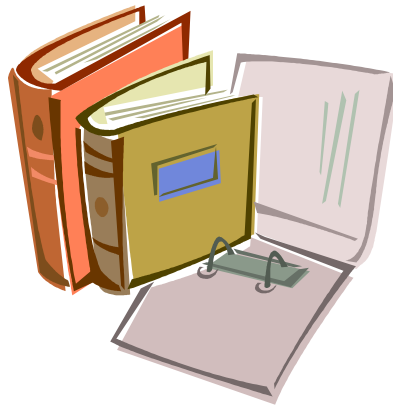


Sheldon ISD

Elementary
Student Handbook

2013-2014



Manual del Estudiante
Elemental

**Acknowledgment of Electronic Distribution of
Student Handbook**

***In an effort to conserve paper and reduce printing expenses, Sheldon ISD is asking parents to consider the option of accessing the Student Handbook and the Code of Conduct via the district website www.sheldonisd.com. However, parents may elect to receive a paper copy of the Student Handbook and Code of Conduct by checking the appropriate box below.

My child and I have been offered the option to receive a paper copy of or to electronically access at www.sheldonisd.com the Sheldon ISD Student Handbook and the Student Code of Conduct for 2013–2014.

I have chosen to:

- Accept responsibility for accessing the Student Handbook and the Student Code of Conduct by visiting the Web address listed above.
- Receive a paper copy of the Student Handbook and the Student Code of Conduct.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to the principal of the school.

Printed name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

**SHELDON INDEPENDENT SCHOOL DISTRICT
PARENT/STUDENT HANDBOOK
COMPLIANCE STATEMENT**

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL
ACTION

5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER
DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices: (1) acceptance policy on student transfers from other school districts, (2) operation of school bus routes or runs on a non-segregated basis, (3) nondiscrimination in extracurricular activities and the use of school facilities, (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children, (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin, (6) nondiscriminatory practices relating to the use of a student's first language; and (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring. Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office of Civil Rights, U.S. Department of Education. If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of Sheldon Independent School District to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Sheldon Independent School District makes positive efforts to employ and advance in employment all protected groups.

Dear Parent and Student:

The attached handbook describes procedures and educational opportunities, which we believe, will help your child get the most out of his/her education and which will insure that the Sheldon Schools remain a good place to learn.

At the heart of this information are policies passed by our Board of Trustees to guarantee a stable learning environment and the regulations necessary to execute those policies. We strongly encourage you to read and discuss the content of this handbook with your student.

To ensure that you have received this handbook, your child will be required to return to school the signature page with signatures acknowledging that you have read and received this handbook.

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.sheldonisd.com.

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PREFACE

To Students and Parents:

Welcome to school year 2013–2014! 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 Sheldon Independent School District 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 “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 Sheldon I.S. D. Student Code of Conduct, which is a document, adopted by the board and intended to promote school safety and an atmosphere for learning.

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

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

Also, 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. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

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

Section III – Required Notices and Information for Parents

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:

Ms. Denise Mustin Cravens ECA 13210 Tidwell Houston, TX 77044 281-727-2100	Mr. Hector Herrera Carroll Elementary 10210 C. E. King Pkwy. Houston, TX 77044 281-727-4100	Ms. Rachel Walker Garrett Elementary 12117 Garrett Rd Houston, TX 77044 281-727-4200	Ms. Sheila Summers Monahan Elementary 8901 Deep Valley Dr Houston, TX 77044 281-454-2900
Ms. Kristi Amarantos Royalwood Elementary 7715 Royalwood Drive Houston, TX 77049 281-454-2700	Ms. Kathleen Spell Sheldon Elementary 17203 Hall Sheppard Houston, TX 77049 281-456-6700	Mr. Chris Dickson Sheldon ECA 17010 Beaumont Hwy Houston, TX 77049 281-456-6800	

The following times are the bell schedules for the district elementary schools. Students arriving after the morning bell will be counted tardy. Parents are encouraged to plan to have students arrive early enough so that students may eat breakfast and avoid having to rush to class. Please see Attendance section.

Cravens ECA	7:30 AM – 2:45 PM	Sheldon ECA	7:30 AM – 2:45 PM
Carroll Elementary	8:05 AM – 3:20 PM*	Monahan Elementary	8:05 AM - 3:20 PM *
Royalwood Elementary:	8:05 AM – 3:20 PM *	Sheldon Elementary	8:05 AM – 3:20 PM*
Garrett Elementary	8:05 AM – 3:20 PM*		

Due to a lack of supervision before the times listed above, parents will be liable for the student's safety until the school doors open.

***Please do not drop off elementary students before 7:45a.m.**

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Sheldon I.S.D. 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. 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.
- Becoming a school volunteer. [For further information, see policies at GKG and contact your child's school]. Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB].
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues..
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

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, selling, or otherwise disclosing 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.

Displaying a Student’s Artwork, Projects, Photos, and Other Original Work

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 other original works on the district’s Web site, on any campus or classroom Web site, in printed material, by video, or by any other method of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

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.

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.
- Granting permission to video or audio record.

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.

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 34 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 or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

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 may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another campus. Transportation is not provided in this circumstance.
- 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).]
- Request the transfer of your child to another campus 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).]

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.

Providing Assistance to Students Who Have Learning Difficulties or Who 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 (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

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 evaluation report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

- Texas Project First, at <http://www.texasprojectfirst.org/>
- Partners Resource Network, at <http://www.partnerstx.org/howPRNhelps.html>

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is Kelly Sebastian at 281-727-2000.

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, including a stepparent or legal guardian, related to leave or deployment activities, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months may will be excused by the district. The district will permit no more than five 3 excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment and no later than the 30th day after the parent's return from deployment.

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Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

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, including juvenile service providers.
- 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.

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.

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.

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal or at www.sheldonisd.com. 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. The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; 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.

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 this handbook].

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 school-sponsored purposes.

