

STUDENT HANDBOOK



NEWGULF ELEMENTARY SCHOOL
2018-2019

Principal's Message

The faculty and staff of Newgulf Elementary School welcome you to the 2018-2018 school year. We are looking forward to working with you and your children to give them the best education possible. As in years past we have made adjustments to this handbook please take time to read its contents in order to prepare for the school year

Your children are going through very critical years right now. This is the time when they are forming habits that will be with them for the rest of their lives. Therefore, it is important that we work together, as a team, to instill positive values and habits that will ensure them a successful future.

The faculty and staff will be working with your children not only academically, but also socially. We will be stressing responsibility and good behavior. In the past, I have had parents ask how they might help their children become more responsible for their education.

The following suggestions are offered:

- Encourage punctuality to school
- Stress to your children the importance of daily attendance
- Set appointments so they will not miss academic instruction
- Have your child show you their assignments or daily work each evening
- Monitor your children's homework
- Be sure your child is keeping up with their homework/make-up work
- Have your children read to you daily and do math facts
- Establish a routine so that homework , permission slips, etc. are not forgotten
- Do not hesitate to contact us about concerns with your child

Thank you for allowing us to play an important role in your child's life. Together we can give our leaders of tomorrow (your children) the best education possible. We are here to serve this community. Please do not hesitate to contact us if we can be of further assistance to you.

Sincerely,

Gerald Floyd
Newgulf Elementary

TABLE OF CONTENTS

Campus Operations.....	SECTION I - 1-38
Administration.....	5
American Creed, Pledge, and Star Spangled Banner.....	6
Attendance.....	10-14
Cafeteria.....	16
Cheerleading.....	24
Equal Opportunity Statement.....	4
General School Procedures.....	8-10
Grading Procedures.....	17-18
Honor Roll.....	18
Key Dates.....	3
Parent Involvement Policy.....	34-35
Progress Report Dates.....	23
Promotions, Retentions and Placements.....	19-22
Special Education.....	36-37
Special Programs.....	38-39
Standardized Testing.....	22
Student Health.....	26-32
Student Records.....	24-25
Tardy Policy.....	14
Teacher Qualifications.....	33
Student Code of Conduct.....	SECTION II - 1-30

**Newgulf Elementary
Key Dates:**

- ✓ **First Day of School** August 27, 2018
- ✓ **Semesters**
 - August 27, 2018 – January 18, 2019
 - January 22, 2019 – May 30, 2019
- ✓ **Six Weeks**
 - 1st- August 27 - October 5, 2018 (29 days)
 - 2nd-October 8 - November 16, 2018 (30 days)
 - 3rd-November 26 - January 18, 2019 (30 days)
 - 4th-January 22 - March 1, 2019 (28 days)
 - 5th- March 4 - April 18, 2019 (29 days)
 - 6th- April 22 - May 30, 2019 (27 days)
- ✓ **Early Release Days** (students dismissed at 12:45)
 - November 16, 2018 March 8, 2019
 - December 21, 2018 May 30, 2019
- ✓ **Holidays** (no school for students and staff)
 - September 3, 2018 Labor Day
 - November 19 - 23, 2018 Thanksgiving Break
 - December 24 - January 7, 2019 Christmas Break
 - March 11 - 15, 2019 Spring Break
 - April 19, 2019 Good Friday
 - May 3, 2019 Fair Day
 - May 27, 2019 Memorial Day
- ✓ **State Testing dates**
 - Tuesday, April 9, 2019 STAAR grade 5 mathematics
 - STAAR grade 4 writing
 - Wednesday, April 10, 2019 STAAR grade 5 reading
 - Monday, May 13, 2019 STAAR grades 3 & 4 math
 - STAAR grade 5 math (retest)
 - Tuesday, May 14, 2019 STAAR grades 3 & 4 reading
 - STAAR grade 5 reading (retest)
 - Wednesday, May 15, 2019 STAAR grade 5 science
 - Tuesday, June 25, 2019 STAAR grade 5 math (retest)
 - Wednesday, June 26, 2019 STAAR grade 5 reading (retest)

EQUAL OPPORTUNITY STATEMENT

It is the policy of Boling Independent School District not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI. Boling Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights and grievance procedures, contact:

*Title IX Coordinator – Wade Stidevent
Superintendent of Schools
301 Texas Avenue
Boling, Texas 77420*

Phone Number - (979)-657-2770

ADMINISTRATION

Boling Independent School District is governed by seven trustees elected by the people. The trustees select the Superintendent, who selects the Principal of each school. The Principals recommend the teachers to the Superintendent, who, in turn, recommends them to the trustees.

BOARD OF TRUSTEES

Mr. Donald Sciba, President
Mr. Seferino Jimenez, Vice President
Mr. Jerry Svatek, Secretary
Mr. Russell Hubenak, Asst. Secretary
Mr. Shawn Chilek, Member
Mrs. Ramona Petrosky, Member
Mr. David Rolf, Member

ADMINISTRATIVE STAFF

Mr. Wade Stidevent, Superintendent	979-657-2770
Mr. Bryan Blanar, Assistant Superintendent	979-657-2770
Mr. Gerald Floyd, Elementary School Principal	979-657-2837

SPECIAL SERVICES STAFF

Mrs. Brooke Burns	Counselor
Mrs. Stephanie Blanar	Secretary to the Principal
Mrs. Karen Kulak	Secretary to the Principal

NATIONAL PATRIOTISM PROPERLY DISPLAYED

The students of Newgulf Elementary School are expected to show appropriate respect in all activities involving patriotic pride and feeling in assemblies on special occasions when patriotic behavior is in order, students are expected to rise for the Pledge and the National Anthem.

Students are also expected to show due respect for both the flag of the United States and of the State of Texas. If the occasion is outdoors, boys are to remove their hats if these are worn, and all students are expected to bow heads at appropriate times. In saluting the national flag, the dictates of custom should be followed. No student should become careless in showing respect to these national or state symbols and emblems. At no time should the flag be desecrated in either handling or observance. A display of love for our country is never outdated!

