

# **GANADO**

## **INDEPENDENT SCHOOL DISTRICT**



### **STUDENT HANDBOOK**

#### **2021–22 SCHOOL YEAR**

If you have difficulty accessing the information in this document because of disability, please contact the district at [twalch@ganadoisd.net](mailto:twalch@ganadoisd.net) or 361-771-4201.

# Ganado ISD Student Handbook

## Contents

### Ganado ISD

Board Meeting Information.....	11
Bell Schedules .....	12
Preface Parents and Students: .....	13
Accessibility.....	14
Section I: Parental Rights .....	15
Consent, Opt-Out, and Refusal Rights .....	15
Consent to Conduct a Psychological Evaluation.....	15
Consent to Provide a Mental-Health Care Service .....	15
Consent to Display a Student’s Original Works and Personal Information .....	15
Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14 .....	16
Consent to Video or Audio Record a Student when Not Already Permitted by Law .....	16
Prohibiting the Use of Corporal Punishment.....	16
Limiting Electronic Communications between Students and District Employees .....	17
Objecting to the Release of Directory Information .....	17
Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only).....	18
Participation in Third-Party Surveys .....	18
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	19
Human Sexuality Instruction.....	19
Reciting a Portion of the Declaration of Independence in Grades 3–12.....	20
Reciting the Pledges to the U.S. and Texas Flags.....	20
Religious or Moral Beliefs.....	20
Tutoring or Test Preparation .....	20
Right of Access to Student Records, Curriculum Materials, and District Records/Policies ..	21
Instructional Materials .....	21
Notices of Certain Student Misconduct to Noncustodial Parent.....	21
Participation in Federally Required, State-Mandated, and District Assessments .....	21
Student Records .....	21
Teacher and Staff Professional Qualifications .....	24
A Student with Exceptionalities or Special Circumstances.....	24
Children of Military Families .....	24
Parental Role in Certain Classroom and School Assignments.....	25
Student Use of a Service/Assistance Animal.....	25

## Ganado ISD Student Handbook

A Student in the Conservatorship of the State (Foster Care) .....	25
A Student Who Is Homeless .....	26
A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services .....	27
A Student Who Receives Special Education Services with Other School-Aged Children in the Home .....	29
A Student Who Speaks a Primary Language Other than English .....	29
A Student with Physical or Mental Impairments Protected under Section 504 .....	29
Section Two: Other Important Information for Parents and Students .....	30
Absences/Attendance .....	30
Compulsory Attendance .....	30
Exemptions to Compulsory Attendance.....	30
Failure to Comply with Compulsory Attendance .....	32
Attendance for Credit or Final Grade (All Grade Levels).....	33
Official Attendance-Taking Time (All Grade Levels) .....	33
Documentation after an Absence (All Grade Levels) .....	33
Doctor’s Note after an Absence for Illness (All Grade Levels) .....	34
Driver License Attendance Verification (Secondary Grade Levels Only) .....	34
Accountability under State and Federal Law (All Grade Levels) .....	34
Armed Services Vocational Aptitude Battery Test (Grades 10–12).....	34
Awards and Honors (All Grade Levels).....	35
Awards and Honors (All Grade Levels) AWARDS – Students in grades 6th – 12th, who have displayed outstanding service to their school and fellow students in various fields are honored during the Awards Program. This program is held near the end of the school year. ....	36
Bullying (All Grade Levels) .....	36
Career and Technical Education (CTE) Programs (Secondary Grade Levels Only) .....	37
Celebrations (All Grade Levels).....	38
Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels) ...	38
Warning Signs of Sexual Abuse .....	38
Warning Signs of Trafficking.....	38
Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children .....	39
Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children ...	39
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) .....	40
Class Schedules (Secondary Grade Levels Only) .....	42
College and University Admissions and Financial Aid (All Grade Levels) .....	42
College Credit Courses (Secondary Grade Levels Only) .....	43
Communications—Automated (All Grade Levels).....	44