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 included in this handbook is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Notice of Non-Discrimination

The Sheldon Independent School District, as an equal opportunity educational provider and employee, does not discriminate on the basis of race, color, religion, gender, sex, national origin, disability and/or age in educational programs or activities that it operates or in employment decisions. The district is required by the Title VI and Title VII of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)

If you suspect discrimination, please contact the Title IX Coordinator for concerns regarding discrimination on the basis of sex; Contact the Section 504 Coordinator for concerns regarding discrimination on the basis of disability. All other concerns regarding discrimination please contact James R. Webster at 281-727-2013.

Please refer to Board Policy FFH for further clarification. General questions about the district should be directed to the Community Relations department at 281-727-2007.

Notice of Pest Control Treatment

As part of our commitment to provide your child with a safe, pest-free environment, the Sheldon ISD may periodically apply pesticides to help manage insect, weeds or pathogens. Pesticide applications are part of our integrated pest management (IPM) program, which relies largely on non-chemical forms of pest control. Pesticide applications on Sheldon ISD property are made only by trained and licensed technicians. Should you have questions about the district's pest management program or wish to be notified in advance of pesticide applications, you may contact the IPM Coordinator, Curtis Robinson, at 281-727-1425.

Notice of Asbestos Management Plan

The District is committed to providing a safe environment for workers, building occupants, student, parents, or legal guardians. An accredited management planner has developed an asbestos management plan to address all Asbestos Hazard Emergency Response Act (AHERA) requirements which are enforced by the Texas Department of State Health Services. A copy of the district's management plan is available in the administration office at each school sit which contains friable and/or no-friable Asbestos containing Building Materials (ACBM). This plan is available for inspection during normal business hours. Should you have questions about the district's asbestos management program, you may contact Curtis Robinson at 281-727-1425.

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.

ABSENCES/ATTENDANCE

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

Prekindergarten and Kindergarten students who are enrolled 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 for the child or a child of the student, 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 arrival or return to campus; and
- For students in the conservatorship (custody) of the state.
- Mental health or therapy appointments; or
- Court ordered family visitations and any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of the school hours.

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.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the principal prior to the absences.

As listed in Section 1 at Accommodations for Military Families, absences of up to five days will be for a student to visit with a parent, stepparent, or legal guardian who has been called to duty, is on leave from, or immediately returned from certain deployments.

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.

For a student younger than 12 years of age, the student's parent could be charged with an eriminal offense based on the student's failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an eriminal offense.

If a student is age 18 or older, the student may be subject to penalties as a result of the student's violation of the state compulsory attendance law.

[See policy FEA(LEGAL).]

Attendance for Credit or Final Grade

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

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grader lost because of absences, if appropriate. [See policy 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 transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will 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.

Official Attendance-Taking Time

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00 a.m.

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

Documentation after an Absence

When a student must be absent from school, the student—upon arrival or 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.

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. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL).]

ADDRESS CHANGE

Please notify the front office of any change of residence, mailing address or telephone numbers after enrollment. Current proof of residence must accompany change of address notification.

ARRIVAL PROCEDURES AND TARDIES

Upon Arrival to School

When the school doors open each morning, students are to follow the campus procedures to their appointed destination. All rules and consequences are in effect at this time.

Late Arrival to School/ Early Release of Students

Students who arrive after the start of the school day (tardy) or depart prior to the end of the school day (early dismissal) will be counted as tardy for local attendance purposes. The parent of students who accumulate a combination of 10 tardies and/or early dismissals during the school year may be subject to compulsory attendance laws. Parts of days, including tardies and parent pick up (early check out), may be added together to count as an unexcused absence unless a doctor's note or other appropriate documentation is provided to the school by the parent.

When it becomes necessary for a student to leave school before regular dismissal, the student must be checked out through the school office by a parent or guardian. Proof of identification will need to be established before we can release the student, so please bring a driver's license or another form of photo identification. Even if the student has a note from home, he or she must be cleared through the office.

Students will not be released from any campus during the last 20 minutes of the school day.

On elementary campuses, a student who is not in the classroom at the tardy bell is counted tardy. Consequences for tardies include, but are not limited to: warnings, letter or phone call to parent, conference, and detention, including lunch, before/after school, and Saturday detentions, in-school suspension, complaint filed with juvenile court authority. Each campus may determine appropriate hierarchy policy for tardies to school and to class.

BICYCLES

Bicycles must be walked on and off the school grounds. Bicycle serial numbers should be recorded in a safe place at home. Bicycles must be parked correctly and left only in specified parking areas. Each student must provide his/her own chain and lock for the bicycle. **THE SHELDON SCHOOL DISTRICT IS NOT RESPONSIBLE FOR DAMAGE OR THEFT OF BICYCLES.**

Students are allowed to ride bicycles to school (except for early childhood academy and Garrett Elementary students). Children who ride bicycles must obey bicycle safety rules

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy is available in the principal's office and on the district's Web site at www.sheldonisd.com.

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

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the [campus school](#) counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

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

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<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:

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>).

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed simply—by a phone call or a conference with the teacher. 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 Coordinator of Student Services’ office.

A student or parent who wants information or wants to raise a question or concern is encouraged to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher’s conference period or request that the teacher call the parent during a conference period or at another mutually convenient time.

CONFERENCES

Students and parents may expect teachers to request a conference: 1) if the student is not maintaining passing grades or achieving the expected level of performance 2) if the student presents another problem to the teacher, or 3) in any other case the teacher considers necessary.

CONDUCT

Applicability of School Rules

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

Consequences for violations of the Student Code of Conduct include, but are not limited to Parent contact/conferences, detention, including before/after school, lunch detention, in-school suspension, out-of-school suspension, Disciplinary Alternative Education Program (DAEP), Juvenile Justice Alternative Education Program (JJAEP), citations, and various other discipline management techniques utilized by the campus.

