses for all retest.

END-OF-YEAR SUSPENSIONS FROM PARTICIPATION

If a student's suspension from participation in an identified extracurricular activities and/or driving privileges is not completed by the end of a school year, the student shall complete the assigned period of suspension during the first semester of the following school year.

SUBSTANCE ABUSE COUNSELING

The District shall recognize substance abuse counseling provided by a certified chemical dependency counselor or any agency certified by the Texas Department of Health or the Texas Department of Alcohol and Drug Addiction Services. A list of approved substance abuse counseling providers may be obtained from the assistant superintendent upon request.

REFUSAL

Refusal to provide a sample, or noncompliance with the testing procedures, by any student engaged in school-sponsored, competitive, extracurricular activities, and/or driving a vehicle shall be considered a positive test result, shall be reported to the appropriate District representatives, and shall result in consequence appropriate to the student's testing history, as provided in this policy.

ACADEMICALLY NON-PUNITIVE

A positive drug test shall not affect a student's grade in any class, including any curricular class associated with an extracurricular activity. If participation in the extracurricular activity is required for the class, however, the student may be required to satisfy participation requirements in an alternative manner. Drug test results shall not be documented in the student's academic records.

APPEALS

A parent or student may appeal a positive test result in accordance with FNG (LOCAL). Consequences established by this policy shall not be deferred pending the completion of the appeals process. If the outcome of the appeal is not the student's favor, the number of days the student has been suspended from participation in identified extracurricular activities and/or driving during the appeal process shall count toward the total number of days of required suspension. If the outcome of the appeal is in the student's favor, the student shall be permitted to return to participation in all extracurricular activities and/or driving a vehicle.

[For further information, see policy FNF (LOCAL). Also see **Steroids** on page 65.]

SPECIAL PROGRAMS---High, Middle, Intermediate, & Primary

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

Bilingual Education / English as a Second Language

English is the basic language of instruction in our schools. Children who have limited English speaking skills will have access to programs to help them to learn to understand, speak, read, and write the English language. At the time you enroll your children, you will be asked to complete a Home Language Survey so we know whether to take additional steps to be sure your child is properly served.

Shepherd ISD identifies students whose home language survey indicates that another language is the families' primary language. After administering an Oral Language Proficiency Test, students who are limited English proficient are placed into a regular education classroom with an ESL certified teacher. Identified ESL students are given additional support from the campus ESL personnel. Annual LPAC (Language Proficiency Assessment committee) meetings are held for each student to determine student progress and services to be provided for the following year. If you have any question regarding the ESL program or Bilingual Education, please contact your child's campus.

Dyslexia

Shepherd ISD provides the opportunity for students with dyslexic characteristics to be identified and provided with support. We also provide access to instructional services for students who are identified and provide training for teachers serving these students. Program offerings include CEI and / or AIMS program. If you suspect that your student may be dyslexic or exhibits dyslexic tendencies, please contact your campus counselor.

Gifted and Talented Students

Some children demonstrate or show a potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at a very high level in intellectual, creative, or artistic area, show an unusually high capacity for leadership or excel in a particular academic field. We provide a variety of programs, activities, and learning opportunity for these students.

Shepherd ISD identifies these students based on their instructional needs. Selection occurs in May, with the exception of the Kindergarten, which occurs in early spring. Students in grades K-2 are screened each year. Students may be nominated by parents, teachers, counselors, administrators. Grades 3-5 students may be nominated by parents, teachers, counselors, administrators the spring of each school year. In grades 6th-12th a “student profile” will be used to identify students for the program. A screening committee will review the nominations and compile data for processing student identification. The Campus Screening Committee will consist of an administrator, a counselor and a teacher in the G/T program. If you have any questions please concerning the G/T program contact the principal or counselor at your child’s campus.