# Ganado ISD Student Handbook

Emergency.....	44
Nonemergency.....	44
Complaints and Concerns (All Grade Levels) .....	44
Conduct (All Grade Levels) .....	44
Applicability of School Rules .....	44
Campus Behavior Coordinator .....	45
Deliveries .....	45
Disruption of School Operations.....	45
Social Events .....	45
Counseling .....	45
Academic Counseling .....	46
Personal Counseling (All Grade Levels).....	46
Course Credit (Secondary Grade Levels Only).....	47
Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12) .....	47
Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject.....	47
Kindergarten Acceleration .....	48
Students in Grades 1–5.....	48
Students in Grades 6–12.....	48
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) .....	48
Dating Violence.....	48
Discrimination .....	49
Harassment.....	49
Sexual Harassment and Gender-Based Harassment .....	49
Retaliation .....	50
Reporting Procedures .....	50
Investigation of Report .....	50
Discrimination.....	51
Distance Learning (All Grade Levels) .....	51
Texas Virtual School Network (TXVSN) (Secondary Grade Levels) .....	51
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels).....	51
School Materials.....	51
Nonschool Materials.....	51
Dress and Grooming (All Grade Levels) .....	52
Dress Code Violations.....	54
Electronic Devices and Technology Resources (All Grade Levels).....	54

## Ganado ISD Student Handbook

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches and Other Electronic Devices .....	54
Instructional Use of Personal Telecommunications and Other Electronic Devices.....	54
Acceptable Use of District Technology Resources .....	55
Unacceptable and Inappropriate Use of Technology Resources .....	55
End-of-Course (EOC) Assessments .....	55
English Learners (All Grade Levels) .....	55
Extracurricular Activities, Clubs, and Organizations (All Grade Levels) .....	56
Standards of Behavior .....	56
Offices and Elections .....	57
Fees (All Grade Levels).....	57
Fundraising (All Grade Levels) .....	57
Gang-Free Zones (All Grade Levels).....	57
Gender-Based Harassment.....	57
Grade-Level Classification (Grades 9–12 Only).....	58
Grading Guidelines (All Grade Levels) .....	58
Failing Work Procedures: Grades below 70 .....	60
Graduation (Secondary Grade Levels Only) .....	61
Requirements for a Diploma.....	61
Testing Requirements for Graduation.....	61
Available Course Options for All Graduation Programs .....	64
Certificates of Coursework Completion .....	64
Students with Disabilities.....	64
Graduation Activities .....	64
Graduation Speakers .....	65
Graduation Expenses.....	65
Scholarships and Grants .....	65
Harassment.....	65
Hazing (All Grade Levels).....	65
Health—Physical and Mental.....	66
Illness (All Grade Levels) .....	66
Immunization (All Grade Levels) .....	66
Lice (All Grade Levels).....	67
Medicine at School (All Grade Levels).....	67
Asthma and Severe Allergic Reactions .....	68
Steroids (Secondary Grade Levels Only) .....	68
Mental Health Support (All Grade Levels) .....	68

## Ganado ISD Student Handbook

Physical Activity Requirements .....	69
Physical Fitness Assessment (Grades 3–12) .....	69
Physical Health Screenings/Examinations.....	70
Special Health Concerns (All Grade Levels).....	70
Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property) .....	71
Health-Related Resources, Policies, and Procedures.....	71
Physical and Mental Health Resources (All Grade Levels).....	71
Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) .....	71
School Health Advisory Council (SHAC) (All Grade Levels) .....	72
Student Wellness Policy/Wellness Plan (All Grade Levels) .....	72
Homework (All Grade Levels).....	72
Law Enforcement Agencies (All Grade Levels).....	72
Questioning of Students .....	72
Students Taken into Custody .....	73
Notification of Law Violations.....	73
Leaving Campus (All Grade Levels) .....	74
During Lunch.....	74
At Any Other Time during the School Day .....	74
Lost and Found (All Grade Levels) .....	74
Makeup Work .....	75
Makeup Work Because of Absence (All Grade Levels) .....	75
DAEP Makeup Work .....	75
In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels) .....	75
Nondiscrimination Statement (All Grade Levels).....	76
Parent and Family Engagement (All Grade Levels) .....	76
Working Together.....	76
Parking and Parking Permits (Secondary Grade Levels Only).....	77
Pledges of Allegiance and a Minute of Silence (All Grade Levels).....	78
Prayer (All Grade Levels) .....	78
Promotion and Retention.....	78
Elementary and Middle/Junior High Grade Levels.....	78
High School Grade Levels.....	79
Release of Students from School .....	80
Remote Instruction .....	80