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.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a 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

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, ~~or~~ emotional or mental health 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 follow individual campus procedures. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Psychological Exams, Tests, or Treatment

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 EHBAA(LEGAL), and FFE(LEGAL).

CREDIT BY EXAM—If a Student Has Taken the Course

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 school 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.

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

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees. The dates on which exams are scheduled during the 2013–2014 school year include:

Dates Scheduled:

~~October 29–31~~
~~June 10–12~~

A student in grade 6 or above will earn course credit with a passing score of at least ~~90~~ 80 on the exam or a score designated by the state for an exam that has alternate scoring systems. ~~Depending on the student’s grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation. A student may take an exam to earn coursed credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s course sequence, the student must complete the course.~~

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least ~~90~~ 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

If a student plans to take an exam, the student (or parent) must register with the counselor no later than 30 days prior to the scheduled testing date. The district will not 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).]

DISCRIMINATION, HARASSMENT, AND RETALIATION

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

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

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.

Sexual Harassment and Gender-Based Harassment

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

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

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

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 or at www.sheldonisd.com.

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.

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 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.

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

During the course of an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

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

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

DISTRIBUTION OF MATERIAL

All aspects of school-sponsored newspapers and/or yearbooks are completely under the supervision of the teacher and campus principal. Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or a non-student without the approval of the principal and in accordance with campus regulations.

All material intended for distribution to students that is not under the District's editorial control must be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student will have a reasonable period of time to present his or her viewpoint.

DISMISSAL

Students will be dismissed at from Cravens Academy and Sheldon Academy at 2:45 PM and from Elementary Schools at 3:20 PM. Any change in your child's method of transportation at dismissal will require written authorization from parent or guardian. Students will not be released through the office after 2:25 PM at Cravens Academy and Sheldon Academy or after 3:00 PM at the elementary schools. We cannot guarantee changes to a student's dismissal routine after 2:00 PM at the early childhood academies or after 2:30 PM at the elementary schools. Bus changes require prior approval from administration.

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, minimize safety hazards and to teach respect for authority. **The administration of each school shall have the discretion to determine if a student's attire, hair, and/or grooming is acceptable and within appropriate health and safety standards.**

The district prohibits any clothing or grooming that, in the principal's or assistant principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. The policy governing campus dress and grooming shall be enforced uniformly and fairly by the faculty and the administration. It shall be the responsibility of the professional staff to determine the appropriateness of proper dress for all school occasions. Parents will be notified of inappropriate dress. All dress code regulations will be enforced. Each campus will determine appropriate disciplinary actions for students who do not abide by the district's dress code policy. There will be no absences due to dress code violations. Consequences can include, but are not limited to, verbal warnings, after-school detention and Saturday detention.

Because the code will be strictly enforced this year on all campuses, we suggest that you keep your receipts when purchasing clothes for this year in case an item is inappropriate. If in doubt, ask the campus principal.

Standardized Dress Regulations

Each student will wear standardized dress at all times with the exception of designated days. Campuses may designate special days where changes to the basic standardized dress code may be allowed in accordance with district guidelines. Shirts are to be buttoned in the accepted manner. Proper undergarments must be worn at all times. All garments must be hemmed with no ragged edges, frays or worn holes and must be appropriately sized.

Sunglasses, hats, caps or other head coverings may not be worn on district transportation or worn in school buildings. No sheer/see-through garments will be allowed.

Allowable items for all campuses

Denim is allowed and must meet the same standards as other fabrics. Denim items must be one color. Any decorations (buttons, embroidery, etc.), may not be larger than and must be limited to the pocket.

Students may have no oversized or cargo pockets nor extra zippers. NOTE: Denim is a privilege. Individual students who repeatedly violate the denim issue will lose the privilege to wear denim. Repeated violations regarding denim clothing may result in the review and possible change of policy.

The following clothing items will be considered appropriate at all campuses in Sheldon; exception will be noted in individual sections.

Boys and Girls: pants, shorts, shirts and belt.

Girls: standardized dress will also include skorts, jumpers and skirts.

Tight-fitting clothing of any type is not acceptable.

Colors and regulations

I. Sweaters, sweatshirts and light jackets must be **solid in color: red, white, blue or black**. No logos of any type are acceptable.

- a. Shirts must be **solid red, solid white or solid blue** and must have a traditional collar, be long-or short-sleeved and be of the pullover or oxford type; no colored trim allowed. No variations of red (e.g. pink or maroon) are allowed; however, navy, light and royal blue are acceptable. No logos of any type are acceptable. For pk-5, the school color may be an additional campus color choice for SHIRT only. All shirt tails must be long enough to be tucked in and remain tucked in during the normal course of school activities, such as reaching into lockers or bending down to tie shoe laces. Roll-overs are not considered to be tucked in and will not be acceptable; waistbands must be visible. **Undershirts are no longer limited to the color white**; however, the undershirt must be one of the school allowed solid colors. Undershirts may include a turtleneck or mock turtle neck for elementary students Pre k -5. School spirit shirts may be worn any day of the week; however, the spirit shirt must be from the school the student is currently attending. Example: ME student must wear a ME spirit shirt.
- b. Sweaters and sweatshirts may be pullover or button-front. Sweaters and sweatshirts must be appropriately sized; regular shirt with collar must be visible under both.
- c. Hoodies are allowed only if the hoodie is one of the school allowed solid colors (solid red, solid white or solid blue). Hoods may not be worn on the head once the student has entered the school building.
- d. If light jackets are worn during the instructional day, they must be of the full-zippered and full-buttoned front style, may not have a hood and must remain open. No flannel jackets or heavy coats may be worn during the school day; these items must be kept in lockers. School purchased letter jackets may be worn during the instructional day.

II. All pants, shorts and capris must be **solid blue, solid black or solid khaki, including olive**. All pants, including shorts and capris, are to be worn at the waist and not below the hips. They must be appropriately sized and may have no more than two fingers extra width at the waist for growth. No logos larger than pocket size, decorations, oversized pockets, etc. are allowed. Pants, capris and shorts must be traditional in appearance; stretch pants, sweat pants, overalls/coveralls, athletic shorts, drawstring waists, etc. are not allowed.