Intervention Instruction / Student At-Risk

Some students do not qualify for special education programs, but still need some additional assistance to be successful in school and complete the high school program. We provide tutorial programs and intensive or accelerated instruction in subjects where students are showing special difficulty, and may provide specially focused instruction to improve students’ language and math skills. Some of our specialized programs are designed to help students who are pregnant or parenting or who have been involved in the juvenile justice system. If you have questions or concerns about your student, please contact your child’s teachers.

504

Shepherd ISD identifies and serves students who have been determined to have a current physical or mental impairment, or have a record of such an impairment, which substantially limits one or more major life activities. A student can be referred for 504 evaluation by any individual who is actively involved with that student. Parental consent to begin the evaluation procedure will be obtained. The campus 504 committee will meet to evaluate student records and progress for placement in the program. The student’s parent/guardian will receive written notification of all eligibility accommodation and other services as needed. If you feel that your child may need the assistance of the 504 program, please contact your child’s counselor to request screening.

UIL

Students at Shepherd ISD may try out for UIL events if they so choose. Participants are chosen by the criteria outlined in the UIL rules and regulations. Student must be passing in all subjects in order to participate. For additional information concerning each event, please contact your child’s teacher.

Counseling Programs and Services

We have trained counselors available to talk and listen to students about situations and experiences that may be affecting their ability to get all they can from their instructional program. Academic motivation, self-esteem, Character Education, Social Skills, self-discipline, safety and hygiene are some of the topics addressed in both individual and group sessions. Classroom guidance and counseling programs are conducted on a regular basis. The counselors work with parents, community organizations, and the Mentor Program (grades 6-8) as needed to serve the students.

Mentor Program

Students are selected for the mentor program based on the recommendations from parents, teachers, counselors and principal. Mentors are responsible adults in our community willing to spend at least thirty minutes per week with a student. This time may be utilized to reinforce academic areas, study skills, and self-esteem. Parental permission is required for a student to participate in the program. This program is implemented by the personnel in our district.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The ACT or SAT may be available at no cost to students. In addition, students in grades 8 and 10 may have the opportunity to take the corresponding preparation assessments at no charge. Please check with the counselor for details.

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 will take state-mandated assessments, such as the 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. For the 2011–2012 school year only, this requirement will be waived. See **Promotion and Retention** on page 49 for additional information.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency Assessment Committee (LPAC).

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

Normally, there will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

Additional information will be provided to students and parents prior to the spring 2012 administrations.

Also see **Course Credit** on page 23, **Grading Guidelines** on page 32, and **Graduation** on page 36 for additional information.

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

Also see **Graduation** on page 36 for more information.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well.

STERIODS---High, Middle, Intermediate, & Primary

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 participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Jody Cronin, Superintendent of Shepherd ISD, who has been designated as the district's liaison for children in the conservatorship of the state, at 936-628-3396 with any questions.

STUDENT SPEAKERS---High, Middle, Intermediate, & Primary

At the discretion of the campus administrator a student who is eligible and wishes to introduce a school event should submit his or her name to the principal a minimum of one week prior to the event.

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events.

[See policy FNA (LOCAL).]

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 the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- www.texassuicideprevention.org
- <http://www.dshs.state.tx.us/mhservices-search/>

SUMMER SCHOOL---High, Middle, Intermediate, & Primary

Summer school classes are offered from 8:00 – 2:00 p.m. each day. Students will be given the opportunity to eat breakfast and lunch at the following times:

Breakfast – 7:30 – 8:00 a.m.

Lunch – 11:30 – 12:00 p.m.

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)

See **Standardized Testing** on page 63.

TARDINESS---High, Middle, Intermediate, & Primary

A student who is tardy to class by more than 10 minutes 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, AND TECHNOLOGICAL EQUIPMENT

---High, Middle, Intermediate, & Primary

State-approved textbooks are provided to students free of charge for each subject or class. 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 paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

TRANSFERS---High, Middle, Intermediate, & Primary

[See **School Safety Transfers**, on page 6, and **Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services**, on page 7, for other transfer options.]