## Ganado ISD Student Handbook

Report Cards/Progress Reports and Conferences (All Grade Levels) .....	80
Retaliation .....	80
Safety (All Grade Levels).....	80
Accident Insurance.....	81
Insurance for Career and Technical Education (CTE) Programs .....	81
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies.....	81
Preparedness Training: CPR and Stop the Bleed.....	81
Emergency Medical Treatment and Information .....	81
Emergency School Closing Information.....	82
SAT, ACT, and Other Standardized Tests .....	82
Schedule Changes (All Grade Levels).....	82
School Facilities .....	82
Asbestos Management Plan (All Grade Levels) .....	82
Food and Nutrition Services (All Grade Levels).....	82
Pest Management Plan (All Grade Levels).....	83
Conduct Before and After School (All Grade Levels).....	83
Library (All Grade Levels).....	83
Use of Hallways during Class Time (All Grade Levels).....	84
Use by Students Before and After School (All Grade Levels) .....	84
Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only) .....	84
School-Sponsored Field Trips (All Grade Levels) .....	84
Searches .....	84
Searches in General (All Grade Levels) .....	84
District Property (All Grade Levels) .....	85
Metal Detectors (All Grade Levels).....	85
Telecommunications and Other Electronic Devices (All Grade Levels) .....	85
Trained Dogs (All Grade Levels) .....	85
Drug Testing (Secondary Grade Levels Only) .....	85
Vehicles on Campus (Secondary Grade Levels Only).....	85
Sexual Harassment.....	86
Special Programs (All Grade Levels).....	86
Standardized Testing .....	86
Secondary Grade Levels.....	86
STAAR (State of Texas Assessments of Academic Readiness).....	86
Students in Foster Care (All Grade Levels) .....	87
Students Who are Homeless (All Grade Levels).....	87

## Ganado ISD Student Handbook

Student Speakers (All Grade Levels).....	88
Summer School (All Grade Levels).....	88
Tardies (All Grade Levels).....	88
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).....	88
Transfers (All Grade Levels).....	88
Transportation (All Grade Levels).....	89
School-Sponsored Trips.....	89
Buses and Other School Vehicles.....	89
Vandalism (All Grade Levels).....	89
Video Cameras (All Grade Levels).....	89
Visitors to the School (All Grade Levels).....	90
General Visitors.....	90
Unauthorized Persons.....	90
Visitors Participating in Special Programs for Students.....	90
Volunteers (All Grade Levels).....	91
Voter Registration (Secondary Grade Levels Only).....	91
Withdrawing from School (All Grade Levels).....	91
Glossary.....	92
Appendix I.....	95
Freedom from Bullying Policy.....	95
Student Welfare: Freedom from Bullying.....	95



# Ganado ISD Student Handbook

## Vision

Ganado ISD is committed to educating the whole child in safe and appropriate facilities to be high academic performers by extending academic and extra-curricular choices in a consistent, fair, positive, and transparent environment.

## Mission

We will successfully maximize every learning opportunity in an engaging and equitable learning environment by following planned protocols and procedures, while creating a positive, supportive, and accountable atmosphere.

## Belief Statements

Ganado ISD believes in ...

- Educating the Whole Child
- Community Support
- Positive Relationships
- Integrity
- Unity
- Compassion
- Fairness
- Academics
- Extra-curricular
- Accountability
- Safety
- Responsibility
- Good Stewardship
- Transparency
- Faith
- Consistency
- Civic Mindedness

## Ganado ISD Strategic Priorities

### Staff Quality, Recruitment and Retention

Vision: All Ganado ISD employees will be composed of qualified professionals who are inspiring, invested, and committed to the growth of all members of the district.

Goal: Ganado ISD will recruit, retain, and competitively compensate employees who are dedicated, innovative, inclusive, and committed to educational excellence.

### Operational Excellence and Financial Stewardship

Vision: Ganado ISD will promote fiscal responsibility that reflects a commitment to student learning while also providing sufficient resources for optimal operation of all District departments and facilities.