- a. Capris are allowed for female students but not so tight that undergarments lines are visible.
- b. Shorts standard minimum length will be the mid-point from the middle of the knee to the end of the fingertips. Measurement is made by holding arms straight down to the side.

III. Skorts, skirts and jumpers will have a standard minimum length of the mid-point from the middle of the knee to the end of the fingertips. Measurement is made by holding arms straight down to the side.

IV. No logos or monograms may appear on any item, including socks or belts.

V. Hair: must be neat, clean, well groomed and not obstructing the vision of the student. Males are to be clean-shaven with no mustaches or goatees. Sideburns may be no longer than the bottom of the ear lobe and not flared at the bottom. Hair shall be no longer than the bottom of the ear lobe on the sides, eyebrow length in the front and middle of the neck in the back on male students. Hairstyles shall not protrude over two inches from the skull. Designs, names, initials, or other distracting styles (e.g., Mohawks, etc.) **will not be** allowed in any hairstyle. Non-naturally occurring hair colors, e.g. orange, green, purple, etc. are unacceptable. Hair must be in compliance.

VI. Shoes: No house shoes of any kind are permitted. Acceptable shoes must be worn at all times.

Grades 5 and below must wear shoes with socks or hose at all times. Because these students wear the same shoes in their physical education classes, it is recommended they wear athletic shoes. **Thongs, flip flops, sandals, and backless shoes are prohibited.**

Tattoos and jewelry: Visible tattoos are not allowed. Earrings on boys are considered inappropriate for school and are prohibited. No student will be permitted to wear non-traditional objects in or on other body parts (nose, eyelids, lips, tongue, etc.). Tongue piercings are both safety and educational issues. To prevent detection, children who violate the tongue piercing rule will avoid participating in class, which will adversely affect their education. "Grills" are prohibited by the campus administrators.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of 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. 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.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment

used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Standards of Behavior

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

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his or her own supplies of pencils, paper, erasers, notebooks, and/or any materials required by the campus. 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 campus principal.

FUND-RAISING

Student clubs or classes and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the Sheldon ISD Board of Trustees. Fund raising is not permitted on school property, except as approved by the Board of Trustees.

GANG-FREE ZONES

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

GRADING: PROMOTION AND RETENTION

Please be aware that, effective in the school years set out below, a student’s satisfactory performance on state exams, called the State of Texas Assessments of Academic Readiness (STAAR) will be required for promotion.

This requirement will be effective for the following students: Fifth grade and eighth grade.

Grading Scale	A:	90-100
	B:	80-89
	C:	70-79
	F:	Below 70

Requirements for Honor Roll for Grades 1st – 5th

All “A” Honor Roll: Students earn an A in every subject and have an E or S in conduct.

“A” and “B” Honor Roll: Students earn any combination of “A’s” and “B’s” and an E or S in conduct. Students must have at least one A to qualify.

Progress Reports

After the third and sixth week in a nine-week period, a progress report for students in grades 1-5 is sent to inform parents of the student's progress. PARENTS ARE URGED TO CONTACT THE TEACHER FOR A CONFERENCE IF ANY GRADE IS FAILING. **The progress report MUST be signed and returned to school.** Please note, the first nine weeks, only one progress report will be sent.

Report Cards

IF YOUR CHILD RECEIVES A GRADE BELOW 70 IN ANY SUBJECT ON THE REPORT CARD, YOU SHOULD CONTACT THE SCHOOL FOR A PARENT-TEACHER CONFERENCE, ACCORDING TO STATE LAW. The decision for promotion or retention is determined by district policy. **All report cards must be signed and returned to the school.** The procedures and expectations for special education students may vary from this policy as determined by the Admission, Review, and Dismissal committee.

State Exams

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. Students are required to have an overall average of 70 or above for all subjects areas and a grade of 70 or above in Language arts, mathematics, science, and social studies in order to be promoted. In addition, students at certain grade levels will be required to pass the State of Texas Assessments of Academic Readiness (STAAR). In addition, students in grades 5 and 8 must have successful performance on the reading and math assessments in order to be promoted. Parents of students in grades 1-8 who do not perform satisfactorily on their 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. These students will also have two additional opportunities to take the test. If the student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.] *Pending state approval*

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.

HEALTH-RELATED MATTERS

Student Illness

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

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

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

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

Bacterial Meningitis

State law 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>.

* Please note that, although the state literature required to be distributed by school districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to **Immunizations**, below, for more information.

CLINIC INFORMATION

Accidents or Illness

A correct phone number should be listed on each student's registration form to be used in case of an accident or emergency. The school should be notified if there is a change in this phone number. In the

event of no home phone or work phone, arrangements should be made with a friend or neighbor for use of their phone in case of an accident or an emergency. A student who becomes ill or has an accident at school will be sent to the clinic. Sheldon I.S.D. does not assume responsibility for accidents occurring at school.

*****Cravens Academy and Sheldon Academy students are asked to keep a change of clothes in their backpack or in a labeled Ziploc bag to be kept in the nurse's office. All students must be potty trained unless medical documentation is provided.**

HCHD/SHELDON School Based Clinic

Sheldon ISD and Harris County Hospital District have joined together to provide a local health clinic for children. Clinic services are available to children ages 0-17, and 18+ if enrolled in school. The clinic is staffed with a Nurse Practitioner and a Licensed Vocational Nurse. Mental health services are also available through MHMRA. The clinic is located at 17203 ½ Hall Sheppard, next to Sheldon Elementary. The clinic is open Monday through Friday. Call 281-456-5201 for more information.

Food Allergies

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

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, and EHBG, 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.

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 4 meetings.

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.

For information regarding the District's School Health Advisory Council, including the number of meetings scheduled or held during the year, please see the principal. Information regarding vending machines in District facilities and student access to the machines is available from the principal.