AMERICAN'S CREED

I believe in the United States of America as government of the people, by the people; and for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of so many sovereign States; a perfect Union, one inseparable; established upon those principals of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support the Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

PLEDGE TO THE FLAG

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



THE STAR SPANGLED BANNER -by Francis Scott Key

Oh! Say can you see, by the dawn's early light, What so proudly we hailed at the twilight's last gleaming? Whose broad stripes and bright stars, thro' the perilous fight, o'er the ramparts we watched were so gallantly streaming? And the rockets' red glare, the bombs bursting in air, Gave proof thro' the night that our flag was still there. Oh! Say does that Star - Spangled Banner yet wave o'er the land of the free and the home of the brave?

NEWGULF ELEMENTARY SCHOOL COMPACT

School / Parent / Student Partnership Pledge

The staff of Newgulf Elementary has formed a partnership with its students and their parents / guardians to facilitate student learning for improved student achievement and the attainment of the State's high academic standards.

The Staff of Newgulf Elementary School pledge to:

- Provide a safe and supportive environment for children to learn
- Provide high quality curriculum tied to the State's student performance standards
- Provide qualified faculty and staff to ensure high-quality instruction and support
- Strive to identify and address students' unique needs
- Communicate regularly with parents on their student's progress and needs
- Involve parents in decisions relating to the education of their children

Parents / Guardians Pledge to:

- Provide a safe and supportive environment for children to grow and develop
- Send students to school on time and prepared to learn
- encourage student learning by monitoring student's homework
- Visit school often and participate in school activities – including open house, parent-teacher conferences, parent education programs, and other related activities
- Work closely with the classroom teacher(s) to ensure the success of their student
- Adhere to school rules and provide direction to their student in same
- Take a stand against alcohol and drug abuse

Students pledge to:

- Be active participants in their own learning
- Be responsible learners
- Complete all class work and home work
- Follow school rules
- Attend school regularly
- Promote school safety

GENERAL SCHOOL PROCEDURES

- A. **Announcements** – Announcements will be read over the public address system at the start of the day.
- B. **Textbooks** – Textbooks are supplied to the students by the State at no cost to the student. Each Student is totally responsible for books issued to him / her. When the book is issued, the teacher will record the condition of the book. Lost or damaged books must be paid for by the student. Lost or misplaced textbooks should be reported to the teacher immediately so an effort can be made to find the book. Any books damaged will be paid for in accordance with the following scale:
1. For excessive writing in a book, one-fourth the price of the book will be charged.
 2. For drawing in a book, one-half the price will be charged.
 3. For loosening or tearing off the cover, one-half the price will be charged.
 4. For water damage, full price will be charged
- C. **Withdrawals and Transfers** – When a student is changing school for any reason, he / she must withdraw before entering another school. The office or teacher needs to be notified at least one day in advance to allow time to collect grades, records, and any other paperwork necessary to complete the withdrawal process.

Visitors – For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. Your first visit to the school will require your driver's license being scanned through the **Raptor Ware System**. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. Teachers are eager to meet with parents, but it is important to make appointments for a conference before coming to school. Teachers have scheduled conference periods. Please call the school or contact your child's teacher to make an appointment for a conference.

A. **Picking up Students at School**

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 following procedures are in place in order to document parental consent:

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 office upon the student's return. Documentation regarding the reason for the absence will also be required.

- B. **Lost and Found** – We have many articles of clothing left at school and on the buses daily. Very few pieces are claimed. Please label all coats, sweaters, lunch kits, etc. that are likely to be lost.

- C. **Field Trips** – Each grade / class can take a field trip occasionally throughout the year. Parents will be notified of the date and time of each trip. These trips are considered and chosen for educational value. They are not compulsory and students may be asked to remain at school if their behavior indicates that is necessary.

- D. **Severe Weather Procedure** – Boling ISD will use the El Campo radio station for emergency notification. Their call letters are **KULP AM 1390**. Their phone number is 979-543-3303.

- E. **Picking up Students that Normally Ride a Bus Home** – Plan to arrive at school before your child's bus leaves the school. If parents have not arrived before bus time, students are to get on their bus unless arrangements are made with the office. When possible, make plans in advance and send a note to the office with your child advising us of changes that need to be made for pickup. If your plans change after your child has already left for school, please call the office before noon. Please reserve the last two hours of the day for unavoidable, emergency type situations.

F. **Unscheduled Early Release** – Occasionally, unforeseen weather conditions or other emergencies make it necessary to release students early without prior notice to parents / guardians. Due to the confusion such a release causes it would only be done as a last resort. However, if in the judgment of the superintendent, it would be unsafe for our students to remain in school for the full day, such an early release may be initiated. ***If you have any special instructions regarding the pick up or delivery of your child on unscheduled early release days, please contact your child's school office. Otherwise, the bus will deliver them to their normal bus stop, only earlier.***

G. **Accelerated Reader**

Accelerated Reader (AR) is a computerized reading management program that is used nationally to encourage children to read. This program will be implemented in addition to our traditional reading/language arts curriculum. It personalizes reading for each student at their level. It also nurtures a lifelong love of reading and learning.

When possible, AR reading time will be included in the school day. Students will check books out of the library at their appropriate reading levels and then take computerized tests demonstrating their comprehension skills. These tests can be taken in the student's classrooms during permitted times of the school day, the computer lab and the library. As part of our AR program, students accumulate points for reading at their level and showing mastery of the books they read. Prize incentives are imbedded at different point levels and adjusted by grade. Students may redeem points earned for items at the Scholastic Book Fair held in October and the AR Christmas in December. Points earned during the fall and spring semesters will allow students to shop at the AR store. Various prizes will be available to "buy" with points

ATTENDANCE

Regular attendance in school is very important. Success in school work depends upon regular attendance.