Goal: Ganado ISD will develop a written budget and spending process that adheres to sound financial practices, involves effective communication with all stakeholders, provides a clear

## **Ganado ISD Student Handbook**

picture of all programs and needs, and provides adequate resources so that all District programs and departments can operate successfully.

### **Effective Communication with All Stakeholders**

Vision: Ganado ISD will effectively communicate, in both English and Spanish, with all stakeholders throughout the District and the community in a positive, consistent, authentic, and timely manner by using a variety of media and resources.

Goal: Ganado ISD will consistently implement internal and external communication systems to engage and inform, build trust, and develop partnerships with students, staff, parents, and the community.

### **Strong School Leadership and Positive School Culture**

Vision: In partnership with parents and the community, Ganado ISD will be committed to building a secure foundation of accountable staff and student leaders who consistently celebrate, support, and contribute to a unified and positive school culture.

Goal: Ganado ISD will develop systems and procedures that enable staff to cultivate a unified, positive, and productive learning environment that prepares and equips students for success today and in their future.

### **School Safety and Climate**

Vision: Ganado ISD will provide a safe and secure learning environment that fosters a community of trust and promotes student excellence.

Goal: Ganado ISD will enhance security and safety while providing systems of support to guide and strengthen students' physical and emotional well-being in both academics and extracurricular settings.

### **High Academic Performance**

Vision: Ganado ISD will improve the maximum potential for every student through an unwavering focus on high academic achievement by diverse, meaningful and engaging learning experiences that prepare our students for success in continued education, the workforce and life.

Goal: Ganado ISD staff will deliver quality instruction that fosters an academic, positive social and emotional environment, that includes college, career, and military readiness through rigorous and individualized pathways of study.

## **Graduate Profile**

Ethical  
Civic Minded  
Lifelong learner  
Effective Communicator  
Compassionate and Responsible Citizen  
Strong Academic Foundation  
Responsible Decision Maker  
Problem Solver  
Accountable

# Ganado ISD Student Handbook



## Ganado ISD Academic Calendar 2021-2022

### Six Weeks

1st Six Weeks: 8/16-9/24	29
2nd Six Weeks: 9/27-11/5	28
3rd Six Weeks: 11/8-12/17	24.5
4th Six Weeks: 1/5-2/18	32
5th Six Weeks: 2/22-4/8	29
6th Six Weeks: 4/11-5/19	26.5

### Minutes

78,960 + 480 = 79,440

### School Holidays

- September 6 - Labor Day
- October 6 - Jackson Cty Fair
- November 22-26 - Thanksgiving
- December 20-31 - Christmas
- March 14-18 Spring Break
- April 15 - Good Friday

### Campus Hours

Start 7:55 - End 3:45 pm  
Half Day 7:55 - 11:55

### Calendar Legend

- Saturday School
- Half Day Students/Full Staff
- School Closed/Holiday
- New Teacher Orientation
- Staff Dev/Student Holiday
- Graduation
- Parent Conf. Day/Student Holiday
- State Assessments

2021 July						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2021 August						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	[16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2021 September						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	[27	28	29	30		

2021 October						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2021 November						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	[8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2021 December						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2022 January						
S	M	T	W	TH	F	S
						1
2	3	4	[5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2022 February						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	[22	23	24	25	26
27	28					

2022 March						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2022 April						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	[11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2022 May						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2022 June						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Board Approved: 3/24/21

## Ganado ISD Student Handbook

### Ganado ISD Board of Trustees

Clay Green – President	Chris Hajovsky – Vice President	Billy Benavides – Secretary
Jamie Bures	Susie Pape	Brian Peters
Nick Strauss		

