

**Aaron Parker Elementary
Student Handbook
2011-2012**



**Aaron Parker
Elementary**

NAME: _____

To the Students and Parents of Aaron Parker Elementary School:

Welcome to school year 2011-2012! For this new year to be successful for your child, we must all work together: students, parents, teachers, and other school staff members. This student handbook is designed to help us do this.

The Aaron Parker Elementary School Student Handbook contains information that both students and parents are likely to need during the school year.

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

Both students and parents must be familiar with the North Lamar Independent School District Student Code of Conduct, required by state law and intended to promote school safety and an atmosphere for learning. The student handbook is designed to be in harmony with Board policy and the Student Code of Conduct. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications.

In case of conflict between Board policy or the Student Code of Conduct and any provisions of student handbooks, the provisions of Board policy or the Student Code of Conduct that were most recently adopted by the Board are to be followed.

We strongly recommend that parents review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact a teacher, the counselor, or the principal. Also, please complete and return the parental acknowledgment and consent form.

A copy of the District's policy manual is available in the office.

Thank you,

*Tammie Bates, Principal
Aaron Parker Elementary School*

Nondiscrimination

North Lamar Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following District staff members have been designated to coordinate compliance with these requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Tommy Felty, Athletic Director.

Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Shelley McDowell, Assistant Superintendent.

All other concerns regarding discrimination: See the Superintendent, James A. Dawson.

Services for the Homeless and for Title I Participants

Other designated staff you may need to contact include: Liaison for Homeless Children and Youth, who coordinates services for homeless students: Gary King, Vocational Director.

Parent Involvement Coordinator, Nikki Moss, who works with parents of students participating in Title I programs.

• Asbestos

Policy can be reviewed at the Administration office or at any campus.

Pest Control Information

The Districts Asbestos Management Plan can be reviewed during normal business hours in the Central District office. The District periodically applies pesticides inside buildings. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child(ren)'s school assignment area may contact Buddy Walker, Integrated Pest Management.

IMPORTANT INFORMATION FOR PARENTS

This section of the Aaron Parker Elementary Student Handbook includes information on topics of particular interest to you as a parent, such as:
School events and school-related groups that would welcome your attendance or participation;
Information you may request about your child's teacher and any instructional paraprofessional who works with your child in the Title I program;

Your child's grades and progress reports;

State and local testing and promotion requirements;

Records pertaining to your child and your right, under certain circumstances, to consent or deny their release; and

Conferences with your child's teacher; and procedures to follow if you have a concern that isn't resolved by a conference.

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.

REPORT CARDS, PROGRESS REPORTS, AND CONFERENCES

Report cards with your child's grades or performance and absences in each class or subject are issued to you at least once every 6 weeks. **Report cards are sent home with the students each six weeks except for the first grading period. Report card conferences are required at this time and report cards will not be sent home with the student.** We feel this is an extremely important time for the classroom teacher to update you on your child's progress. Please schedule a time for this conference and do not just appear for a conference while the teacher is teaching or working with students.

At the end of the first three weeks of a grading period you will be given a written unsatisfactory progress report (for students in grades 3 and up) if your child's performance in any course is near or below 70, or is below the expected level of performance. If your child receives a grade lower than 70 in any class or subject during a grading period, you may be requested to schedule a conference with the teacher of that class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school the following day. **In addition, parents of students in grades 1-5 will be able to view their child's grades online on the Internet. To do this the parent must fill out a district form to obtain access to the online grades. Parents may also allow students to view their own grades online. Teachers will have grades posted weekly but not always be the next day.**

We request all inquires about a student's progress be first addressed to the teacher involved. Since most questions can be answered during a conference, we suggest parents follow their child's progress throughout the year and consult with the teacher for advice and help concerning their child's work. Weekly communication addressing this will be sent home with the student every Monday. A close working relationship between parents and teacher is essential in helping your child achieve his or her full potential.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. In addition, students at certain grade levels will be required to pass the new State of Texas Assessments of Academic Readiness (STAAR) test as a further requirement for promotion:

In order to be promoted to grade 6, students enrolled in grade 5 in school year 2012-2013 must perform satisfactorily on the Mathematics and Reading sections of the grade 5 assessment tests in English or Spanish.

In addition, students in grades 5, and 8 must meet promotion standards established by the District in order to be promoted.

Parents of students who do not perform satisfactorily on their exams will be notified that their child will participate in special instructional programs designed to improve performance. 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.

STAAR (State of Texas Assessments of Academic Readiness) Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011-2012 school year only, this requirement will be waived.

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).

MEDICINE AT SCHOOL

No District employee will give a student prescription medication, nonprescription medication, herbal substances, or dietary supplements except:

Authorized employees, in accordance with policy, and:

- If the medication is prescription, it must be provided by the parent, along with a written request, and be in the original, properly labeled container.
- If the medication is nonprescription, it must be provided by the parent, along with a written request, and be in the original, properly labeled container.
- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if it is required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, for which 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 for treatment of the particular emergency; and
 - When the parent has previously provided written consent to emergency treatment on the District's form.

A student with asthma who has written authorization from his or her parent and physician or other licensed health care provider may be permitted to possess and use prescribed asthma medication at school or school-related events. The student and parents should see the school nurse or principal if the student has been prescribed asthma medication for use during the school day.

STUDENT RECORDS

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. A student's school records are confidential 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. The District forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. 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.

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 parents 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. Copies of student records are available at a cost of ten cents. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in 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.

Directory Information

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year.

Directory Information for School-Sponsored Purposes

The district often needs to use student information for school-sponsored purposes: For these school-sponsored purposes, the district would like to use your child's information as listed previously. This information will not be used for other purposes without the consent of the parent or eligible student, except as described previously in **Directory Information**. Unless you object to the use of your child's information for these limited purposes, the school will not need to ask your permission each time the district wishes to use this information for the school-sponsored purposes listed above.

STUDENT OR PARENT 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 Superintendent's office.

In general, the student or parent should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

RELEASE OF STUDENTS FROM SCHOOL

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

A student will not be released from school at times other than at the end of the school day except with permission from the principal or designee and according to the campus sign-out

procedures. Unless the principal or Superintendent has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

Withdrawal from School

For a student to withdraw from school:

1. Parent/guardian must send a written statement, call the school or make a personal visit to the school. If possible, parents are asked to give advance notice of at least one day.
2. Withdrawal papers will be issued when the student has turned in all textbooks, library books, and has paid library fines.

COMPUTER RESOURCES

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that electronic communications—e-mail—using District computers are not private and may be monitored by District staff.

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 issues, or substance abuse. The counselor may also make available information about community resources to address these concerns.

Counseling referrals may be made by parents, teachers, the principal, or any responsible adult involved with the child. Letters are sent to the parents when ongoing counseling sessions for the child on a regular basis are recommended. Periodic requests for counseling by students will be treated in a manner similar to the students requesting to see the school nurse.

Referrals to regular counseling are automatic when the circumstances involve the Department of Human Services. Parent conferences relating pertinent information from the counselor or parent will be arranged as needed.

Classroom guidance is a regularly scheduled event.

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

CREDIT BY EXAM—If a Student Has Taken the Course

• With Prior Instruction

A student who has received prior instruction in a course or subject—but did not receive credit for it—may, in circumstances determined by the teacher and counselor or principal, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam. In other instances, the District administration will determine whether any opportunity for credit by exam will be offered.

• Without Prior Instruction

A student will be permitted to take an examination to advance to a higher grade level (at the elementary level) for which the student has no prior instruction. A score of 90 or above in all four core subject areas must be achieved. The dates on which examinations are scheduled during the 2011-2012 school year are June 5, 6, 7, and August 7, 8, 9, 2012. A student planning to take an examination for acceleration (or the student's parent) must register with the principal no later than 30 days prior to the scheduled testing date. The District may honor a request by a parent to administer, on some other date, a test purchased by the parent from a State Board-approved university.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school and school-related 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.