Unless specifically exempted by TEC 25.086, a child who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached the child's 18th birthday shall attend school. TEX 25.086 (b)

Upon enrollment in pre-kindergarten (PK) or kindergarten, a child shall attend school. TEC 25.085 (c) PK and kindergarten students are subject to compulsory school attendance rules.

Attendance Policy

Definitions

Excused Absences

When a student is absent with the knowledge and consent of the parents and the reason is personal illness, illness in the immediate family, medical or dental appointment, death in the immediate family, emergencies approved by the Principal, and religious holidays that are not included in the school calendar, then the absence shall be considered as excused

Unexcused Absences

The student is absent and the reason is not covered under the excused definition.

Truancy

The student is absent without the knowledge and consent of the parents or the school. This includes being on campus but not in class. This type of absence is subject to disciplinary action.

Pre-Arranged absences

Parents who know beforehand that their child will be absent due to a trip out of town, special events etc. should obtain a “pre-arranged” absence form from the Principal’s Office. With parent permission note, student obtains “pre-arranged” absence from the Principal’s Office.

1. “Pre-arranged” form is to be signed by all of the student’s teachers and principal.
2. If a student’s grades are not passing in a subject, the teacher may refuse to sign; therefore, the absence will not be excused in that class.
3. Pre-arranged absences must first be approved by the teachers involved, and then final approval will be made by the Principal. Students who pre-arrange must sign out in the Principal’s Office on the sign out sheet, if leaving during the school day.
4. Emergency pre-arranged absences may be made by phone provided a parent or guardian contacts a Principal.

Attendance Requirement

Students must be in attendance 90% of the school year to receive credit for the course or grade level.

Absences for which the student has shown extenuating circumstances and completed routine make-up work shall be considered as days of attendance for computing the required 90% of attendance.

Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee. These may include:

1. Complete additional assignments, as specified by the committee.
2. Satisfy time-on-task requirements before and / or after school
3. Attend tutorial sessions as scheduled
4. Maintain attendance standards for rest of semester

In all cases, the student must earn a passing grade to receive credit.

A student and student's parent, or guardian shall be given written notice prior to and upon a student's attendance dropping below the required 90% in a year. When a student's attendance drops below the required 90% in a year, the student, parent, or representative may submit a written petition to the appropriate attendance committee requesting award of credit. The attendance committee shall review the student's entire record and the reasons for absences, and shall determine whether to award credit.

Petitions for credit may be filed at any time the student receives notice, but in any event no later than the last day of school year for which credit is lost due to attendance. The attendance committee may review the records of all students whose attendance drops below the required 90% in a year, whether a petition is filed or not.

When a student's absence for personal illness exceeds five consecutive days, the student shall present a statement from a physician or health clinic verifying the illness or other condition requiring the student's extended absence from school. The attendance committee may, if the student has established a questionable pattern of absences, also require a physician's or clinic's statement of illness after a single day's absence as a condition of classifying the absence as one for which there are extenuating circumstances.

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 pattern may be filled 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

Appointments

- School work should take precedence over a great number of other events. If possible, all visiting, shopping, dental and other appointments should be planned outside the student’s regular classes. A student leaving school must be called for in the Principal’s Office and must be signed out by a parent or designated person.

In School – Illness

- In case a student becomes ill at school the student is checked by the school nurse. The nurse will contact the parent by telephone to come and pick-up the student.

Admit Slips

- Students are required to bring a written excuse signed by either parent. The written excuse should contain the student’s name, date of absence, and reason for absence. The written excuse is used to determine excused or unexcused absences.

Tardiness

- All students are required to be in their classrooms when the tardy bell rings. Your child's success in their educational career is our number one goal. Being at school every day and on time is very important in order to achieve that goal. We need your assistance in making sure your child is in class everyday, and any child arriving at school after the First Period Bell must be signed in by an adult.

Excessive Tardy Policy - Per Six Week Period

Tardies	Consequences
1	Warning
2	Warning Parent Phone Call
3	Office Referral/ Lunch Detention
4	Office Referral/ Lunch Detention
5	Office Referral/ Lunch Detention
6	Office Referral/After School Detention
7	Office Referral/After School Detention
8	Office Referral/After School Detention
9	Office Referral/Saturday School

Make-up Work/EIA Local

- Students absent for any reason will be required to make-up work missed. All homework will be made up as well as such class work as the teacher deems necessary. It is the responsibility of the student to contact the teacher on the day he / she return to school to discuss the work to be made up.

The teacher may determine a reasonable amount of time for completion and submission of make-up-work. As a general rule, not more than three school days should be allowed for this purpose.

There are exceptional circumstances that occur when a student is absent for a long period of time (five or more consecutive days) because of illness, hospital confinement etc. In these situations, it will be necessary for the teacher and student to agree upon a reasonable amount of time and the material needed for completions of make-up assignments

EIA (Local) permits a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. These opportunities relate to formative grades (minor daily assignments, minor quizzes, etc.), not summative grades (major assignments, major exams, six-weeks test, semester exams, etc.). Each department is responsible for determining formative and summative assignments. If you have any questions, please contact the campus before an assignment is due. This opportunity is not for those that fail to participate

School Day and Schedule

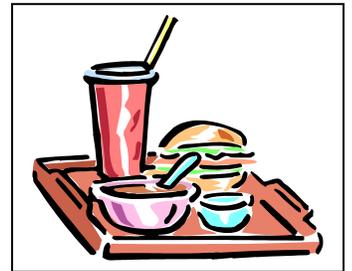
The Length of the school day will be from 7:40am to 3:10pm for grades K-5. Staff arrives at 7:25am. **Students should not be brought to school prior to that time, as there will not be anyone to supervise them.**



Cafeteria Schedule

- **Breakfast** – is free to all students attending Boling ISD
- **Lunch** – The mid-day lunch period is scheduled for thirty minutes.