TRANSPORTATION---High, Middle, Intermediate, & Primary

Students Assigned to the Discipline Alternative Education Program (DAEP) will not be allowed to use district transportation services while assigned to the DAEP.

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.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school.

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 transportation at 936-628-6353.

See the Student Code of Conduct for provisions regarding transportation to the DAEP. SISD does NOT provide transportation to DAEP.

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

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.

- Not possess or use any form of tobacco on school buses.
- 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 bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended. See the transportation handbook for complete rules.

VANDALISM---High, Middle, Intermediate, & Primary

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---High, Middle, Intermediate, & Primary

For safety purposes, video/audio equipment may be 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/audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VISITORS TO THE SCHOOL---High, Middle, Intermediate, & Primary

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 principal's office and must comply with all applicable district policies and procedures. A valid Driver's License or state issued ID is required to enter our school. A visitor's pass will be issued upon arrival. This badge must be visible at all times.

Admittance is only allowed with valid identification; driver's license.

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.

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

Visitors Participating in Special Programs for Students

On High School Career Day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

WITHDRAWING FROM SCHOOL---High, Middle, Intermediate, & Primary

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

Shepherd ISD Technology Acceptable Use Policy---High, Middle, Intermediate, Primary

Availability of Access

Shepherd Independent School District is pleased to offer a wide array of technology resources that include but are not limited to a computer network for file sharing, storage, printing, electronic email and the Internet. These services are granted to all students and District employees who return the appropriate signature page signed by the employee or parent/guardian of the student. Should a student fail to return the form or is not given parental permission, use of the computers is still available for traditional purposes such as word processing. The proper use of the technologies provided give students and staff of Shepherd ISD the tools needed to integrate technology into classroom instruction, communicate effectively, share resources, collaborate and use 21st Century Skills to achieve technology competency at all levels. The improper, illegal, inappropriate unethical use of these technologies can lead to consequences that are harmful to Shepherd ISD, its students and its employees. The Acceptable Use Guidelines outlined below are intended to educate the students and staff of Shepherd ISD of the proper use of technology in our district thus minimizing the likelihood of such harm. Legal Board policies CQ (Local) for Electronic Communication and Data Management and DH (Local) for Employee Standards of Conduct are the basis for these guidelines and any disputes or questions regarding student or staff Acceptable Use of the districts computer systems will be settled at the discretion of Shepherd ISD personnel.

Expectations

Shepherd ISD expects that all students and staff conduct themselves in a manner that will comply with district guidelines and rules. The Shepherd ISD Student Code of Conduct applies to electronic interaction just as it would face to face interaction. Access to the districts electronic communications systems is a privilege, not a right, and may be revoked if abused. Each student and employee is personally responsible for his/her actions when using district computers.

Inappropriate Use

Inappropriate use is anything that violates the law, violates the guidelines listed in this document, causes damage or loss to any property of Shepherd ISD, poses a security risk to any electronic data or content used by Shepherd ISD, causes a disruption in the normal functionality of this network or anything that interferes with the integrity or security of this or any networks connected to the network. Any violations of these guidelines could lead to the loss of your computer/network/internet privileges at Shepherd ISD. Below are general guidelines to follow to help prevent such loss