1. **GRADES** – During the first six weeks, students who have been promoted to the next grade level are eligible. Students who receive a six-week grade below 70 may not participate in extracurricular activities during the following three-weeks.
2. **ABSENCES** – Students are permitted no more than five (5) absences in any one (1) semester in order to participate in school related activities such as UIL or 4-H Club.

Sponsors of 4-H Clubs should submit a written list of students and a description of the activity along with its time and location to the principal at least one (1) week in advance.

Any absence resulting from a student's participation in an organization not on the approved list will be considered unexcused.

SPECIAL PROGRAMS

North Lamar ISD provides programs designed to meet special needs in order to ensure that all children have the opportunity to learn. The District provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by other organizations

SUMMER SCHOOL

Information regarding summer school will be sent home at the end of the school year for students who meet the qualifications and guidelines.

AT-RISK

Although the district's dropout rate is less than 5%, the District chose to provide a plan for achieving a goal of academic success for all students. The criteria for identification is listed below, and intervention techniques are outlined in the District's *Plan for Increasing the High School Graduation Rate*. Records of each student are reviewed for identification during the first six-weeks of school by the principals or their designees. They are again reviewed at the end of each semester. Extended year is a possibility for at-risk students.

AT-RISK GUIDELINES FOR GRADES K – 5

Pre-kindergarten-grade 6 students who meet one or more of the following criteria shall be identified as a "student at risk of dropping out of school".

1. In grades 1-6 failed to meet requirements for promotion; 19 TAC 75.195 (c)
2. Did not perform satisfactorily on a readiness test or assessment instrument administered at the beginning of the school year;
3. Was not advanced from one grade level to the next one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level to at least 110 percent of the level satisfactory performance on that instrument;
5. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
6. Is currently on parole, probation, deferred prosecution, or other conditional release;

7. Was previously reported through the Public Education Information;
8. Is a student of limited English proficiency, as defined by Section 29.052;
9. Is homeless, as defined by 42 U.S.C. Section 11302. and its subsequent amendments; or
10. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home;
11. Is sexually, physically or psychologically abused based on an investigation and confirmation of abuse by Texas Department of Human Services staff;
12. Engages in delinquent conduct, as defined in Family code 1.03 (a)

The 78th Legislature amended the Texas Education Code (TEC), §26.0081, to require the Texas Agency to produce and give to school districts, including charter schools, a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need, or may need, special education. The explanation must state that the parent is entitled at any time to request evaluation for special education services.

The requirement is designed to address issues resulting from an amendment to TEC, §29.004, which changed the trigger date for the 60-calendar day a timeline for the completion of the full individual and initial evaluation of a student for special education services. Historically, the timeline started with the date of referral. Now the timeline begins on the date the district receives written consent for the evaluation. The primary purposes of the written statement are to ensure that parents understand their right to request an evaluation of their child for special education services and to prevent any unnecessary or inappropriate delays in special education evaluations related to the failure to seek timely consent from parents.

Response to Intervention (RTI)

Response to Intervention is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction, and guided by child outcome data.

North Lamar I.S.D. practices the Response to Intervention (RTI) model when making decisions concerning interventions for individual students. Each campus is led by a core team along with other appropriate team members based on the child and the needs of the child. Child performance data is documented and used in making intervention decisions for each child.

SEARCH Gifted/Talented Program

The Gifted/Talented Program was established during the 1980-81 school year with the name SEARCH adopted in 1988-89. Currently, the program is based on guidelines from Texas Education Agency complying with the Texas Education Code, Title 19, Part II. Gifted and talent pool students are identified and served in KL-12 at the appropriate campus.

The program focuses on a differentiated curriculum based on interdisciplinary themes emphasizing the development of research skills, complex thinking skills (analysis, critical thinking, evaluation, logical thinking, and problem solving), affective skills and metacognitive skills especially the evaluation of self-progress. Individual interest centers, product development as well as cooperative learning are emphasized. The program addresses the strengths of students in the core academic areas.

In kindergarten and first grade, **ALL** students participate in regularly scheduled enrichment lessons presented by the elementary GT resource teacher with the help of classroom teachers. Kindergarten students are identified and served by March 1 of each school year. Beginning in first grade,

TITLE I

Children at the elementary level are provided additional support in the areas of language arts, math, and science through the use of federal funds. Each campus applied for and received a waiver to operate a school wide program. Using various instructional strategies, teachers strive to have all children working at grade level by the end of grade three.

DYSLEXIA

A copy of the dyslexia plan, which provides steps for addressing the problem in detail, and a referral form may be obtained from the principal or counselor of your child's school.

ESL

For those students whose test reveal limited knowledge of the English Language, the district provides English as a Second Language (ESL) program. A parent may waive child's attendance in the program.

SPECIAL EDUCATION

The District will provide handicapped students with a free appropriate education designed to meet their individual educational needs. Programs for special needs will be coordinated with, and an integral part of, the total instructional program. This is done in order to provide effective instruction in the essential elements in a manner appropriate to their needs. When a handicapping condition (identified pursuant to special education rules and regulations) renders the elements inappropriate for a particular student, instruction shall be especially designed based on the student's abilities. Referral packets are available in the counselor's office of your child's school.

identified students are served through daily enrichment and weekly pullout sessions with the GT resource teacher.

In grades 2-8, students are served through regularly scheduled pullout programs (approximately one-half day per week) with the appropriate GT resource teacher. Research skills and independent projects allow students to investigate and learn in areas of strength. Creativity, problem solving, decision making and critical/logical thinking are included in the process.

High school students are served in specific subject matter Advanced Placement, Pre-AP and dual credit classes where they are provided an enriched curriculum. University Interscholastic League offers another avenue for the extension of learning in specific area.

Students are provided information regarding acceleration through the "Credit by Exam" process. Students can advance one grade level during the elementary years or specific subjects in the secondary grades by scoring at the 90th percentile or above on a criterion referenced test. Tests are offered each June and August. Registration is due one month prior to the testing date.

Other options for enrichment include Destination Imagination, WordMaster, field trips, special events, targeted presentations through the Educational Service Center and the Annual GT Day. The program guidelines address transfer students, appeals and the procedure for exits and furloughs.

Screening/Nomination Information

Nomination – Parents, teachers and the community can nominate. Permission forms are available from the campus secretary.

Nomination Period – Fall-end of the first 6 –weeks reporting period (1-12), Spring – mid February (K-11), December—Kindergarten only

Identification – By the end of each semester by campus committee. (Kindergarten by March 1)

Selection – Must meet district criteria in a minimum of three of five assessments including both objective and subjective evaluations.

Further inquiries about the program should be directed to Carolyn Patterson at 903.669.0186 ext. 5002.

TEXTBOOKS

State-approved textbooks are provided free of charge for each subject or class. Books must be covered by the student, as directed by the teacher, and treated with care. A student who is issued a damaged book should report the damage to the teacher. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent. However, a student will be

provided textbooks for use at school during the school day. Each child is responsible for the textbooks and library books that are issued.

ATTENDANCE

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-led activities, to build each day's learning on that of the previous day, 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.

Compulsory Attendance

The state compulsory attendance law requires that a student between the ages of 6 and 18 must attend school and District-required tutorial sessions unless the student is otherwise legally exempted or excused. A student who voluntarily attends or enrolls after his or her eighteenth birthday is required to attend each school day. However, 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 is then unauthorized and may be considered trespassing.

Students enrolled in prekindergarten or kindergarten 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.

School employees must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, such as basic skills for ninth graders, or from required tutorials will be considered truant and subject to disciplinary action.

Truancy may also result in assessment of penalties by a court of law against both the student and his or her parents. A complaint against the parent may be filed in the appropriate 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.

Students that leave early on a regular basis will make time up in after school detention if the time has accumulated up to two hours. If students are tardy three times, then they are eligible for detention as well.

A student who will need to leave school during the day must bring a note from his or her parent that morning. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. **Children with a temperature over 100° are sent home when someone can be found to pick them up.**

Absences are considered either excused or unexcused.