Scheduled Lunch Times	
Kindergarten	11:55pm – 12:25pm
First Grade	11:25am – 11:55am
Second Grade	10:45am – 11:15am
Third Grade	11:40am – 12:10pm
Fourth Grade	11:15am – 11:45am
Fifth Grade	11:00am – 11:30am



Cafeteria Process

We are using the Lunch Money Now Point of Sale System. Students and parents may pay in advance or by accessing the cafeteria webpage at the Boling ISD website below:

<http://www.bolingisd.net/index.php/resources/lunch-menus>

Or they may add money to their account by bringing their money to the office during the Tutorial Period (7:40am to 7:55am) each morning. We ask that parents send their child's lunch money in a sealed envelop with following information: Student's name, Date, Teacher's name, Grade, Total number of meals to be purchased and total amount of money.

- **Lunch Kits** – it is entirely satisfactory for your child to bring a lunch. No glass bottled drinks please, but a canned drink or thermos is fine. Milk may be purchased in the cafeteria for those who bring a sack lunch.



Boling Independent School District

School Nutrition Charging Policy

I. Purpose/Policy:

The purpose of this policy is to establish consistent meal account procedures throughout the Boling ISD school meal programs administered by the Texas Department of Agriculture (TDA). Unpaid charges place a financial strain on the school nutrition department and the entire Boling ISD, as these expenses are unallowable to the nonprofit school nutrition account. The goals of this policy are:

- To treat all students with dignity and respect in the serving line regarding meal accounts
- To support positive situations with Boling ISD staff, Boling ISD business policies, students and parents/guardians to the maximum extent possible.
- To establish policies that are age appropriate
- To encourage parents/guardians to assume the responsibility of meal payments and to promote self-responsibility of the student
- To establish a consistent Boling ISD policy regarding charges and collection of charges.

II. Scope of Responsibility:

The Boling ISD School Nutrition Department: Responsible for maintaining charge records and notifying Boling ISD campuses of outstanding balances.

Boling ISD Campuses: Responsible for notifying the student's parent/guardian with written documentation.

The parent/guardian: Immediate payment.

III. Administration:

1. Students with negative balances will be allowed to charge for the reimbursable meal only.
2. Students with negative balances will not be allowed to charge a la carte foods, snacks and beverages.
3. Students with negative balances will be contacted by Boling ISD or the school nutrition department. This contact will be conducted as a written letter, electronic email or phone call to the household.
4. If a financial hardship is suspected, families will be encouraged to apply for free or reduced price meal benefits at any time during the school year.

Grading Procedures

Reporting Periods and Procedures

- Each semester is divided into three (3) six-week periods, and grades are given for each period.
- Progress reports are sent home for parent information at the end of the third week of each six-weeks reporting period. These reports are sent to all students' parents. Parents are asked to sign the bottom part of this notice and return this part to the teacher.
- Report cards are given out Thursday, following the end of each six-week period.
- Parents are urged to set up a parent / teacher conference to discuss their child's progress at any sign of the child's grades falling below a 75 average.



District Policy for Grading

Kindergarten – students will not be graded but will be given a skill progress report beginning the second six-weeks grading period.

Grades 1 – 5 – Numeral grades will be reported in the following subjects: Language Arts, Reading, Mathematics, Science, and Social Studies. S, N and U will be used to report to parents in the following subjects: Health, Music, Art, Handwriting, and Physical Education.

Grades 1 – 2 – In subjects where numerical grades are given, the Six Weeks Grade will be determined using the following guidelines:

- Six Weeks Grades will be determined by averaging the daily grades and weekly tests. They will be considered as having equal value.
- Semester Grades will be determined by averaging the three (3) Six Weeks Grades.
- Yearly Grades will be determined by averaging the two (2) Semester Grades.

Grades 3 – 5 – In subjects where numerical grades are given, the Six Weeks Grade will be determined using the following guidelines:

Daily Work
2 / 5 or 40%

Weekly Tests
2 / 5 or 40%

Six Weeks Tests
1 / 5 or 20%

Academic Grading Scale

The following grading scale will be used on report cards and other reports to parents in the Boling ISD.

Academic Grading Scale

<u>Numerical Grade</u>	<u>Letter Grade</u>	<u>Explanation</u>
90 – 100	A	Excellent
80 – 89	B	Good
75 – 79	C	Passing
70 – 74	D	Passing
69 – Below	F	Failing

Citizenship Grades

The following grading scale will be utilized on report cards and other reports to parents in the Boling ISD.

Citizenship Grades

<u>Grade</u>	<u>Explanation</u>
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Honor Rolls

The following criteria will be utilized to determine Honor Rolls in Boling ISD:



Gilt Edge Honor Roll

- Students must make a 92 or above in all subjects. An unsatisfactory grade in any subject not graded numerically will disqualify a student from his Honor Roll (this includes the Citizenship grade.)

Honor Roll

- Students must make more 90's than 80's in all subjects with no grade lower than an 80. An unsatisfactory grade in any subject not graded numerically will disqualify a student from this Honor Roll (this includes the citizenship grade.)

ACADEMIC ACHIEVEMENT PROMOTION, RETENTION AND PLACEMENT

I. PROMOTION

The District shall not grant social promotions. Students shall be promoted only on the basis of academic achievement.

Education Code 21.721 (a)

A. Elementary Grades

1. *Pre-Kindergarten and Kindergarten*

Students in Pre-Kindergarten and Kindergarten shall be promoted from one grade to the next, unless they meet the guidelines for retention outlined in Roman Numeral II of this Policy.

2. *1st and 2nd Grades*

To be promoted from one grade level to the next, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical grade for Language Arts, Mathematics, Social Studies, and Science. In addition, a student shall attain a yearly average of 70 or above for the ELA core average and a 70 or above in reading.