### Ganado ISD Administrative Personnel

Title	Name	Email address
Superintendent	Erin Fasel	<a href="mailto:efasel@ganadoisd.net">efasel@ganadoisd.net</a>
Curriculum Director	Sarah Woodring	<a href="mailto:swoodring@ganadoisd.net">swoodring@ganadoisd.net</a>
Business Manager	Wendy Nixon	<a href="mailto:wnixon@ganadoisd.net">wnixon@ganadoisd.net</a>
Payroll and Benefits	Kimberley Girndt	<a href="mailto:kgirndt@ganadoisd.net">kgirndt@ganadoisd.net</a>
Technology Director	Melissa Cunningham	<a href="mailto:mcunningham@ganadoisd.net">mcunningham@ganadoisd.net</a>
Elem. Principal	Jennifer Stephenson-Smiga	<a href="mailto:jstephenson@ganadoisd.net">jstephenson@ganadoisd.net</a>
Elem Asst. Principal	Sabrina Taylor	<a href="mailto:staylor@ganadoisd.net">staylor@ganadoisd.net</a>
Secondary Principal	Katherine Edwards	<a href="mailto:kedwards@ganadoisd.net">kedwards@ganadoisd.net</a>
Sec Asst. Principal	Brian Whitecotton	<a href="mailto:bwhitecotton@ganadoisd.net">bwhitecotton@ganadoisd.net</a>
Elem Counselor	Christina Gresham	<a href="mailto:cgresham@ganadoisd.net">cgresham@ganadoisd.net</a>
Secondary Counselor	Amanda Bures	<a href="mailto:abures@ganadoisd.net">abures@ganadoisd.net</a>
Nurse	Diane Koop	<a href="mailto:dkoop@ganadoisd.net">dkoop@ganadoisd.net</a>
Maintenance Director	Bert Skoruppa	<a href="mailto:bskoruppa@ganadoisd.net">bskoruppa@ganadoisd.net</a>

### District Contact Information

(361) 771-4200  
PO Box 1200  
210 S. 6<sup>th</sup> St.  
Ganado TX 77962

### Board Meeting Information

#### Regular Meetings

GISD Board Meetings are held on the third Wednesday of each month at 6:00 p.m. in the board room at the Administration Building located at 210 South 6th Street, Ganado, TX. Please enter using the South entry for Board Meetings.

A written notice of regular meetings will be posted on a bulletin board outside the front door of the administration building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place and subjects of each meeting.

#### Special Meetings

Special meetings may be called when necessary. A written notice of special meetings will be posted on a bulletin board outside the front door of the administration building at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place and subjects of each meeting.

## Ganado ISD Student Handbook

### Bell Schedules

#### Elementary

Regular Bell Schedule		Early Release Bell Schedule		Pep-Rally Schedule		Late Start Bell Schedule	
5 min warning bell	7:50	5 min warning bell	7:50	5 min warning bell	7:50	5 min warning bell	9:55
Tardy Bell	7:55	Tardy Bell	7:55	Tardy Bell	7:55	Tardy Bell	10:00
Attendance Bell	9:30	Attendance Bell	9:30	Attendance Bell	9:30	Attendance Bell	10:30
End of Day bell	3:40	End of Day bell	12:00	Leave for Pep Rally	3:05	End of Day bell	3:40
		Load buses	12:15	Return From Pep Rally	3:40		
				End of Day Bell	3:40		

#### Secondary

Regular Bell Schedule		Early Release Bell Schedule		Pep-Rally Schedule		Late Start Bell Schedule	
Warning Bell	7:50	Warning Bell	7:50	Warning Bell	7:50	Warning Bell	9:55
1st Period	7:55 - 8:43	1st Period	7:55 - 8:21	1st Period	7:55 - 8:42	1st Period	10:00 - 10:36
2nd Period	8:47 - 9:34	2nd Period	8:25 - 8:51	2nd Period	8:46 - 9:33	2nd Period	10:40 - 11:16
Enrichment Period	9:38 - 10:08	3rd Period	8:55 - 9:21	3rd Period	9:37 - 10:24	3rd Period	11:20 - 11:56
3rd Period	10:12 - 10:59	4th Period	9:25 - 9:51	4th Period	10:28 - 11:15	4th Period	12:00 - 12:35
4th Period	11:03 - 11:50	5th Period	9:55 - 10:21	5th Period (B)	11:19 - 12:06	Lunch	12:35 - 1:05
5th Period (B)	11:54 - 12:41	6th Period	10:25 - 10:51	Lunch (A)	11:15 - 11:45	5th Period	1:09 - 1:45
Lunch (A)	11:50 - 12:20	7th Period	10:55 - 11:21	5th Period (A)	11:49 - 12:36	6th Period	1:49 - 2:25
5th Period (A)	12:24 - 1:11	8th Period	11:25 - 11:51	Lunch (B)	12:06 - 12:36	7th Period	2:29 - 3:05
Lunch (B)	12:41-1:11	Lunch	11:51 - 12:15	6th Period	12:40 - 1:27	8th Period	3:09 - 3:45
6th Period	1:15 - 2:03	Load Buses	12:15	7th Period	1:31 - 2:18		
7th Period	2:07 - 2:54			8th Period	2:22 - 3:09		
8th Period	2:58 - 3:45			Pep Rally	3:13 - 3:45		