Other Health-Related Matters

Health Instruction:

As part of the health curriculum, students may receive age/grade appropriate instruction related to human sexuality, growth and development. The School Health Advisory Council is involved with the selection of course material for instruction. 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.

Physical Fitness Assessment

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

Tobacco Prohibited

The District and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property or at school-sponsored or school-related activities. [See the Student Code of Conduct and policy GKA.]

HOMELESS STUDENTS

For more information on services for homeless students, contact the District's Liaison for Homeless Children and Youths, James R. Webster, at 281-727-2013.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS 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 TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

ITEMS AND CONDUCT NOT PERMITTED

Opinion Books, Slam Books, Sign-In Sheets, purses, Etc.: Students are not to sign or pass around school any opinion book or sign-in sheet which may hurt the feelings of others or disrupt the educational process. Students doing so will be subject to disciplinary actions.

Electronic Devices: MP3 players, video games, Lasers, pagers, radios, cellular telephones, CD players/cassette players, cassettes, CD's, cameras, etc. are not permitted on campus except in connection with specific assignments involving them. Teachers are to take up such items and parents may claim them from the principal's office. These items are prohibited.

First Offense: Items will be confiscated and turned into the office. Parents will be able to pick up the device at the end of the school day and a written warning will be issued and documented.

Second Offense: Items will be confiscated and turned into the office. Parents will be able to pick up the device after 15 school days and a \$15.00 fee will be charged. (In accordance with FNCE (LOCAL).

The District will not be responsible for replacing or providing reimbursement for confiscated items held longer than 30 days that may have been misplaced or lost. (See FNCE) School administrators will not investigate loss or damage of students' CD players, MP3 players, and other prohibited items.

Fire Alarms and Extinguishers: Fire alarms are installed throughout the buildings. These are for emergency use only. Anyone caught tampering with these alarms will be disciplined and the proper authorities will be notified. Also, fire extinguishers are available for emergencies. Students are not to play with these extinguishers.

Gifts: Students are not allowed to receive gifts such as balloons, flowers, and other items during school.

Skateboards, Scooters, Skates: Skateboards, scooters, skates and skate shoes are not to be brought to school or used on school premises.

Backpacks: Only mesh or clear backpacks will be allowed.

Gum Chewing: There is no gum chewing.

Non-Instructional Materials: Non-instructional materials (e.g. toys, balls, nail polish, etc.) should not be brought to school without prior permission.

Vandalism: The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and in the coming years—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.

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

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

Students Taken Into Custody

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

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

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

LEAVING CAMPUS

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

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

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity

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

- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

At Any Other Time During the School Day

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

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

LIMITED ENGLISH PROFICIENT STUDENTS

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, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. 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 in conjunction with the LPAC.

LATE WORK POLICY

The Sheldon Independent School District affirms its stand on academic emphasis in its grading policy. Emphasis on the student's commitment of time and effort on the assignment will be considered in administering this policy. Any assignment not submitted upon the due date, as determined by the teacher, will be considered "late work". In elementary school an assignment turned in one day late will not receive a grade higher than a 90. An assignment turned in two days late will not receive a grade higher than an 80. After the third day, the student will be assigned detention and will be required to complete the work. The student will not receive a grade higher than a 70 on the assignment.

MEDICINE AT SCHOOL

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.
- in the original container,
- properly labeled and current,
- written in English,
- issued by a physician licensed to practice in the U.S.,
- issued by a U.S. pharmacy,
- Approved by the Food and Drug Administration

In accordance with the Board of Nurse Examiners, nurses have the right to refuse to administer over the counter or prescription medication to a student even though written parental permission has been granted based on their professional judgment for the protection and health of the child.

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 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.

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 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.]

PARTIES

Students may participate in certain class parties that have been approved. In terms of school related activities, "party" means time taken from the instructional day in which refreshments are served, and gifts, cards, or other treats are given to the students. Each school may plan three (3) parties during the school year. These are held the LAST HOUR OF THE SCHOOL DAY on December 20th, February 14th and June 5th. Students are allowed to have birthday treats at school. These treats will be distributed by the teacher in the classroom at the end of the school day and may not be distributed in the cafeteria or before lunch in the classroom. Due to health codes, all food at the three planned parties must be store bought. All visitors/ volunteers attending parties must abide by the student guidelines.

Child Nutrition Program policy prohibits an elementary school campus from serving or providing access for students to Foods of Minimal Nutrition Value (FMNV) at any time anywhere on school premises during the school day. Such foods and beverages may not be sold or given away on school premises by the school, school or non-school organizations, teachers, parents, or any other person or group during the school day. FMNV restricted foods include carbonated beverages, chewing gum, and certain candies.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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.

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. In addition, state law requires that each campus provide for the observance if one miute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2011. [See policy EC(LEGAL) for more information.]

PRAYER

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

PROMOTION AND RETENTION

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

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Parents of a student 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 hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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A student in grade 5 will have two additional opportunities to take a failed assessment. If the student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the District, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

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

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SAFETY

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

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. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Campus procedures for emergencies are posted throughout the building.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore,

parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency.

SCHOOL FACILITIES

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 in the coming years - littering, defacing, or damaging school property is not tolerated. Students will be required to make restitution for damages they cause and shall be subject to disciplinary consequences 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 The Child Nutrition Office located in the Sheldon I.S.D. Transportation Building (281-727-1436) 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).]

SCHOOL SUPPLIES

A list of required school supplies for each grade will be furnished to you for each school year. Please replace the supplies that your child needs throughout the year. We ask that all students' supplies be labeled with his/her name.

SEARCHES

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

Students' Desks and Lockers

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

Students are fully responsible for the security and contents of their assigned desks.

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

Telecommunications and Other Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with the 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.