3. *3rd through 5th Grades*

To be promoted from one grade level to the next, a student shall attain for the year, an overall average of 70 or above. The overall average shall be derived by averaging the final numerical grade for Language Arts, Mathematics, Social Studies, and Science. In addition, a student shall attain a combined yearly average of 70 or above for Language Arts, and Mathematics. ***Fifth grade students must pass the Reading and Math portion of the STAAR test, to be promoted to the sixth grade.***

The mastery of Essential Elements in Language Arts shall be determined by averaging the Reading, English, Spelling, and Writing final grades. The final grades in these subjects will be valued in the following manner:

Weight Percentage Portion	Mastery Level	Grade
Reading – 60%	X 88	= 52.80
English, Spelling and Writing – 40%	X 80	= 32.00
Final Language Arts Grade		= 84.80

II. RETENTION (Grades Pre-k – 5th)

- A. Students in Pre-Kindergarten and Kindergarten shall not be retained. In exceptional cases where it is determined that the child does not exhibit the readiness for Kindergarten or first grade, the District may recommend to the parents that the child repeat Pre-K or Kindergarten respectively. This retention will be done only with parental consent.

III. AT-RISK STUDENTS

Students who meet one or more of the following requirements shall be identified as being At Risk.

- A. Did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year.
- B. Have failed one or more of the Reading, Writing, or Mathematics sections of the most recent STAAR test beginning with the third grade.
- C. Is a student of limited English proficiency, as defined by the Texas Education Code, 21.452
- D. Is sexually, physically, or psychologically abused based on an investigation and confirmation of abuse by the Texas Department of Human Services staff.
- E. Engages in conduct described by the Texas Family Code, 51.03. In addition to the preceding conditions, the District may consider the environmental, familial, economic, social, developmental, and other psycho-social factors in determining services where those factors contribute to the student's inability to progress academically.

At-Risk Students shall be provided academic options and services deemed appropriate by the District based upon its assessment of the student's needs. These options and services may include, but need not be limited to, alternative education programs, tutorials, summer school, retention, counseling, peer tutoring, and / or referral to other services providers.

IV. ALTERNATIVES TO SOCIAL PROMOTION

For students in grades K – 8th who are determined to be “At-Risk” due to not meeting the requirements for promotion, the District may use any or all of the following alternatives:

- Require the student to repeat the grade level.
- Require the student to participate in tutorial or summer programs and accomplish specified levels of mastery of TEKS in order to be promoted to the next grade.
- A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. Education Code 28.021(a) [See EI]
In addition to local policy relating to grade advancement, students in grade 5 must demonstrate proficiency by meeting the passing standard on the appropriate assessment instrument listed as GRADE ADVANCEMENT TESTING or on a state-approved alternate assessment.
- A student who does not demonstrate proficiency may advance to the next grade only if the student’s grade placement committee (GPC) determines by unanimous decision, in accordance with the standards for promotion established by the Board that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. 19 TAC 101.2001(b) These arrangements shall provide specifically designed instruction in the subject areas where the student is significantly behind grade level expectations, with the purpose of enabling the student to master the TEKS as rapidly as possible.

The District may establish a Grade Placement Committee that includes the principal, teacher, parent, and any other appropriate District representative to determine placement in and dismissal from these programs. Documentation of placement in subject area individualized progress programs and classes, evaluation of student progress, and dismissals shall be maintained.

V. INTENSIVE REMEDIATION PROGRAM

Students retained or placed in alternative education programs that still fall two or more years below grade level in reading or mathematics or both shall be placed in an alternative program providing intensive remediation designed for rapid progress in Language Arts, Reading, and Mathematics. Time and subject requirements for other subjects in the well-balanced curriculum may be adjusted to allow emphasis on Reading, Language Arts, and Mathematics.

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

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

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

Special Education Referrals:

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

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

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

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45

school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Brooke Burns

Phone Number: 979-657-2837

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Sarah Wilkins

Phone Number: 979-657-2826

Additional Information:

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

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

STANDARDIZED TESTING

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–5

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 3–5

Reading, annually in grades 3–5

Writing, including spelling and grammar, in grade 4

Science in grades 5

Successful performance on the reading and math assessments in grades 5 is required by law unless the student is enrolled in a reading or math course intended for student's above the student's current grade level, in order for the student to be promoted to the next grade level.

STAAR Accommodated, for students receiving accommodations or modifications that make the STAAR test invalid services, will be available for eligible students, as determined by the student's ARD or 504committee.

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

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be 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.

Additional Standardized Testing

The TPRI (Texas Primary Reading Inventory) is administered to Kindergarten, First, Second, and Third Grade students at the beginning, middle and end of the year.

VI. EXTRACURRICULAR ACTIVITIES

Students placed in alternative education programs must meet eligibility requirements in order to participate in extracurricular activities.

PROGRESS REPORT DATES

Progress reports are to go out at the end of the first three weeks of each six weeks grading period. The dates progress reports are to be sent for 2016-2017 are:

- | | |
|-----------------------|----------------------|
| 1. September 17, 2018 | 4. February 11, 2019 |
| 2. October 29, 2018 | 5. April 1, 2019 |
| 3. December 17, 2018 | 6. May 13, 2019 |

SIX WEEKS ELIGIBILITY CHECK

Six weeks grades must be checked for student's participation in extracurricular activities. Students who failed a course lose their eligibility seven days after the end of the six weeks. If a student regains eligibility by passing all courses at the end of the six weeks, the eligibility is restored seven days after the end of the six weeks. If a grading period or three week evaluation period ends on the last day prior to a school holiday of one calendar week or more, the seven calendar grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day classes resume.

THREE WEEKS ELIGIBILITY CHECK FORM

Three week grades must be checked for students who failed at the end of the six weeks in order to restore eligibility. If an ineligible student passes all courses at the end of the 3 weeks, the student becomes eligible 7 calendar days after the end of the 3 week grade evaluation period, at the time the regular school day ends.