## Ganado ISD Student Handbook

### **Ganado ISD Alma Mater**

Hail to thee, our Alma Mater  
Here's a toast to thee  
Through the years our valiant Indians  
Strive for victory  
Onward ever  
Faithful always  
To defend our glorious colors  
Of maroon and white

### **Ganado ISD Fight Song**

Fight for our Ganado Indians  
Fight for dear old Alma Mater  
Fight with all your might and power  
To win another game tonight  
  
We'll cheer to help our fighting Indians  
Giving everything we have  
So fight for victory and honor  
For our school tonight

### **Preface Parents and Students:**

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The Ganado ISD (GISD) Student Handbook is a general reference guide that is divided into two sections:

**Section I: Parental Rights** describes certain parental rights as specified in state or federal law and will help you respond to school-related issues regarding curriculum and the school environment.

**Section II: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

**Note:** Unless otherwise noted, the term "parent" refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the GISD Student Code of Conduct. To review the Code of Conduct, visit the district's website at <https://www.ganadoisd.org/>. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your student's campus.

The Student Handbook is updated annually; however, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing newsletter and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

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

# Ganado ISD Student Handbook

For questions about the material in this handbook, please contact the campus principal.

Elementary Principal	Jennifer Stephenson-Smiga	361-771-4250	<a href="mailto:jstephenson@ganadoisd.net">jstephenson@ganadoisd.net</a>
Secondary Principal	Katherine Edwards	361-771-4300	<a href="mailto:kedwards@ganadoisd.net">kedwards@ganadoisd.net</a>

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

1. Ganado Registration Form
2. Request for Student Records Form
3. Family Survey
4. Emergency and Illness Information
5. Bus Rider Information Sheet
6. School Counselor Informed Consent
7. Student Residency Questionnaire
8. Student Ethnicity and Race Data Questionnaire
9. Compulsory Attendance Policy
10. Home Language Survey
11. Acknowledgment of Electronic Distribution of Student Handbook and Code of Conduct
12. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information;
13. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, if you choose to restrict the release of information to these entities;
14. Income Verification Form

The policy manual includes:

- Legally referenced (LEGAL) policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts.
- Board-adopted (LOCAL) policies that articulate the board's choices and values regarding district practices.

**Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at [www.ganadoisd.net](http://www.ganadoisd.net).

[See **Objecting to the Release of Directory Information** on page 17 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 18 for more information.]

## Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Tina Walch  
Superintendent's Administrative Assistant  
210 S. 6<sup>th</sup> Street, Ganado, TX 77962  
[twalch@ganadoisd.net](mailto:twalch@ganadoisd.net)  
361-771-4201

# Ganado ISD Student Handbook

## Section I: Parental Rights

This section describes certain parental rights as specified in state or federal law.

### **Consent, Opt-Out, and Refusal Rights**

#### **Consent to Conduct a Psychological Evaluation**

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

**Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

#### **Consent to Provide a Mental-Health Care Service**

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The mental health liaison for the Secondary School is Amanda Bures, and can be reached at [abures@ganadoisd.net](mailto:abures@ganadoisd.net) and 361-771-4365. The mental health liaison for the Elementary School is Christina Gresham and can be reached at [cgresham@ganadoisd.net](mailto:cgresham@ganadoisd.net) and 361-771-4250. They can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off campus, and accessing available student accommodations provided on campus. For further information, see Mental Health Support on page 75.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Amanda Bures  
361-771-4365  
[abures@ganadoisd.net](mailto:abures@ganadoisd.net)  
PO Box 1200  
210 S. 6<sup>th</sup> St.  
Ganado TX 77962

The mental health liaison can provide further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

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

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork,



## Ganado ISD Student Handbook

- Special projects,
- Photographs,
- Original videos or voice recordings, and
- Other original works.