EXCUSED ABSENCES

1. A student may be excused for temporary absence:

* resulting from any cause acceptable to the teacher, principal or superintendent.

* for the express purpose of observing religious holy days, including traveling for that purpose, if before the absence the parent submits a written request for the excused absence.

* a documented health care appointment **(if the student begins classes or returns to school the same day as the appointment.)**

2. **In order to receive an excused absence, the student must bring a written statement signed by the parent or guardian verifying one of the excused reasons upon the student's return to school. He must also have checked out through the office if he left school after reporting to the first class of the day in order for the absence to be considered excused.**

3. An excused absence shall permit the student to complete all work missed during the period of absence. **All makeup work must be completed within three days upon return.** However, a principal may extend the time depending upon the circumstances. An unexcused absence may remove the privilege of the student to complete any of the work missed during the absence of a grade.

4. Other extenuating circumstances for **excused** absences include, but are not limited to, the following:

- a. Days of suspension.
- b. Participation in a court proceeding or a child abuse/neglect investigation. The reason for the absences must be stated in writing by probation officer or case worker.
- c. Late enrollment or early withdrawal of a migrant student.
- d. Days missed as a runaway.
- e. Completion of a competency-based education program for students identified as at-risk.
- f. Late enrollment or early withdrawal of a student placed in or having resided in a community care home by the Texas Youth Commission.
- g. Absences of a teen parent due to caring for his/her child.
- h. Participation in a substance abuse rehabilitation program, and
- i. Homelessness, as defined by federal law.

UNEXCUSED ABSENCES

1. Unexcused absences are those absences that:

- a. Occur for reasons other than those listed above, or
- b. Occur without the parent's knowledge, or
- c. Occur when a student leaves the campus without checking out through the office. If a student leaves the campus without checking out, his absence cannot be excused even if the reason is approved by the parent.
- d. Absences for personal business, family trips, business trips, family convenience, etc., are considered to be unexcused. Final discretion, however, will be left up to the building principal.

2. Upon return to school after an unexcused absence, make-up assignments or tests shall be made available with a 20 point penalty assessed the first day and a 30 point penalty assessed the second day. No credit will be given after the second day.

EXCEEDING ALLOWED ABSENCES

1. Parents and student will be routinely notified by letter after three, six, nine, fifteen and eighteen absences. The parent and student will be required to meet with the Attendance Review Committee when the number of absences exceeds the total allowed by law (18 absences). Parents may also be required to appear in truancy court to explain excessive absences.

2. Each campus will have an Attendance Review Committee composed of the principal/designee, counselor(s), and teacher(s). The ARC will meet with the parent and student to consider the nature of absences and to determine if provisions will be made for a student to regain credit due to loss of credit for excessive absences. Documentation to justify excessive absences, including physician's statements, medical reports, judiciary summons, police accident reports, or obituary notices, may be requested.

MISCELLANEOUS ATTENDANCE GUIDELINES

1. A student **absent from school will not be allowed to participate** in school-related activities on that day or evening unless there are extenuating circumstances.

2. A student absent, without permission, from school or from any class including **required tutorials** will be considered truant and subject to disciplinary actions.

3. A student will not be released from school at times other than regular dismissal hours except with the principal's permission or according to the campus sign-out procedures. The teacher will determine if permission has been granted before allowing the student to leave. **Students who have excessive release time may be required to attend after-school detention to make up the time missed.**

Attendance for Credit

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

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

All absences shall be considered in determining whether a student has attended the required percentage of days. If make-up work is completed, absences for religious holy days and health care appointments shall be considered days of attendance for this purpose.

A transfer or migrant student incurs absences only after his or her enrollment in the District. For a student transferring into the District after school begins, including a migrant student, only those absences after enrollment will be considered. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision 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 District's Board of Trustees by filing a written request with the Superintendent in accordance with policy FNG.

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

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older.

HEALTH SERVICES

The school nurse is available for supervision and screening in several health areas, as well as maintaining accurate, up-to-date health information on each student.

All students enrolling in the North Lamar School District will be required to present evidence of immunization as mandated

by Texas State Law. Schools must comply with state law regarding health practices. Therefore, we must insist that parents keep current immunization records for their child. If a parent is notified that their child needs to update records, a reasonable amount of time will be allowed for the parent to comply. However, failure to comply will result in the suspension of the student until the immunization requirements have been met. We discourage taking medication at school; therefore, we do not provide medication of any kind for the students to take. If you want your child to take medicine at school, the following conditions must be met;

1. Employees of the district may administer medication to a student only upon **written request by a parent**. Permission forms are available on each campus in the nurse's office. If medication is sent from home without the benefit of this permission form, the written request must include: *Date, child's name, name of medication, dosage, administered time, and signature of parent or legal guardian*. A permission form will then be sent home with the student to be filled out and returned the following day if medication is to be continued at school.
2. **All medication, prescription or non-prescription, brought to school by a student must be in the original container and be properly labeled.** A properly labeled prescription bottle is a bottle with a pharmacy label stating the student's name and date prescription was filled. Non-prescription medication must be in its original container and the parent is to affix the child's name and dosage to the bottle. Expiration date and shelf life of medication is to be checked by the school employee giving the medication.
3. All medication will be kept in a locked closet in the nurses' office.
4. Parents will be encouraged to keep the child's schedule for dispensing medication to a minimum.
5. Changes in prescription medication require either a new prescription-labeled bottle or a written request for dosage change. A new parental permission request is to accompany any change in medication.
6. Prescription and non-prescription medication requests and parent/physician requests for children to carry medication are to be renewed at the beginning of each school year. To protect children from contagious illnesses, students infected with certain diseases are not

allowed to come to school while contagious. Parents of a student with a communicable or contagious disease should phone the school nurse or principal so that other students who have been exposed to the disease can be alerted. These diseases include: Amebiasis, Hepatitis, Viral A, Rubella (German Measels), Campylobacteriosis, Impetigo, including congenital, Chicken Pox, Infectious mononucleosis, Salmonellosis, Common cold w/fever, influenza, typhoid fever, Fifth disease, Measles (Rubella), Scabies, (erythema Infectiosum), Meningitis, Bacterial, Shigellosis, Gastroenteritis, Viral, Mumps, Streptococci disease, invasive, Giardiasis, Pink eye (Conjunctivitis), Tuberculosis, Pulmonary, Head Lice (Pediculosis), Ringworm of the scalp, Whooping Cough (Pertussis)

BACTERIAL MENINGITIS

State law 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 or a Friend Think You have Bacterial Meningitis?

You should seek prompt medical attention.

Where Can You Get More Information?

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

COMMUNICATION BETWEEN HOME AND SCHOOL

Good communication between home and school regarding a child's education is more than a "plus": it's essential for the student to make the most of the opportunities provided. School communication starts with information documents such as this handbook, progress reports and report cards, student work for parents to review and sign, and continues into interaction: messages and phone calls from teachers, conference forms, and school open houses or back-to-school nights, for instance.

Communication might also include requests for conferences - initiated by the school or the parent - to discuss student progress, to find out more about the curriculum and how the parent can support learning, to head off or resolve problems, etc. **A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office at 903-732-3066 for an appointment.** Generally a teacher will be able to meet with parents or return calls during her conference period, although other mutually convenient times might be arranged as well. We do not call teachers out of instructional time.

COMPLAINTS BY STUDENTS/PARENTS

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 on line at www.northlamar.net .

In general, the student or parent should first discuss the complaint with the campus principal. If unresolved, a written complaint and a request for a conference should be sent to the Superintendent. If still unresolved, the District provides for the complaint to be presented to the Board of Trustees.

CONDUCT

Applicability of School Rules

As required by law, the District has developed and adopted a Student Code of Conduct that prohibits certain behaviors and establishes standards of acceptable behavior—both on and off campus—and consequences for violation of the standards. Students need to be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules of behavior will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

Discipline Plan

Our belief at Aaron Parker Elementary School is that good student behavior is essential to the learning process. Discipline should not be such a problem that it takes away from instruction time. Our behavior management plan includes rules, consequences, and rewards. Behavior is a choice! Students must understand that the choices they make determine the rewards or consequences.