2018-2019 DATES

End of 3 Weeks

Eligibility restored at the end of the day if passing everything

- | | |
|----------------------|-------------------|
| 1. October 26, 2018 | November 2, 2018 |
| 2. December 14, 2018 | December 21, 2018 |
| 3. February 8, 2019 | February 15, 2019 |
| 4. March 29, 2019 | April 8, 2019 |
| 5. May 10, 2019 | May 17, 2019 |

CHEERLEADERS

While there are no cheerleaders at the elementary level, fifth grade students who wish to participate as sixth graders must meet the same eligibility requirements as students at the junior high level. **(See Cheerleader Registration Packet)**

STUDENTS RECORDS

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school. By Law, both parents, whether married, separated, or divorced have access to the records of the student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.



The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The phone numbers and addresses of the Superintendent and Principals are listed on the front cover of this handbook.

Parents of a minor or of a student who is dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or Trustees of the District contracts for the placement of handicapped students, as well as their attorneys and consultants, who are:

- Working with the student
- Considering disciplinary or academic action, the student's case, or a handicapped student's Individual Education Plan (IEP)
- Compiling statistical data, or;
- Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The District forwards a student's records without prior consent on request to a school in which a student seeks to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release records.

The parent's or student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records, such as teacher's personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the District, do not have to be made available to the parents or the student.

Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requestor has the right to a hearing.

If the records are not amended as a result of the hearing, the requestor has 30 school days to make a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a grade in a course through this process. Parents or students have the right to file a complaint with the U. S. Department of Education if they feel the District is not in compliance with the law regarding student records.

Parents may be denied copies of a student's records:

- after the student reaches age 18 and is no longer a dependent for tax purposes
- when the student is attending an institution of post-secondary education or
- if the parent fails to follow proper procedures and pay the copying charge. If the student qualifies for free or reduced price lunches and the parents are unable to view the records during regular school hours, upon a written request of the parent, one copy of the record will be provided at no charge.

Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes: a student's name, address, telephone number, date of birth and place of birth, participation of officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

STUDENT HEALTH

Physical examinations may be required in compliance with the school health program. Physical examinations shall be required of all pupils before participating in school athletics. State Law – 1971.

INITIAL VISION AND HEARING SCREENING

When a student's initial enrollment in the District is also the student's enrollment in any Texas District, the student shall be screened for possible vision and hearing problems. This screening shall occur prior to completion of the first semester of enrollment or within 120 calendar days of enrollment, whichever is longer. Students may meet this requirement by providing evidence of screening conducted one year prior to enrollment. 25 TAC 37.23 (a)

The student or minor student's parent, managing conservator, or guardian, may elect to substitute one or more professional examinations for the required screening tests. Art. 4419g, Sec. 4(b), V.A.T.S.

SUBSEQUENT SCREENING

All students in PK, K, 1st, 2nd, 3rd, 5th, 7th, & 9th will be screened for vision and hearing. Students in 3rd, 5th & 7th will be screened for anacanthosis nigricans.

Students subject to screening after initial entry may be screened at any time during the reporting year prior to May 31. 25 TAC 37.23 (c) (d)

SPINAL SCREENING

Students in grades 6th and 9th shall be screened for abnormal spinal curvature before the end of the school year. This requirement may be met by a professional examination performed by a state-licensed practitioner with expertise in diagnosing spinal deformities. Students entering the 6th and 9th grades not previously screened shall be screened within 120 days of enrollment.

If the screening indicates the student may have abnormal spinal curvature the nurse shall send the original of the screening report to the student's parent, managing conservator, or guardian along with a letter advising of the parent's responsibility to select an appropriate health practitioner for an examination.
25 TAC 37.148 (e)

EXEMPTION

A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member.

The student or minor student's parent, managing conservator, or guardian shall submit to the principal on or before the day of admission an affidavit stating the objections to screening.

Art. 4419g, Sec. 4 (c), V.A.T.S.; Art. 4477-70, Sec. 2 (e), V.A.T.S.

ANNUAL REPORT

Each school shall submit to the Texas Department of Health by June 30th of each year an annual report on the screening status of the individuals in attendance during the reporting year and shall include in the report any other information required by the Board of Health. The report shall be on a form prescribed by the Health Department and submitted according to the Board of Health Rules.

Art. 4419g, Sec. 4 (f), V.A.T.S.; 25 TAC 37.26 (c) (3); 25 TAC 37.148 (m)

HEALTH POLICIES

This school periodically applies pesticides. Information concerning these applications may be obtained from:

Mr. Wade Stidevent, Superintendent
301 Texas Avenue, Boling, Texas 77420
Phone Number (979)-657-2770



Asbestos Management Plan Statement:
Policy CKA

Boling ISD is committed to providing a safe environment for all students. An accredited management planner has developed an asbestos management plan for each piece of the district property. The Management Plan for a particular school facility is available for inspection by any interested party during normal school hours Monday through Friday. You have the right under Federal Law to review the Management Plan. Those wanting to review Management Plans should make the request at the school office. Additionally, these plans are also available for review during normal business hours at: Boling Independent School District, 301 Texas Avenue, Boling, Texas, 77420.

Should you have any further questions, you may contact the campus principal or Bryan Blanar at (979) 657-2770.

A. Immunization and Tests

The Boling ISD requires that all children entering the public school system for the first time have the following immunizations and tests:

Children ages 6 years and under

- **DTP/DTaP/DT/Td/Tdap:** five (5) doses with one (1) being on or after the 4th birthday; however four (4) doses meet the requirements if 4th dose was given on or after the 4th birthday.