1. Do not use a computer to harm another person.
2. Do not damage the computers or network in any way.
3. Do not access, view, delete or copy another student's work that is saved in their network folder.
4. Do not download, upload or install any software, programs or malicious content to the network or computers.
5. Do not interfere with the operation of the network by accessing or viewing inappropriate material.
6. Keep your username and password to yourself. Any reports or documentation of activity citing your username will be treated as such.
7. Do not save non educational material, pictures or music to the server without permission.
8. Do not view, send or display inappropriate or offensive content.
9. Do not use any district electronic communication system in any way that may be considered:
(a) Obscene, (b) Offensive, (c) Abusive, (d) Threatening, (e) Harmful to another user, (f) Harassing, (g) Illegal, (h) Pornographic or (i) contrary to district policy.
10. Do not attempt to bypass district content filters to obtain access to inappropriate material.
11. Do not violate copyright laws.
12. Notify a teacher or staff member if you receive or come in contact with any material that you believe violates the rules of acceptable use.
13. Be prepared to be held accountable for your actions and for the loss of privileges if you violate these guidelines or any of the terms of acceptable use.
14. No personal laptops or other electronic devices are allowed at school. Shepherd ISD will not assume liability or be held responsible for lost or stolen devices. (Cell phones are allowed, but are not to be visible or used during the school day.)
15. Threatening, or disrespectful language in emails distributed through District email is prohibited.
16. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks, are prohibited.
17. Sending "spam" email or forwarding unsolicited junk mail or chain letters is prohibited.
18. Sending "for sale/rent" items via email is prohibited.
19. Use of any District electronic system for commercial, income-generating or "for-profit" activities, product advertisement, or political lobbying is prohibited.
20. Use of the system for promoting activities or events for individuals or organizations not directly affiliated with or sanctioned by the District is prohibited.

Email

The use of email at Shepherd ISD is for instructional/educational and administrative use only. The sending of jokes, chain emails, political emails, and spam emails, etc. through school email is prohibited and is considered an inappropriate use of Shepherd ISD equipment/services. All email and other electronic communications by both staff and students of Shepherd ISD are not to be considered confidential and will be archived as digital records for a time period of no less than one year. Email is to be considered a public document and can become part of a legal request through the Public Information Act. When corresponding through any form of electronic communication, always be mindful of the tone, grammar and spelling used. Also, whether intended or not, emails received from you district email account could lead the recipient to think that you are representing the district or school.

Network Behavior

Shepherd ISD students and staff will be given network accounts that will allow access to the District computers, network and any resources allowed by permissions granted. Each user will be held responsible for their actions while accessing available resources. The following are guidelines that

will apply to all users:

- Each user will be responsible for the proper use of their account at all times. At no point should a user share his/her account information to give another user access to the network.
- District Employees will be required to maintain a password for their account and should keep that password confidential at all times. In some cases, the user may be required to change their password on a regular schedule.
- District users should not install or alter any programs or software on the network. Any unauthorized installation of software onto network servers, classroom/library computers or any other electronic device is prohibited.
- The network should not be used in a manner that is thought to be illegal, offensive, a security risk or in violation of any other act prohibited by District policy.

Security

Shepherd ISD will make every attempt to keep the network and computers secure from malicious software, viruses, malware and attempted hacks. If a user of District network resources has knowledge of a possible security risk, the user should immediately notify district technology staff or the campus administrator. Any attempt by district users to load malicious software, viruses, malware or hack into unauthorized District resources will be treated as a violation of these guidelines and be subject to loss of privileges or other consequences. Below are guidelines to help maintain security and integrity of the district network and its resources:

- At no point should a student work on computer workstation using a teacher or staff member's login.
- Staff members should not allow students on their classroom workstations unless the user is logged in under his/her name and is closely monitored by the teacher.
- Teachers and students should make every attempt to keep their computer secure when logged in by either locking the workstation or protecting it with a password protected screensaver.
- At no point should a student or unauthorized staff member be allowed to work in any District or campus program that is used for maintaining student/employee records, administrative/budgetary documentation.

Storage

Network storage space will be provided to students who use the district network. The space provided will give students and staff a secure location to save school related work or content for the duration of the school year. District users are expected to use the provided storage space in a way that is compliant with these guidelines. Students should never download or install anything to the network drives or disks unless they have written permission from the Technology Coordinator or designee. Any inappropriate materials such as games, music, inappropriate pictures and files that consume large amounts of storage space will be deleted at the discretion of Shepherd ISD staff. District users should never access, view, copy or delete any files or folders contained within another user's storage space. In order to enforce these Acceptable Use Guidelines (AUG), all storage space will be monitored by district technology staff.