To ensure that a quality learning environment is provided for all students, the following “three strike” behavior management plan will be used throughout the school in grades 2nd – 5th: cafeteria, library, music, content mastery, gym and computer lab.

1st Strike: Lose one-half of recess

2nd Strike: No Recess for that day/student fills out a behavior management form to be signed by the parent

3rd Strike: Detention during lunch or after school on assigned day until 5:00 p.m.

Students will begin each week with no strikes.

If a student accumulates 6 strikes in a six-week period, he/she will also serve detention and also not be allowed to participate in any special activity or field trip within that six-week period.

After the second detention or for any serious offense within the six weeks, the student will be sent to TRAC (on campus suspension) for three days. The students will be responsible for the work they miss while in TRAC.

Disruptions

In order to protect student safety and sustain an educational program free from disruption, state law

permits the District to take action against any person student or non-student who:

- Interferes with the movement of people in an exit, an entrance, or a hallway of a District building without authorization from an administrator.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats to cause disruption during an assembly.
- Interferes with the movement of people at an exit or an entrance to District property.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disrupts classes 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; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.
- Interferes with the transportation of students in District vehicles.
- **Academic Dishonesty/ Cheating/ Plagiarism**

Academic dishonesty, as in cheating or plagiarism, is not acceptable. Cheating includes the copying of another student’s work - such as homework, class work, or test answers - as one’s own. Plagiarism is the use of another person’s original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules of behavior will apply whenever the interest of the District is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities. The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

Bullying

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student’s property, places a student in fear of harm to himself or his property, or is so severe that it

creates an intimidating, threatening or abusive educational environment. The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. If a student believes that he or she has experienced bullying, it is important for the student or parent to notify the teacher, a counselor, or principal.

Corporal Punishment

Corporal punishment—spanking or paddling the student—may be used as a discipline management technique in accordance with the Student Code of Conduct.

- The student will be told the reason for the corporal punishment.
- • The punishment may be administered only by the principal, or a teacher.
- • The instrument to be used will be approved by the principal.
- • The punishment will be administered in the presence of one other District professional employee and out of view of other students.

A record will be maintained of each instance of corporal punishment.

Radios, CD Players, and other Electronic Devices and Games

Students are not permitted to possess such items as pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, electronic devices or games at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the item and turn it in to the principal's office. The principal will determine whether to return the item at the end of the day for the student to take home or whether the parent will be contacted to pick up the item. Any disciplinary action will be in accordance with the Student Code of Conduct. For certain items, such as pagers/cell phones, a parent/legal guardian must pick the item up and a \$15.00 fee will be charged. Also, students are not to bring footballs and trading cards to school.

Sexual Harassment / Sexual Abuse

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher, counselor, principal or designee, or Tommy Felty, Athletic Director, who serves the District Title IX coordinator for students. Students must not engage in unwanted an unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees

with courtesy and respect; to avoid any behaviors when asked or told to stop.

A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct.

DISMISSAL DUE TO BAD WEATHER

During the winter months, we occasionally need to dismiss school earlier than usual, or miss days at times when the snow and/or ice make driving hazardous. **Announcements will be made on local radio and television stations as soon as decisions have been made to not open schools on these mornings. You may also view the information on the North Lamar web page.** www.northlamar.net

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

Classroom and campus newsletters and the yearbook are available to students. All school publications are under the supervision of a teacher, sponsor, and the principal.

Student Non-school Materials

Unless a student obtains specific prior approval from the principal, written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials over which the school does not exercise control may not be posted, sold, circulated, or distributed on any school campus. To be considered, any non-school material must include the name of the sponsoring organization or individual. Non-school material will be distributed with the approval of the principal.

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 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.

The principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation.

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.

To comply with a properly issued directive to take a student into custody.

By an authorized representative of Child Protective Services, Texas Department of Protective and Regulatory Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

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 custody action, notification will most likely be after the fact.

Notification of Law Violations

The District is also required by state law to notify:

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

All instructional and support personnel who have regular contact with a student who has been convicted or adjudicated of delinquent conduct for any felony offense or certain misdemeanors.

LOST AND FOUND

Lost articles will be turned in to the office. Students may check with the office when they have lost something. Articles not claimed by the end of the semester will be discarded. We suggest that **all articles be labeled with the child's name**, for easy identification (especially coats, sweaters and jackets).

OFFICE HOURS

The school office is open from 7:30 am to 4:10 pm each school day. Our secretaries can answer most questions about the school and district.

PARENT-TEACHER ORGANIZATIONS

Our elementary schools have very active, dynamic, Parent-Teacher Organizations, which meet four (4) times during a school year. Parents will be notified by notes as to the date and times of the meetings which are in September, November, February, and April.

The organizations have fund-raising activities which bring in large sums of money. The funds raised by the PTO of each school are used to enrich programs at each respective school in either recreational or academic areas. All funds are in the hands of the PTO and are dispensed for the various purposes as decided by the membership of each organization.

Parents are invited and encouraged to participate in their school PTO.

PARTIES

The school will sponsor three (3) parties during the school year. These parties are to be at Christmas, Valentine's Day and Easter or at the end of the school year. Campus staff, with input from parents, will decide which three days we will have parties each year as these are to be posted in our school. Each homeroom teacher will send inquiries home so the parents will have the opportunity to help with one of the parties. A chairman will be selected to handle each party. The chairman and other volunteers, along with the teachers, will be responsible for planning and carrying out the party. To the extent possible, grade level parties should be similar so that all children feel they are equally valued.

Students are asked to behave and take care of school property at these events.

Children are not allowed to have birthday parties at school or to pass out party invitations unless everyone in the class is invited. Children should not become involved in giving parties for the teachers.

PHYSICAL EDUCATION

We believe in the adage “a sound mind in a sound body.” With this in mind, we have devised a physical education program for the well-being of each boy and girl. This is accomplished by a program of daily exercise. Body movement, together with development of muscle structure, is the primary goal. Games are taught and sportsmanship is stressed at all times. All students are required to participate; however, for those with disabilities, suitable exercises may be developed in consultation with family doctors and physical therapists.

Students are required to wear tennis shoes for P.E. The shoes should not have soles that mark the gym floor.

Students who cannot participate because of illness should bring a note from their parents. Prolonged excuses (3 or more days) must be accompanied by a letter or note from a doctor.

See P.E. handouts for complete course guidelines and rules or contact or physical education teacher for more information.

Physical Fitness Assessment

Students in grades 3-12 will participate in a physical fitness assessment. The first will be at the beginning of the school year, the second at the end. Parents will receive a copy of the results after each assessment.

DRESS AND GROOMING

The District’s dress code is established to teach grooming and hygiene, prevent disruption and minimize safety hazards. Students and parents may determine a student’s personal dress and grooming standards, provided that they comply with the following for students in grades 4-12:

The district prohibits any clothing that, in the principal’s judgment, may reasonably be expected to cause disruption of or interference with normal school operation. The District prohibits pictures, emblems, or writing that are lewd, offensive, vulgar, negative, or obscene or that advertise or depict tobacco products, alcoholic beverages, drugs, violence, or any other substance prohibited under policy FNCF (L).

Students shall conform to the following rules:

Everyone must wear shoes or sandals (no house shoes). Tennis shoes must be worn during physical education classes. Heelies, with or without wheels, are prohibited.

Sunglasses, hats, caps, or any type of head covering should not be worn in the building. (Exceptions made for special activities at the principal’s discretion)

No cleavage may be exposed and entire torso must be covered. No V-neck shirts worn unless there is an appropriate shirt worn underneath. Shirts and blouses shall be buttoned to the second button if a collar button is present. All shirts must have sleeves. Shirts that are tapered and made to be worn tucked-in must be tucked-in while shirts that are designed to be worn un-tucked will be allowed to be worn un-tucked. Un-tucked shirts shall not fall below the bottom of the back pockets. To comply with this standard, cheerleaders and dance line members will only wear their uniforms during a performance during the school day and at school performances after school. (Applies to grades 4-12). Clothing with tears or holes is not permitted at any grade levels.