Children ages 7 years of age and older:

- **DTP/DTaP/DT/Td/Tdap:** three (3) doses, with one (1) being on or after the 4th birthday, and one dose within the 1st 10 years. Students will be required to have a booster dose of **Tdap** only if it has been five years since their last dose of tetanus containing vaccine
- **Polio:** Requirement – three (3) doses, provided one (1) dose on or after the 4th birthday; if not a 4th dose will be required
- **MMR (Measles, Mumps, Rubella):** Requirement – two (2) doses with the first dose administered on or after 1st birthday.
- **Hemophilus Influenza** Type B vaccine is required for children 18 months through four (4) years of age.
- **Hepatitis B:** – students born on or after September 1, School Year 2007-2008 Pre-K –12th grades. These students will be required to show proof of three doses of hepatitis B vaccination.
- **Varicella (chicken pox):** Effective August 1, 2009 all students entering Kindergarten and 7th grade will be required to have two (2) doses of the varicella vaccination.

Students not fully immunized and not on schedule will not be allowed to enter school until immunizations are updated. If you have any questions regarding your child's records please call Nicole Folmar, R.N. School Nurse at 979-657-2837

- B. The school Nurse checks each child's hair for nits and lice frequently. Parents of infected children are notified by note of the steps to take to correct this problem before sending the student back to school.

C. Illness

Any student with vomiting, diarrhea or 100 degree temperature will be excluded from class and parent will be notified to pick child up at school. **Students must remain out of school until free of fever or other symptoms for 24 hours.**

D. Injury

Minor scratches and / or bruises will be treated at school under Red Cross guidelines. Students with injuries that are in need of medical attention, a parent will be contacted and arrangements will be made to obtain medical attention as soon as possible. Injured students are placed under care of Registered School Nurse immediately.

E. 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, 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 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.

****All medication must be brought to school and given to the nurse by parent/guardian or designated adult. At no time should a student be in possession of any drug, prescription or non-prescription. All medication must be picked up by a parent/guardian or designated adult. This includes daily medication as well as medication that is in the nurse's office at the end of the school year.**

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

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

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

***Note – Students shall be free of fever 24 hours prior to returning to school.**

F. Communicable Diseases

Any student with symptoms of contagious disease should be kept home from school and seen by the family doctor. The school nurse should be informed of the illness.

G.HEALTH-RELATED MATTERS

Physical Activity for Students in Elementary Grades

In accordance with school policies, the district will ensure that students in kindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or per day or 135 minutes per week.

The district offers physical education and any other regular physical activity to students in middle or junior high school. 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

During the preceding school year, the district's School Health Advisory Council held numerous meetings. Additional information regarding the district's School Health Advisory Council is available from the superintendent.

Physical Fitness Assessment

FitnessGram is a fitness assessment conducted once each school year for students in grades 3-5. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function: aerobic capacity; body composition; and muscular strength, endurance, and flexibility

Bacterial Meningitis

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is 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/>.

**Parent Notification of Teacher Qualifications
Compliance with P.L. 107-110 Section 1111 (h) (6) (A)**

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

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

If you would like to receive any of this information, please contact the principal at your child's campus:

Newgulf Elementary School:	Mr. Gerald Floyd, 979-657-2837
Iago Junior High School:	Mr. Brett Pohler, 979-657-2826
Boling High School:	Mr. Keith Jedlicka, 979-657-2816

NEWGULF ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY

Philosophy

The staff of Newgulf Elementary School has formed a partnership with the parents/guardians of their students to facilitate student learning for improved student achievement and the attainment of the State's high academic standards. While the staff of Newgulf Elementary is completely committed to providing each and every student an equitable and quality education, the staff recognized the value of parental participation in every student's education. Parents / guardians are student's invaluable first teachers and their continued support of their student's education is essential to student success.

Development of the Title I, Part A Parental Involvement Policy and School-Parent Compacts.

Through the activities of the Campus Improvement Team (CIT), a committee composed of administrators, teachers, support personnel, Title I, Part A parents and community members will be involved in the joint development and annual review of the Newgulf Elementary Title I A Parental Involvement Policy and the School-Parent Compact. Parent comments from parent-teacher conferences and other meeting to solicit parent input will be used to refine the Policy. The Draft Policy will be presented to parents of Title I, Part A students for their approval, and once adopted distributed to all Title I, Part A parents, and placed on file in the TASB Policy Manual and the campus Principals' office for audit purposes. The Draft School-Parent Compact will also be reviewed by Title I, Part A parents, with the final Compact Distributed to parents and students.

Parental Involvement in the Campus Improvement Process

Through the activities of the CIT, parents will be involved in the development, review and evaluation of the Campus Improvement Plan.

LEA Coordination, Technical Assistance, and Support of Effective Parental Involvement Efforts

The Newgulf Elementary Principal and the Boling ISD Assistant Superintendent will provide the coordination, technical assistance and support necessary to help plan and implement effective parental involvement efforts through professional development, parent training and campus wide and district wide parental involvement activities. These activities will facilitate in the building of the capacity of parents and the staff of Newgulf Elementary for greater parental involvement. Teachers and parents will receive training to build their capacity for greater, more effective parental involvement. Annual input will be solicited from Title I, Part A Schoolwide parents to give teachers successful strategies the teachers may use for communicating with parents effectively.

Campuswide Parental Involvement

Prior to the consideration that students may be served through special populations programs and / or services, to facilitate the development of a strong parental involvement program and educational system on the Newgulf Elementary campus, all parents will be recruited to participate in the campuses' parental involvement program. Special attention will be given to parents with students in special populations programs, (Title I, Part, State compensatory and Accelerated Instruction, Special Education, Dyslexia, etc.) to ensure that guidelines governing these parental involvement programs are addressed. While maintaining the integrity of the requirements of these programs, a concerted effort will be made to integrate all parental involvement activities on the Newgulf Elementary campus, and when appropriate in the Boling ISD.

Parental Involvement Program Evaluation

The evaluation of the Title I, Part A Parental Involvement Program will be conducted through the annual Title I, Part A meeting, and parental feedback during parent-teacher conferences. The CIT of the Newgulf Elementary campus will use the information from these sources to design strategies for the revision of the Parent Involvement Program, the Title I, Part A Parental Involvement Policy and for school improvement.