Internet Filter

Each district computer with Internet access will be filtered by district content filters. The filter will filter Internet traffic for material that may be obscene, pornographic, inappropriate for students or harmful to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. Families should be aware that even with our filters in place, some material accessed on the Internet may still contain inappropriate content. While the purpose of the

district is to use the Internet and other resources for constructive educational goals, students may find ways to gain access to other materials. Any attempt to gain access to sites not allowed by our Internet content filters will be deemed inappropriate use and could lead to loss of privileges or other consequences. The district shall not be liable for users' inappropriate use of district technology equipment or resources, violations of copyright restrictions or other laws, users' mistakes or negligence and costs incurred by the users.

Social Media / Web 2.0

Overview

Shepherd ISD realizes that the presence and use of 21st Century Skills, Web 2.0 tools and the use of social media is changing the learning environment of today's classrooms. Teachers are now teaching, communicating, collaborating, sharing and engaging students using new methods of learning. These methods include but are not limited to text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites (YouTube), editorial comments posted on the Internet, and social network sites (Facebook, MySpace, Twitter). Electronic media also includes all forms of telecommunication, such as landlines, cell phones, and Web-based applications. With the understanding that the use of these tools is important and with the expectation of professionalism and student/employee safety, Shepherd ISD has set forth the following guidelines/recommendations for student/employee use of Social Media and Web 2.0 tools:

- Shepherd ISD will host a District Facebook page that will be used as a communication tool between the District and students, staff, parents and the community. No responses to Facebook status updates will be allowed. At this time, the District Facebook page is the only Facebook page allowed at Shepherd ISD.
- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, equipment or other district resources such as district provided email.
- Any use of an external Web 2.0 tool such as a blog, wiki or website by a staff member should be linked directly from the staff member's District provided web page.
- All electronic communication via district approved tools and media between staff, students and parents should be professional and appropriate.
- Any use of an external Web 2.0 tool should be considered an extension of your classroom or District web page and should only contain content that is professional and appropriate.
- Any blog or wiki used should allow for teacher control over user comments. Examples of such blogs include but are not limited to EduBlog and KidBlog.
- Teachers and students should be mindful of the content they include in a blog or wiki posts and not include personal information about themselves or other students/employees.
- All employees and students should make sure of content and appropriateness of external web pages or Web 2.0 media before they link it to their District web page.

Note: All guidelines listed above are based on Legal Board Policy DH (Local) in the District Employee Handbook. Employees are expected to adhere to the policy in its entirety.

District/Department/School/Organization Websites

Overview

Shepherd ISD has and maintains an official website that will provide individuals with information about the District. Contained within the district website are campus websites, teacher websites, department websites and organization websites. Websites at all levels should follow these guidelines to ensure that they represent Shepherd ISD in a professional manner:

- All web pages should be checked for spelling, grammar and professionalism.
- All copyright laws for publications shall be followed.
- All pages should be kept up to date.
- All pages linked to your district web page should be checked for content and appropriateness.
- If you maintain an external website, blog or wiki, it should be link to your district provided website.

Schools and administrative departments may publish names, photos, and individual work of students or staff on web pages to recognize achievements and awards if the appropriate permission slips are on file in the office. Please ensure that these permission slips are up to date and for the current school year.

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 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 sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 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 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 will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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

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

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

LAT stands for linguistically accommodated testing, which is an assessment process for recent immigrant English language learners who are required to be assessed in certain grades and subjects under the NCLB Act.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher 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.

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.

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, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

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 grade 11 exit-level test or end-of-course assessments, when applicable, 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 the classroom or campus. 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.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grades 10 and 11 and is required for graduation for students at these grade levels. .

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.

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.