Trench coats are not permitted.

Sagging pants are not acceptable. Pants/shorts shall be full length or below the knee for both boys and girls. Un-hemmed pants are not allowed.

Shirts/dresses/gauchos shall fall below the knee. (Applies to grades 4-12). For grades EE-3 shirts and dresses require shorts to be worn beneath them. The bodice of the dress shall meet the guidelines for shirts (Applies to grades 4-12). The following are not acceptable for regular school wear; slide shorts, bicycle shorts, wind shorts, p.e. shorts, cut off jeans (un-hemmed). Boxer shorts, worn as external garments are unacceptable. Also, pajamas worn as external garments are unacceptable.

Hair should be neat and clean. It also should be groomed so as not to interfere with the student’s vision. For boys, hair may not exceed the bottom of a normal collar. Ponytails are not acceptable for boys. Beards and mustaches are to be trimmed and neat. For girls, shaven heads are not acceptable. For both boys and girls, multi coloring or unnatural hair is unacceptable; tails, Mohawks (spiked or combed down), unacceptable words, symbols, and shapes are also unacceptable hairstyles. For boys, any shaven area on the top of the head that leaves a strip or patch of hair is unacceptable. For “high and tight” military style haircuts, the shaven areas cannot extend on to the top of the head.

Ear jewelry is not allowed for boys. Girls may wear ear jewelry, however, spacers are not allowed for boys or girls. Visible body piercing is prohibited.

Chains, long belts, or any other items which could be considered a hazard are unacceptable.

There will be no skulls, cross bones or other undesirable symbols worn, as determined at the discretion of the principal.

If the principal determines that a student’s grooming violates the dress code, the student shall be given the opportunity to correct the problem at school. On the first offence of the dress code, a student may call home for the proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the

remainder of the day. Students will not be allowed to leave campus to change clothes unless approved by the principal. Approval to leave campus for changing of clothes will be given only in cases of necessity or emergency. Repeated offenses may result in more serious disciplinary action in accordance with the steps outlined in the discipline management plan.

The principal in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

STUDENT FEES

Materials which are part of the basic educational program are provided without charge to students. Students are expected to provide their own supplies of pencils, paper, erasers and notebooks. Students may be required to pay certain other fees. These may include; materials for a class project which the student will keep, individual pictures, yearbooks, fees for lost or damaged books, etc.

FUND-RAISING

Student clubs or classes, outside organizations, and/or parent groups occasionally may be permitted to conduct two fund-raising drives for approved school purposes. An application for permission must be made to the principal and approved by the Superintendent at least 14 days before the event.

SAFETY

We attempt to stress safety in everything we do at school, both on the playground and in the building. Part of our safety program includes drills in safety during fire, tornadoes and threatening weather. Our buildings are safe and parents may be assured that in the event of fire, tornado, or threatening weather, teachers will be alerted to take necessary safety precautions.

In the event of threatening weather, we ask parents **NOT** to call the school, as our phones need to be left open for us to be in touch with the proper officials and for emergency use.

As a part of increased security, most exterior school doors will be locked during the school day. Visitors must enter through the front doors and register in the office.

Accident Prevention

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

Avoid conduct that is likely to put the student or other students 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 safety hazards, such as intruders on campus and 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.

INSURANCE

The District will make available to students and parents a low-cost accident insurance program at the beginning of the school year. **The District shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.**

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.

HEALTH-RELATED MATTERS

In accordance with state policies all students will have a minimum of 135 minutes of physical education per week.

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

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 will need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, 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.

SCHOOL FACILITIES

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsal, club meetings, athletic practice, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or more stringent code of conduct for participants established by the sponsor in accordance with Board policy.

Loitering or standing in the halls between classes is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action.

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.

CAFETERIA SERVICES

The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information on this program can be obtained from the school office. Breakfast cost is \$1.50 (30¢ for reduced) and lunch is \$2.00 (40¢ for reduced). Visitor lunch is \$4.00.

CHILD NUTRITION DEPARTMENT PARENT/STUDENT INVOLVEMENT POLICY

The North Lamar ISD Child Nutrition Department has a goal to work towards and implement changes that will affect the health and overall well being of our student population. Through communication and interactivity we will work to make a difference in our student's health and well being.

1. We will encourage good eating habits by

assisting in educating students in nutrition.

2. We will encourage parents to be involved in their child's nutrition environment by inviting them to come and have breakfast or lunch with their child.
3. We will serve on committees/ organizations to promote Child Nutrition Programs and health.
4. We will be available to assist in any way possible with the promotion of healthy living habits of our students.

FOODS OF MINIMAL NUTRITIONAL VALUE AND COMPETITIVE FOODS

Elementary school campuses may not serve or provide access for students to foods of minimal nutritional value (FMNV) which includes sugar water ices, fondants, soda waters, chewing gum, and certain candies such as hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.

Competitive foods, or foods that compete with the school's operation of the National School Lunch Program, School Breakfast Program, may not be sold or made available to students in elementary schools.

Elementary classrooms may allow one nutritious snack per day under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as the regular meal periods for that class. The snack must comply with the fat and sugar limits of the Public School Nutrition Policy and may not contain any FMNV's or consist of candy or dessert type items. Snacks are generally low fat (7 grams or less per serving) or have portion size strictly controlled.

Only during the three school approved parties per year which must not be held during meal times can the foods of minimal nutritional value be given.

Parents may provide whatever they wish **in their own child's lunch but may not provide FMNV's or competitive foods for other children. They may not purchase snacks or bring foods to school for any child or children except their own.**

Suggestions for nutritious snacks:

Graham crackers, Animal crackers, wheat crackers, mini rice cakes, dry cereal, pretzels, baked tortilla chips, vanilla wafers, fruit and fruit snacks such as raisins and fruit rollups, fresh vegetables and low fat dips, low-fat string cheese, fruit/grain bars, low-fat popcorn, fruit, nut, and grain trail mixes, peanut butter and low-fat crackers. All confections such as popsicles and fruit candies must be made with real fruit juices.

Snack purchased in the cafeteria:

If snacks purchased are opened to be eaten, they must be eaten completely in the cafeteria unless they are in a resealable container. If unopened, the snack may be taken back to the classroom area by the child.

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 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 the assigned desks.

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

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

STUDENT CHECKOUT

If it is necessary for a student to be taken from school during the regular school day by his parents, one parent should come to the school office and **sign out the student. School officials will then call the student from the classroom.** Office clearance is a must in order to provide the best possible safety for each student. Students will not be released to adults other than the parents without prior permission on the enrollment card or verification by telephone. Proof of identity may be required at office personnel request.

We ask that parents limit picking their children up early. Each interruption of the school day takes away from learning in the classroom.

STUDENT CONDUCT AT ATHLETIC EVENTS

Since athletic events are school-sponsored activities, the school expects the participants to conform to behavioral patterns which are acceptable to both spectators and sponsors. We expect excellent behavior from our students as well.

Students who attend these events should remain in their seats, except when going to the concession stand or restroom. Students should avoid walking through the reserve section, unless they have reserved seats. Those who are repeatedly corrected will be removed from the event after parents have been notified and may not be admitted to future events.

We ask all parents to help us by making their children behave in an orderly manner at these events.

STUDENT RECORDS

Both federal and state law safeguard student records from unauthorized inspection or use and provide parents and "eligible" students certain rights. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of post-secondary education.

The law specifies that certain general information about North Lamar students is considered "directory information" and will be released to anyone who follows procedures for requesting it. That information includes: A student's name, address, telephone number, and date and place of birth.

The student's photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

The student's dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school previously attended.

The parent or an eligible student may prevent release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten school days of the child's first day of instruction for this school year.