Open House:

Newgulf Elementary School will host an open house on Thursday, October 11, 2018 from 6:00-8:00 p.m. We encourage you take advantage of this opportunity to meet with teachers, staff, administrators and also tour our campus. Administration will be available to discuss federal programs offered at Boling ISD. If you have any questions, please come by the office. Please sign-in at the check-in desks.

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

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

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

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

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

Contact Person – Mr. Gerald Floyd, Newgulf Elementary School Principal

Phone Number – 979-657-2837

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

Si un niño está experimentando dificultades en el aprendizaje, el padre puede comunicarse con la persona mencionada más abajo para enterarse sobre el sistema de estudios de diagnóstico y de recomendación de la educación general del distrito para los servicios de apoyo. Este sistema conecta a los estudiantes con una variedad de opciones de apoyo, incluyendo la recomendación para una evaluación para educación especial. Los estudiantes que tienen dificultades en el aula normal deberán ser considerados para tutoría, servicios compensatorios y otros servicios de apoyo disponibles para todos los estudiantes.

En cualquier momento, un padre tiene derecho a solicitar una evaluación para los servicios de educación especial. Dentro de un período de tiempo razonable, el distrito debe decidir si la evaluación es necesaria. Si la evaluación es necesaria, el padre será notificado y se le pedirá que dé consentimiento para la evaluación. El distrito debe completar la evaluación y el informe dentro de los 60 días de calendario desde la fecha en que el distrito reciba el consentimiento por escrito. El distrito debe darle una copia del informe al padre.

Si el distrito determina que la evaluación no es necesaria, el distrito proporcionará al padre una notificación por escrito que explica el motivo por el cual el niño no será evaluado. Esta notificación por escrito incluirá información que le explica al padre los derechos que tiene si no está de acuerdo con el distrito. Además, la notificación debe informarle al padre la manera de obtener una copia de la *Notificación de las Salvaguardas del Procedimiento – Derecho de los Padres de Estudiantes con Discapacidades*.

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

Nombre de la persona: Gerald Floyd

Número de teléfono: 979-657-2837

Boling ISD SPECIAL PROGRAMS

Boling ISD has a number of special programs to assist students who have special needs.

Accelerated Instruction – Title I Part A Schoolwide: This federal program is use at Newgulf Elementary School, Iago Junior High School and Boling High School. Its purpose is to help disadvantaged or children in at-risk situations meet high standards.

Title II Part A – Teacher and Principal Training and Recruiting: This federal program provides in-service to the teachers and principals. The in-service is to provide the teacher and principals with skills and activities so all students can be taught and achieve success.

Title II Part D Technology Shared Services Arrangement (SSA): This federal program assists with establishing a highly trained workforce to provide for classroom integration of technology and assists Boling ISD with technology planning requirements per state and federal guidelines (ePlan). Boling ISD is in a cooperative with Region III Education Service Center (ESC) for this program.

Title III A – Limited English Proficient (LEP) for English as Secondary Language Students (ESL): ESL is a state required program. The state policy is that every student in the state who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in an English as a Second Language Program. The Title III Part A federal program provides in-service to the regular teachers by providing them with strategies to help ESL students become successful. Boling ISD is in a cooperative with Region III ESC for the Title III Part A program.

Title IV Part A – Safe and Drug-Free Schools and Communities: This federal program, Safe and Drug-Free School and communities, is to provide funds for school districts to develop and carry out a comprehensive drug and violence prevention program which must be designed for all students and employees through the coordinated efforts of school, families and the community. Boling ISD is a cooperative with Region III ESC for this program.

Title V Part A – Innovative Programs: This federal program, Innovative Education Program Strategies is to provide support for library services, instructional and media materials and meet to the special needs of at-risk and high cost students. Boling ISD spends most of this money on library and computer materials.

Career and Technology Education (CATE): CATE was formally known as vocational education. This is a voluntary program at Boling ISD that is supported with state reimbursement and local fund sources. Boling ISD is in a cooperative with Region III ESC for some federal money, which comes from the Carl D. Perkins Vocational and Applied Technology Education Act.

State Compensatory Education (SCE): State Compensatory Education is a state program designed to enhance and improve the regular program for students in at-risk situations. The purpose is to increase the academic achievement and reduce the dropout rate of identified students in at-risk situations.

Gifted / Talented (G / T): Texas offers advanced level services for students identified as gifted / talented. These services are mandated for students in grade Kindergarten – 12th.

Migrant Education Program: This is a federal program with the basic understanding that the local education agency is responsible for using migrant education program funds as a last-resort supplement of other federal state and local funds in order to improve educational opportunities for migrant students and, thus, enable them to meet the state's challenging content and performance standards which all children are expected to meet. Boling ISD works with the Region III ESC in identifying migrant students.

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

Dyslexia: Dyslexia is a state program for students with a constitutional origin manifested by a difficulty in learning to read, write or spell despite conventional instruction, adequate intelligence and socio-cultural opportunity

Homebound Students: A student to be confined for a minimum of four consecutive weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the U.S. may be eligible for general education homebound services. The parent's request for services shall be made through the principal in accordance with TEA's Student Attendance Accounting Handbook and administrative procedures.

The principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the parent or guardian of the student to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information. Full documentation about students receiving homebound services shall be maintained in accordance with administrative procedures.

FOR MORE INFORMATION CONCERNING POLICIES AND / OR ADMINISTRATIVE PROCEDURES FOR OPERATIONS, ELIGIBILITY AND / OR PURPOSE OF ANY OF THE SPECIAL PROGRAMS, PLEASE CONTACT THE CAMPUS PRINCIPALS, COUNSELORS OR ADMINISTRATION AT THE CENTRAL OFFICE.