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SEVERE WEATHER

In the event of severe weather conditions, the following radio and television stations will relay information about the schools in Sheldon Independent School District:

KKBQ 92.9 FM	KIKK 95.7 FM 600AM	KKQUE 1230AM
KILT 100.3FM 610AM	KNUZ 1090 AM	KPRC 950AM
KRBE 104.1 FM	KODA 99.1 FM	KTRH 740 AM
CHANNEL 13	CHANNEL 11	CHANNEL 2

The district phone dialer will also be used to notify parents/guardians of school closings. Please keep telephone numbers updated so that the message will reach you. If severe weather conditions arise during the school day, please discuss with your child how he/she will get home. **IF YOUR CHILD RIDES THE SCHOOL BUS NORMALLY, HE/SHE WILL BE SENT HOME ON THE SCHOOL BUS UNLESS THE SCHOOL IS NOTIFIED OTHERWISE.**

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students with limited English Proficiency, dyslexic students, and students with disabilities. The director 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 Coordinator of ELL Services at 281-727-2000 or the Executive Director of Special Services at 281-727-2000.

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, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. 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). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

TESTING

In addition to routine testing and other measures of achievement, students at certain grade levels will take the state assessment test.

<u>STAAR Testing:</u>	<u>TELPAS (Assessment window):</u>
April 1 (Grade 5 Math)	March 17- April 11
April 2 (Grade 5 Reading)	
April 1 (Grade 4 Writing) Day 1	
April 2 (Grade 4 Writing) Day 2	
April 22 (Grades 3 & 4 Math)	
April 23 (Grades 3 & 4 Reading)	
April 23 (Grade 5 Science)	

Students also have the option to test out of a grade level or credit, by taking an exam. The school counselor has information on the requirements for being eligible to take the exam. Registration for the exam is the 5th and 6th week prior to the testing date. Notifications of times and dates will be sent home prior to testing.

STUDENT I.D. BADGES

Students will be issued identification badges each school year. Students are required to wear their I.D. badges at school every day. They will use these badges for lunch and library. Please make sure the information on your child's I.D. badge is correct. If badges are lost, damaged, or defaced, students will be charged a \$3.00 replacement fee. Failure to wear their I.D. badge may result in a student's loss of privilege at school.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the district strives to assist any student who ~~has been~~ is currently placed or newly 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.

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

Please contact James R. Webster, Director of Student Services, who has been designated as the district's liaison for children in the conservatorship of the state, at 281-727-2013 with any questions.

SUBSTANCE ABUSE PREVENTION AND AWARENESS

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintains information regarding children's mental health and substance intervention services on its Web site: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

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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 <http://www.texassuicideprevention.org> or contact the school counselor for more information related to suicide prevention ~~and to find mental health services~~ available in your area:

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

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TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

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

TELEPHONE USE

Students are allowed to use the office telephone for **EMERGENCIES ONLY**. Getting parent permission to go home with a friend is not considered an emergency. The office will aid in delivering messages from parents to children at school. However, messages to students will only be delivered if unusual or unavoidable circumstances have occurred while the students have been at school.

TRANSPORTATION

School bus transportation is a privilege offered by Sheldon ISD to all students who are eligible for this service. A parent may 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 or an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location you may contact the transportation department at 281-727-1400.

The privilege of bus transportation is conditional upon the student observing safe and appropriate behavior while waiting for the bus, riding the bus, and departing the bus. Just as in the classroom, students must be courteous with the driver and other students and cooperate with the driver's instructions in the interest of safety.

The school district staff and bus drivers share your concern about the safety of your child. You can assist in providing a safe bus ride by reviewing the following items with your child.

Meeting the Bus

- Students must be on time and visible at the bus stop. It is recommended that students be at their bus stop **five minutes before pick-up time**. Once a bus departs a stop or school, it **will not stop for late students** or stop at unauthorized locations to receive or discharge students.
- Students must not stand on the traveled portion of the roadway while waiting for the bus.

- Students must not approach a moving bus until it stops. Once the bus has stopped, the student may walk toward the bus to board.
- Students must enter the bus carefully in an orderly manner as instructed.
- Once on the bus, students must go directly to their seat and be seated properly so the bus may continue the route.

Bus Safety Rules

- Observe the same conduct level as is expected in the classroom.
- Profanity and obscene gestures are not allowed.
- Do not eat or drink on the bus.
- Do not litter or damage the bus in any way.
- The driver is authorized to assign seats.
- All items prohibited at school are also prohibited on the bus.
- Remain seated while the bus is moving with all body parts inside the windows.
- Fighting, horseplay, and throwing objects are prohibited.
- No live/dead animals or flammable materials are allowed.
- Large, bulky items that cannot fit under the seat or in the lap of the student are not allowed on the bus. Arrangements must be made for the parent to transport these items.
- No skateboards, balls, roller blades, or balloons may be brought on the bus.

Departing the Bus

- When getting off of the bus, students should move quickly but safely away from the unloading area.
- The emergency door at the rear of the bus is to be used in emergency situations only. It is not to be used for boarding or departing the bus.
- **Students are allowed to board and depart the bus at designated stops ONLY!**

Pre-K and Kindergarten Students

Pre-K and Kindergarten students will only be released from the bus if a parent/guardian or other designated person is present **at the bus stop** to receive the child. Approved persons must be prepared to show photo ID upon request to verify identity prior to receiving a student. If no approved adult is present, the child will be returned to the campus for the parent to pick-up. Once a student has been returned to the campus twice, the process to suspend bus riding privileges will begin.

Bus Safety Consequences

Disruption of Transportation – In accordance with Texas Education Code §37.126, a student may be issued a citation for Disruption of Transportation by a law enforcement officer for behavior which disrupts, prevents, or interferes with the transportation of students to or from school or a school related event. This citation may be in addition to other disciplinary action taken by the Transportation Department or campus as indicated below.

When a student fails to observe the bus safety rules, the bus driver will complete a bus safety report which will be sent to the Transportation supervisor. The Assistant Principal or the Transportation supervisor will then conference with the student and assign disciplinary action based upon the incident.