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

*The parents, whether married, separated, or divorced, unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records goes to the student. However, the parents may continue to have access to the records if the student is a dependent for tax purposes.

*District staff members who have what federal law defines as a "legitimate educational interest" in a student's record. Such persons would include school officials (such as Board members, the Superintendent, and principals), school staff members (such as teachers, counselors, and diagnosticians), or an agent of the District (such as a medical consultant).

* Various governmental agencies or in response to a subpoena or court order.

* A school to which a student transfers or in which he or she subsequently enrolls.

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances effectively prevent inspection during these hours, the District shall either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the Superintendent's office is North Lamar ISD, 3201 Lewis Lane, Paris, Texas 75462 and the address of the Principal's office is Aaron Parker Elementary, 98 CR 44112, and Powderly TX 75473

A parent (or the student if he or she is 18 or older or is attending an institution of post-secondary education) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requester has the right to request a hearing. If the records are not amended as a result of the hearing, the requester 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 defined by policy FNG.

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, one copy of the record will be provided at no charge upon written request of the parent.

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 District's policy regarding student records is available from the principal's or Superintendent's office.

The parent's or eligible 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 teachers' 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.

SUPPLIES

The district publishes a list of needed supplies. Consumable supplies will need to be replaced during the school year. Please label materials belonging to your child so they can be easily identified.

TARDINESS

Students are encouraged to arrive to school prior to 8:00 a.m. (7:30 a.m. if they wish to eat breakfast). Students

arriving after 8:00 will be considered tardy and must report to the office before going to their classrooms.

Repeated tardiness will result in appropriate disciplinary action.

TELEPHONES

The telephone at the school is available for school business and emergency use only. Students should make arrangements before leaving home for outside activities such as Scouts, sports, going home with a friend, etc.

TRANSPORTATION

Travel: School-Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent.

Buses and Other School Vehicles

The opportunity to ride a bus to and from school is a privilege which may be withdrawn for failure to follow a bus driver's direction or any of the bus rules.

BUS RULES – Bus conduct and safety rules shall include, but not be limited to the following:

1. The student shall wait for the bus by staying on the sidewalk, if there is a sidewalk, or by staying on the edge of the street if there is not sidewalk.
2. The student shall wait until the bus comes to a full stop before attempting to enter the bus.
3. The student shall sit quietly. If there is conversation, the student shall speak softly as not to disturb the concentration of the driver.
4. The student shall sit without putting arms or legs in the aisles.
5. Upon leaving the bus, the student shall stop before walking in front of the bus and look both ways before crossing.
6. The student is **NEVER** to cross the road behind the bus.
7. **NEVER** enter or exit the school bus through the emergency door at the back of the bus.
8. After all students have been unloaded they should move a safe distance from the unloading area following the procedure of crossing the road in front of the bus or going straight home immediately.
9. Students should not vary their departure from the bus under any circumstances without permission. **STUDENTS SHOULD GO STRAIGHT HOME.**

10. Observe same conduct on the bus as in the classroom
 11. Do not smoke, dip snuff, or chew tobacco.
 12. Stay seated while the bus is in motion; keep head, hands and feet inside. Stay seated until bus comes to a complete stop.
 13. **NEVER** go between or behind school buses. Stay in front of buses at all times.
 14. Band instruments will not be allowed on the bus unless the student can hold the instrument in their lap. No band instrument should be on the floor to block the safe loading or unloading from the bus. **IN AN EMERGENCY, AN OBJECT ON THE FLOOR OF A BUS IS A HAZARD.**
 15. A student who damages to the bus (cut seats, broken windows, etc.) will be suspended from the bus until the damage is paid in full by the student.
 16. No food, drink, balloons, glass or sharp objects allowed on the bus.
7. On all school trips, you must return by school transportation unless specific arrangements are made with parents and sponsors prior to trip.
 8. Student buses to various school activities are unique attempts to promote school spirit, pride, and unity. Students associated with problems related to classroom teachers, sponsors, or with improper conduct will not be eligible to ride these buses.
 9. The sponsor is responsible for cleaning the bus on its return to the bus lot.
 10. Student Safety and Bus Rules will be applied the same as on a regular bus route.

BUS DISCIPLINE PROCEDURE

Students have been given a set of rules to follow for safety of all passengers on the school bus. If a student breaks these rules, it will be reported to the principal's office. The student can expect the principal to follow this procedure in disciplining the student. The driver is in charge of the bus and has the authority to assign seats at anytime during the year.

***First Offense** – Warning by bus driver and written notice mailed to parent

***Second Offense** – Parent conference required with principal before the student is allowed to continue to ride the bus.

***Third Offense** – 10 days suspension off bus

***Fourth Offense** – Suspension remainder of semester off bus

If any offense concerns disrespect toward the driver (fighting, profanity and other acts similar that are dangerous to the other passengers) the above steps could be skipped due to severity to be amended or reviewed and changed each year.

THESE RULES WILL BE ENFORCED BY THE DRIVER AND BACKED BY THE ADMINISTRATION.

If any violation of bus rules occurs on the last day of school, students will be subject to discipline at the beginning of the next school year.

PARENTS' RESPONSIBILITY

- It is the parents' responsibility to notify the bus driver in writing if a student is to get off the bus at a stop other than their assigned stop, or to ride a bus other than their assigned bus. This written notification must be approved by the school office.

Children are not allowed to make phone calls to arrange transportation to a friend's house so parents must take care of this arrangement in advance.

- Parents should constantly remind their children about safety and proper behavior on the bus.

- If you meet a bus traveling toward you, **THINK**, there are children somewhere down the road.

BUS TRIPS

1. The driver of the bus or school bus or school supervisor has complete charge of the bus and the pupils riding it. You must always obey the driver or the sponsor.
2. Keep hands, arms, and heads inside buses at all times.
3. All damages to the bus and any other problems should be reported to the sponsor or driver as soon as possible.
4. Remain seated at all times while the bus is in motion.
5. Do not throw articles from bus or in the bus.
6. Refrain from scuffling on the bus.

VISITORS TO THE SCHOOL

Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office.

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 school environment.

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

Visitors during lunch will be asked to sit in designated places by our cafeteria staff. This is to provide minimal disruption to mealtime procedures.

SCHOOL DAY

Each school will send information home giving exact times for classes to begin and end. Generally, you can expect the school day to run from 8:00 am to 3:30 pm. Students should not arrive on campus before 7:20 am and should be picked up promptly at the end of the school day. **IF YOUR CHILD IS PICKED UP IN A CAR, DISMISSAL TIME IS 3:25.**

Children who ride the regular school bus leave at 3:50. Students who walk or ride bikes to and from school must follow teachers' assistants directions and be supervised using the crosswalk.

A child is considered tardy if he/she is not in attendance by 8:00 a.m.

NLISD Panther Notification System

NLISD Parent Notification and Emergency Alert System enable the school or district to deliver critical and urgent messages or school reminders in just minutes by telephone. Please make certain your child's school office has the correct phone number you wish to be notified by the system.

PARENT NOTIFICATION

Compliance with P.L. 107-110, section 1111(h) (6) (A)

As a parent of a student at Aaron Parker Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child, and Federal law requires the school district to provide 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 services to your child and, if so, their qualifications.

AARON PARKER ELEMENTARY SCHOOL TITLE I POLICY

BUDGET

The Title 1 budget is contained in salary for certified intervention teachers, professional development, supplies and equipment.

SERVICES

Reading Recovery®

Reading Recovery® is an early intervention program that helps the lowest achieving first-grade children to develop effective strategies for reading and reach average classroom levels. Students receive intensive daily one-to-one instruction from a specially-trained teacher.

Literacy Groups

The Reading Recovery® teachers broaden the scope of their instruction to serve small literacy groups at each grade level. Using the same effective teaching and learning strategies, the teachers work with small groups of students for reading/writing acceleration.

Teaching Assistants

Teaching assistants go into each classroom on a regular basis to help the regular classroom teachers in a variety of ways. The assistant works with students in learning centers or monitors small groups while the classroom teacher works with students who need specialized help.

Math Intervention Program

Certified teacher works with small groups to develop math skills.

Oral Language Development

A trained teacher works with small groups of students to develop oral language, listening and speaking skills, which are needed to learn to read. Students then use these skills in the regular classroom.

Fast ForWord®

Fast ForWord® is a computer-based program develops the critical thinking, listening & reading skills that are necessary for success in the classroom. The program is based on 25 years of research & adjusts to each child's individual needs as they progress through the activities.

Summer School

The summer school program allows struggling students an opportunity to continue to work on basic skills in reading, math, and science during the month of June.

PARENTAL INVOLVEMENT

Title I, Part A

At Aaron Parker Elementary, we want each child to have a successful learning experience. For this to happen, it is important that the school staff, community, and families work together.

Parents and school have agreed on and developed the following Parent Involvement Policy for Aaron Parker.

The "No Child Left Behind Act of 2002" extended the federal government's authorization of the appropriations for the programs under the Elementary and Secondary Education Act of 1965 as amended by Title I. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. Based on the law, parents must be afforded meaningful opportunities to participate in the education of their children at home and at school.

While Title I, Part A, requires parent involvement in the planning, design, implementation, and evaluation of the program, educators realize the importance the family plays in children's learning and desire parents to be involved in the school.

A school-parent compact, developed jointly with parents, outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement. It also describes the means by which the school and parents will build and develop a partnership to help children achieve the state's performance standards.

Parents of Title I students must be provided school performance profiles and their child's individual student assessment results, including an interpretation of those results. At least annually, a parent-teacher conference must be held to discuss the school-parent compact and the child's progress, including methods the parents can use to complement the child's instruction. The teacher needs also to inform the parents of reasonable access to staff, opportunities to volunteer and participate in their child's class and to observe classroom activities.

The school must provide opportunities for regular meetings of parents, timely information about the program, and support for parent involvement activities. Home visits may be made where parents are unable to come to school. Parents must be provided an explanation of the curriculum in use at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents also need to have opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if they so desire. Timely responses need to be made to parent suggestions.

Parents are to be made aware of the parent involvement requirements and adult education programs that are available in the area. The school or district must provide materials and training such as training to help parents work with their children to improve academic achievement and literacy training for parents to help work with their children in a way that helps improve the achievement of their children. Efforts should be coordinated with other parent involvement programs in the schools and the county. Parents will also contribute to the district's annual evaluation of the parental involvement policy.

Parents are informed of the school wide program at the beginning of the year through newsletters from teachers and/or the principal. In addition, the parent is invited to a meeting explaining the school's participation in Title I, its requirements, and their parental rights.

Notification and information to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. North Lamar ISD is a beneficiary of the Title I Part A School-Wide Programs. The district will provide parents, on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessional and, if so, their qualifications. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified will be disseminated to parents.

At least three meetings are held each year on timely topics including, literacy, math, science, and technology information/activities. Other school/parent meetings and workshops are held throughout the year. Teachers as well as parents are encouraged to attend. Parenting classes conducted by school counselors are made available to all parents/community members during the school year. To encourage more parent-teacher communication, conferences are scheduled as needed. Personal notes regarding student progress are included on the six weeks report card and other times as appropriate.

North Lamar instituted a parent library of books and video tapes in the spring of 1991 for Title I parents as well as parents of Special Needs children. This program is designed to provide quality information to parents addressing curriculum issues, and activities for home. Other tapes on parenting concerns are also available for check-out. The Home-School Connection for Early Childhood to 5th grade, "Summer Fun" and "Winter Fun" (for Everett and Higgins only) as well as the locally published newsletter, Let's RAP, is also sent to each home. "No Child Left Behind" booklets as well as other materials from the US Department of Education are disseminated to parents throughout the school year. Materials are available in English and Spanish when available.

A District's advisory council consists of representatives of each school from the parents and staff members involved in the Title I program. In addition, each school has a

committee to provide input concerning the program. The school will continue to educate teachers and other school staff, with the assistance of parents, on the value and utility of the contributions of parents as well as how to strengthen the partnership.

PROFESSIONAL DEVELOPMENT

Each school district receiving Title I, Part A funds must provide high quality professional development to improve the teaching of academic subjects. These activities, designed by principals, teachers, and other school staff, must:

- *Support instructional practices that are designed to help children attain the challenging state performance standards
- *Support the school district Title I plan;
- *Use resources from Title I, Title II, Goals 2000, and other sources;
- *Include strategies for developing curricula and methods that integrate academic and vocational instruction where appropriate; and
- *Include strategies for identifying and eliminating gender and racial bias in materials, methods, and practices.

Other professional activities may include instruction in the use of assessments; ways to work more effectively with parents; use of technology; ways to teach children with special needs; methods, techniques, and practices in gender equitable education; creation of programs to help paraprofessionals to become certified teachers; and formation of partnerships with institutions of higher education to establish school-based teacher training programs. These activities may be developed jointly with other programs.

All school staff in a school wide program may participate in professional development activities if participation will result in better addressing the needs of students served by Title I programs. Knowledge of effective teaching strategies gained through Title I professional development activities are shared with teachers for the purpose of improving instruction. The professional development activities will be reviewed by the state to determine the following:

- *Are tied to challenging state content and performance standards;
- *Reflect research on teaching and learning where possible;
- *Are designed to have a positive impact on the teacher's performance in the classroom;
- *Contribute to continuous improvement in the classroom or throughout the school;

*Include methods to teach children with special needs'

*Are developed with the extensive participation of teachers;

*Include gender-equitable education methods, techniques, and practices.

SUPPLIES

Supplemental materials may be ordered with Title I funds with the approval of the principal and Title I director.

TRAVEL

Aaron Parker personnel attend meetings that clearly benefit the students in the school-wide project. Teachers attend these conferences and the information is shared following these meetings.

DISTRICT POLICY TITLE I GUIDELINES TITLE I

"Improving America's Schools Act of 1994" extended the federal governments authorization of appropriations for the programs under the Elementary and Secondary Education Act of 1965 as amended by Title I. Programs previously funded were called Chapter I.

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. This purpose, as quoted in the law, shall be accomplished by:

- (1) ensuring high standards for all children and aligning the efforts of states, local educational agencies, and schools to help children served under this title to reach such standards;
- (2) providing children an enriched and accelerated educational program, including, when appropriate, the use of the arts, through school-wide programs or through additional services that increase the amount and quality of instructional time so that children receive;
- (3) promoting school-wide reform and ensuring a access of children (from the earliest grades) to effective instructional strategies and challenging academic content that includes intensive complex thinking and problem-solving experiences;
- (4) providing substantial staff development opportunities to significantly upgrade the quality of instruction;
- (5) coordinating all Title I services with each other, educational services, and to the extent possible, with health and social service programs funded from other sources;
- (6) affording parents meaningful opportunities to participate in the education of their children at home and at school;

- (7) Distributing resources, in amounts sufficient to make a difference, to areas and schools where needs are greatest.
- (8) Improving accountability, as well as teaching and learning, by using state assessment systems designed to measure how well children served under this title are achieving challenging state student performance standards expected of all children;
- (9) Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance.

Students may be served through either a school-wide program or in a targeted assistance school. To be eligible for a school-wide program, 40 percent of the children must meet the free and reduced lunch criteria. Using the feeder pattern or waiver process for campus eligibility, all North Lamar elementary schools qualify for school-wide programs.

A school-wide program school uses Title I Part A funds to upgrade the entire educational program of the school. Part A funds can be used to serve all children. School-wide programs are not required to identify particular children as eligible to participate in services or to provide supplemental services to such children (i.e., a school-wide program may use Part A funds to serve any and all children in the school.)

- Funds may be combined and/or coordinated with other federal, state, and local funds to upgrade the entire educational program at the school.
- Funds are used to meet the needs identified through the school's comprehensive needs assessment.
- Funds are used only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities with limited English proficiency.

Goals and Outcomes

The goal of the Title I program is to have all students on grade level all core subjects.