1st Report Student will be given a warning by the transportation supervisor

2nd Report Student may be removed from transportation for up to three (3) days

3rd Report Student will be removed from transportation for ten (10) school days

4th Report Student will be removed from transportation for a length of time up to the remainder of the semester

5th Report Student will be removed from transportation for the remainder of the school year.

Severe Clause: If a bus safety incident is deemed severe enough, the progressive discipline steps may be by-passed and the student may be removed from transportation for the remainder of the school year.

Any student being removed from transportation for the remainder of the fall semester will return to transportation with the understanding that the next report received may result in removal from transportation for the remainder of the school year.

Any student that loses bus riding privileges is still required to attend school. If a student is absent on a day when he or she is suspended from the bus, the dates of suspension will be adjusted so that the student will complete the full length of the suspension. Any student missing school due to bus suspension will be considered truant.

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

Parents and others are encouraged to visit District schools. For the safety of those within the school, all visitors must first report to the campus office, sign in, present proof of identification (Driver's license or other government issued ID), and receive a visitor's pass. **The district utilizes the Raptor system to conduct a background check on each individual.** The system will assist in keeping your child as safe as possible while at school. All visitors to classrooms must be appropriately dressed and wear a visitor's badge while in the school building.

In order to foster independence and develop social skills, parents will not walk students to class after the first 3 days of school. Parents may eat lunch with their child but are asked to refrain from eating lunch with them daily. Parents may only bring food for their own child. Parents of students at the ECA's are asked to refrain from eating with their students the first three weeks of school.

In order to avoid unnecessary classroom interruptions, parents must make prior arrangements with the school administrator when desiring to observe their child's classroom. No visitors are allowed during standardized testing or during formal classroom observations being conducted by the campus administrator. The campus administrator may deny a parent access to their child's classroom if the visit results in or would likely cause a substantial disruption to the educational process or would jeopardize student confidentiality. In order to minimize unnecessary classroom interruptions, the number and length of visits may be limited at the discretion of the campus administrator.

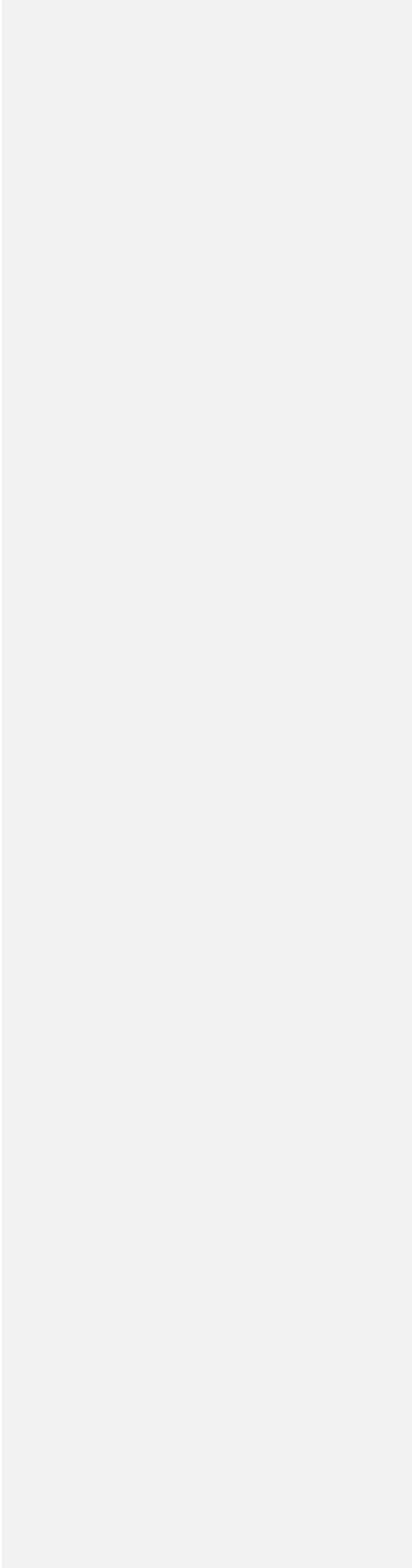
Parents are to wait outside the building for the pick-up at dismissal times in order to ensure student safety and avoid disruption of instruction.

WITHDRAWAL FROM SCHOOL

Parents or guardian should withdraw a student in order to enroll at another school. **Parents are asked to give the school 24 hours' notice of intent to withdraw a student, by telephone or written**

communication. Textbooks, library books, and school issued materials need to be returned to school prior to withdrawal.

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Glossary

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

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

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

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

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, 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~~ **TAKS** or **STAAR end-of-course EOC** 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, or district vehicle. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test ~~that is being transitioned to the STAAR program. currently given to students in certain subjects in grade 11 and is required for graduation for these students.~~ A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment, for which satisfactory performance is required for graduation.

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

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

**APPENDIX I:
Freedom From Bullying Policy**

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <http://pol.tasb.org/Policy/Code/601?filter=FFI> Below is the text of Sheldon I.S.D.'s policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)

Adopted on 2/27/2012

BULLYING PROHIBITED	The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
DEFINITION	<p>Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:</p> <ol style="list-style-type: none"> 1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or 2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. <p>This conduct is considered bullying if it:</p> <ol style="list-style-type: none"> 1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and 2. Interferes with a student's education or substantially disrupts the operation of a school.
EXAMPLES	Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
RETALIATION	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
EXAMPLES	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
FALSE CLAIM	

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

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

Sheldon I.S.D

Parent Involvement Policy

The staff of Sheldon ISD, with the support of Title 1, seeks to involve parents in an effective home-school partnership in order to provide the best possible education for our students.

Regular Communication with Parents:

In order to build consistent, effective and timely communication between the home and school regular communication will include the following:

School Newsletters	Annual School Calendars
Parent – Teacher Reading Compact	Report Cards
District Newsletters	Special Event / Reminder Notices
Yearly Parent Confer	Homework/Conduct Folders
School Assemblies (Parents Invited)	
Parent – Teacher Conferences	

Parent Training:

These are opportunities to help parents develop skills to use at home that support their children’s academic efforts and social development. They provide parents with techniques and strategies, which they may utilize to improve their children’s academic success and to assist their children in learning at home.

A “Parent Needs Assessment Survey” is conducted at the end of each school year to identify areas of parental interest for future parent trainings. Some of these activities may include:

Parent Trainings	Read Aloud	Science Fair
Family Math Night	Homework Help	Home-School Links
Storytelling Events	Parent Resources	

Parent Support:

A. Homework

Homework serves a number of purposes: to practice, extend, and enrich classroom learning, to develop responsibility and work habits to provide parents an opportunity to interact with their children and their education. Parents can support the school and their child’s success by helping with homework in the following ways:

1. Help your child get organized. Remind him/her to bring home the homework folder and necessary materials to complete the assignments.
2. Agree upon a regular study time and stick to it.
3. See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, phone, family noise, etc.).
4. Ask to see what your child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
5. Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B. Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and parents should work together to help children understand the meaning and importance of good citizenship and how to make the right choices.

Specific rights, rules and responsibilities regarding student behavior are detailed in the Student/Parent Handbook. Each student is provided with a copy of this handbook at the beginning of the school year.

C. Parent Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom. The school welcomes any parent who wishes to help through the school Volunteer Program.

D. Parent Participation

Parent Involvement at the school and district level is encouraged through the following committees:

- Parent Volunteer Program – Plans student activities and raises funds for “extras” needed.

- School Representative Council/District Wide Improvement Council- determines school improvement goals and prioritizes budget expenditures for some categorical programs.

Other opportunities for participation include:

PALS Volunteer Program	School Site Activities PTO/PTA Book Fairs
Multicultural Festival	Field Trips
Friday Snacks	Field Day

**Sheldon ISD Notice Regarding Directory Information and
Parent's Response Regarding Release of Student Information**

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Sheldon ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within ten school days of your child's first day of instruction for this school year.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues.

Directory information includes:

1. name
2. address
3. telephone number
4. date and place of birth
5. photograph
6. participation officially recognized activities
7. weight and height of members of athletic teams
8. dates of attendance
9. grade level
10. enrollment status
11. honors and awards received in school
12. most recent previous school attended and
13. e-mail address

Sheldon ISD Directory Information Signature Form

Except as noted below (under EXCEPTIONS), I direct the District not to release to any third party the following information without my prior written consent. I have marked through the items I do not want released.

- | | |
|---|---------------------------------|
| 1. Name | 8. Dates of attendance |
| 2. Address | 9. Grade level |
| 3. Telephone listing | 10. Enrollment status |
| 4. Date and place of birth | 11. Honors/awards |
| 5. Photograph | 12. Most recent school attended |
| 6. Participation in officially
recognized activities
and sports | prior to this year |
| 7. Weight and height of members of athletic teams | 13. E-mail address |

EXCEPTIONS

For limited school-sponsored purposes (student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities, news releases to local media), the District has my permission to release the following information. I have marked through the items I do not want released.

- | | |
|---|---------------------------------|
| 1. Name | 8. Dates of attendance |
| 2. Address | 9. Grade level |
| 3. Telephone listing | 10. Enrollment status |
| 4. Date and place of birth | 11. Honors/awards |
| 5. Photograph | 12. Most recent school attended |
| 6. Participation in officially
recognized activities
and sports | prior to this year |
| 7. Weight and height of members of athletic teams | 13. E-mail address |

Signature of student: _____

Signature of parent/guardian _____

Date: _____

2013-2014 PARENT AND STUDENT CONSENT CHECKLIST

*This form may be submitted electronically on Family Access or hard copy turned in to your child's campus.
One form must be submitted for each child.*

Check One	<u>Parent Consent Checklist</u>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>RELEASE OF STUDENT INFORMATION: I give the district permission to release my child's name, address and telephone number to a military recruiter or institutions of higher education upon request without my prior written consent. (See Release of Student Information to Military Recruiter or Institutions of Higher Education on Page 9 of the Student-Parent Handbook for more information.)</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>ACCEPTABLE USE POLICY: I give my child permission to use computing devices, electronic communications system/ Internet access, and district approved web communication tools. I have read and understand the Acceptable Use guidelines. I have discussed the rules and consequences with my child as well as consent to the monitoring of my child's use of digital devices and accounts. I agree to abide by all Acceptable Use Policy guidelines and consent to monitoring of my electronic devices and my district e-mail account. I understand there may be consequences for violating the rules stated in the Acceptable Use Policy guidelines, including termination of my privileges. This selection will remain in effect for a calendar year from the date of the parent's signature.</p> <p>Note: If you select "NO", your student will not be allowed to access computing devices, electronic communications system/ Internet access, and district approved web communication tools. <u>Parents who choose "NO" will need to submit a written request to the school's principal within the first ten days of instruction.</u></p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>INTERNET RELEASE: I give the district permission to use the following items on the Sheldon ISD Website, my child's campus Website, district publications and district video presentations:</p> <ul style="list-style-type: none"> • My child's first and last name • My child's photograph/image • My child's individual or team academic work, creative work, extracurricular accomplishments, multimedia projects or presentation. <p>(Note: Grades associated with student work will not be displayed.)</p>
<u>Student Consent Checklist</u>	
<p>Sheldon ISD Student Handbook and Student Code of Conduct for 2013-2014: I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Board adopted 2013-2014 Student Code of Conduct. I understand that I may access the Parent Student Handbook online at www.sheldonisd.com.</p>	
<u>Student Handbook and Code of Conduct</u>	<p>RECEIVED: <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<u>Student's Printed Name and Signature</u>	<p>Printed Name: _____</p> <p>Signature _____</p> <p>ID # _____</p>

Parent/ Guardian's Signature _____

Date: _____