Each year the district must set desired outcomes and evaluate the program. Progress is reported annually to TEA, and improvement plans must be developed if substantial progress is not shown. The state steps in to help if gains are not reported for the second straight year.

Evaluation

Title I provides resources to help children meet the state student performance standards.

In determining success of the Title I program, adequate yearly progress will be primarily based upon the performance of students on at least the mathematics and reading sections of the State of Texas Assessments of Academic Readiness (STAAR). In addition, all students in kindergarten through second grade will be assessed on reading skills and comprehension using a state approved instrument. Results will be reported to the local school board at the end of the year.

A school that has not met the state's criteria for adequate progress for two consecutive years will be identified for school improvement. A school that has exceeded that state's standard of adequate yearly progress for three consecutive years will be designated a "distinguished" school. Other designations include "Honored and Commended."

Parent Involvement Title I

At North Lamar ISD we want each child to have a successful learning experience. For this to happen, it is important that the school staff, community, and families work together.

Parents and school have agreed on and developed the following Parent Involvement Policy for North Lamar ISD. A copy of this policy will be included in the student handbook.

The No Child Left Behind Act of 2002 extended the federal government's authorization of the appropriations for the programs under the Elementary and Secondary Education Act of 1965 as amended by Title I. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards developed for all children. Based on the law, parents must be afforded meaningful opportunities to participate in the education of their children at home and at school.

While Title I, Part A, requires parent involvement in the planning, design, implementation, and evaluation of the program, educators realize the importance the family plays in children's learning and desire parents to be involved. Achievement goes up when parents are actively involved in the school.

A school-parent compact, developed jointly with parents, outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement. It also describes the means by which the school and parents will build and develop a partnership to help children achieve the state's performance standards.

Parents of Title I students must be provided school performance profiles and their child's individual student assessment results, including an interpretation of those results. At least annually, a parent-teacher conference must be held to discuss the school-parent compact and the child's progress, including methods the parents can use to complement the child's instruction. The teacher needs to inform the parents of reasonable access to staff, opportunities to volunteer and participate in their child's class, and to observe classroom activities.

The school must provide opportunities for regular meetings of parents, timely information about the program, and support for parent involvement activities. Home visits may be made where parents are unable to come to school. Parents must be provided an explanation of the curriculum in use at the school. The assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents also need to have opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if they so desire. Timely responses need to be made to parent suggestions.

Parents are to be made aware of the parent involvement requirements and adult education programs that are available in the area. The school or district must provide materials and training to help parents work with their children to improve academic achievement and literacy training for parents to help work with their children in a way that helps improve the achievement of their children. Parents will also contribute to the district's annual evaluation of the parental involvement policy.

Parents are informed of the school wide program at the beginning of the year through newsletters from teachers and/or the principal. In addition, the parent is invited to a meeting explaining the school's participation in Title I, its requirements, and parent rights.

Notification and information to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. North Lamar ISD is a beneficiary of the Title I Part A School-Wide Programs. The district will provide parents, on request, and in a timely manner, information regarding the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified will be disseminated to parents.

At least three meetings are held each year on timely topics including, literacy, math, science and technology information/activities. Other school/parent meetings and workshops are held throughout the year. Teachers as well as parents are encouraged to attend. Parenting classes conducted by school counselors are made available to all parents/community members during the

school year. To encourage more parents-teacher communication, conferences are scheduled as needed. Personal notes regarding student progress are included on the six weeks report card and other times as appropriate.

North Lamar instituted a parent library of books and video tapes in the spring of 1991 for Title I parents as well as parents of Special Needs children. This program is designed to provide quality information to parents addressing curriculum issues, and activities for home. Other takes on parenting concerns are also available for check-out. The Home-School Connection and Early Years for Early Childhood to 5th grade, as well as the locally published newsletter, Let's RAP, is also sent to each home. "No Child Left Behind" booklets as well as other materials from the US Department of Education are disseminated to parents throughout the school year. Materials are available in English and Spanish when available.

A district's advisory council consists of representatives of each school from the parents and staff members involved in the Title I program as well as community members. In addition, each school has a committee to provide input concerning the program. The school will continue to educate teachers and other school staff, with the assistance of parents, on the value and utility of the contributions of parents as well as how to strengthen the partnership.

Professional Development

Each school district receiving Title I, Part A funds must provide high quality professional development to improve the teaching of academic subjects. These activities, designed by principals, teachers, and other school staff, must:

- Support instructional practices that are designed to help children attain the challenging state performance standards;
- Support the school district Title I plan;
- Use resources from Title I, Title II, and other sources;
- Include strategies for developing curricula and methods that integrate academic and vocational instruction where appropriate; and
- Include strategies for identifying and eliminating gender and racial bias in materials, methods, and practices.

Other professional activities may include instruction in the use of assessments; ways to work more effectively with parents; use of technology; ways to teach children with special needs; methods, techniques, and practices in gender equitable education; creation of programs to help paraprofessionals to become certified teachers; and formation of partnerships with institutions of higher education to establish school-based teacher training programs. These activities may be developed jointly with other programs.

All school staff in a school wide program may participate in professional development activities if participation will result in better addressing the needs of students served by

Title I programs. Knowledge of effective teaching strategies gained through Title I professional development activities are shared with teachers for the purpose of improving instruction.

The professional development activities will be reviewed by the state to determine the following:

- Are tied to challenging state content and performance standards;
- Reflect research on teaching and learning where possible;
- Are designed to have a positive impact on the teacher's performance in the classroom;
- Contribute to continuous improvement in the classroom or throughout the school;
- Include methods to teach children with special needs;
- Are developed with the extensive participation of teachers;
- Include gender-equitable education methods, techniques, and practices.

SUPPLIES

Supplemental materials may be ordered with Title I funds with the approval of the principal and Title I director.

TRAVEL

Personnel may attend meetings that clearly benefit the teaching of students in the school wide project, that is reflective in the district and/or campus plans. Applications to attend these conferences should be made through the campus principals. Information should be shared with others following the meeting. See Professional Development section for more information.

SCHOOL COLORS

Blue and Gold

SCHOOL MASCOT

Panther

NORTH LAMAR SCHOOL SONG

We will raise our voice in song

To our Alma Mater true

Our hearts are filled with loyalty

To our colors – Gold and Blue

North Lamar, North Lamar

We're proud to claim your name

And as years go by you'll grow

In honor and in fame.

**Aaron Parker Elementary Student Handbook and Code of Conduct
ACKNOWLEDGMENT FORM**

My child and I have accessed and reviewed a copy of the 2011-2012 Aaron Parker Elementary Handbook and the North Lamar ISD Student Code of Conduct online at www.northlamar.net or requested and received a copy from the school secretary.

I have chosen to:

_____ Receive a paper copy of the Student Handbook.

_____ Accept responsibility for accessing the Student Handbook and the Code of Conduct by visiting the Web address listed above.

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.

Any questions regarding the Code of Conduct or Parker Student Handbook should be directed to the principal at 903.732.3066.

Regarding student records, I understand that the federal Family Educational Rights and Privacy Act (FERPA) and state law require that "directory information" on my child be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information. I also understand that to be in compliance with the No Child Left Behind Act of 2001, the District will release to military recruiters and institutions of higher education, upon request, the name, address, and telephone listing of my child, unless I direct the District not to release this information without prior written consent, as indicated below. This objection must be filed with the principal within ten school days of my child's first day of instruction for this school year.

Directory information includes my child's:

1. Name,
2. Address,
3. Telephone listing,
4. Date and place of birth,
5. Photograph,
6. Participation in officially recognized activities and sports,
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.

In exercising my right to limit release of this information, I have marked through the items of directory information listed that I direct the District not to release without my prior written consent. I have also received and/or accessed a copy of the Aaron Parker Elementary Student Handbook and Code of Conduct.

Date: _____

Print name of student: _____

Signature of student: _____

Signature of parent: _____

**** Please sign and return within three school days of receipt.**