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

### **Consent to Receive Parenting and Paternity Awareness Instruction if a Student is under Age 14**

A student under age 14 must have parental permission to participate in the district's parenting and paternity awareness program. This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

### **Consent to Video or Audio Record a Student when Not Already Permitted by Law**

State law permits the school to make a video or voice recording without parental permission when it:

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

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

### **Prohibiting the Use of Corporal Punishment**

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to his or her child in grades 6-12 must submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

#### **Note:**

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

# Ganado ISD Student Handbook

## Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for his or her class to relay information regarding class work, homework, and tests. A parent is welcome to access such a page.

The district approved communication method between students and coaches or sponsors for extracurricular activities is an app called SportsYou.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity. The employee is required to include the student's parent as a recipient on all text messages or use SportsYou.

A parent who does not want his or her child to receive one-to-one electronic communications from a district employee should contact the campus principal.

## Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating school wide or classroom recognition);
- A student's name and photograph (posted on a district-approved and-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

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

The district has identified the following as directory information:

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook);
- A student's name and grade level (for communicating class and teacher assignments);
- The name, weight, and height of an athlete (for publication in a school athletic program);
- A list of student birthdays (for generating school wide or classroom recognition);
- A student's name and photograph (posted on a district-approved and-managed social media platform); and
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period.)

Directory information will be released to anyone who follows procedures for requesting it.

## Ganado ISD Student Handbook

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

- Honor roll,
- School newspaper,
- Yearbook,
- Recognition activities,
- News releases, and
- Athletic programs.

**Note:** Review **Authorized Inspection and Use of Student Records** on page 21.

### **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student's:

- Name,
- Address, and
- Telephone listing.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

### **Participation in Third-Party Surveys**

#### ***Consent Required Before Student Participation in a Federally Funded Survey***

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

#### ***“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

## Ganado ISD Student Handbook

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

#### **Human Sexuality Instruction**

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

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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

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

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The Ganado ISD curriculum follows the Texas Essential Knowledge and Skills (TEKS), the state required curriculum, which includes health related TEKS. TEKS are available for review at <http://www.tea.state.tx.us>.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

# Ganado ISD Student Handbook

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

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
  - A specific recitation from the Declaration of Independence for students in grades 3–12.
- Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:
- A parent provides a written statement requesting that his or her child be excused,
  - The district determines that the student has a conscientious objection to the recitation, or
  - A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

[See policy EHBK(LEGAL) for more information.]

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

A parent may request that his or her child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence** on page 78 and policy EC(LEGAL) for more information.]

## Religious or Moral Beliefs

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. Further, the student must satisfy grade-level and graduation requirements as determined by the school and by state law.

## Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations,
- Evaluative data such as grades earned on assignments or tests, or
- Results from diagnostic assessments.

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher or principal and see policies EC and EHBC.]

# Ganado ISD Student Handbook

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

### **Instructional Materials**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

### **Notices of Certain Student Misconduct to Noncustodial Parent**

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

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

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child's participation in required assessments.

### **Student Records**

#### ***Accessing Student Records***

A parent may review his or her child's records. These records include:

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

#### ***Authorized Inspection and Use of Student Records***

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

## Ganado ISD Student Handbook

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 17, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access;
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA;
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent; and
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

For more information about how to file a complaint, see <https://studentprivacy.ed.gov/file-a-complaint>.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student:

- Reaches the age of 18,
- Is emancipated by a court, or
- Enrolls in a postsecondary educational institution.

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

- Legitimate educational interest may include:
  - Working with the student;
  - Considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities;
  - Compiling statistical data;
  - Reviewing an educational record to fulfill the official’s professional responsibility; or
  - Investigating or evaluating programs.
- School officials may include:
  - Board members and employees, such as the superintendent, administrators, and principals;

## Ganado ISD Student Handbook

- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff);
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee; or
- A parent or student assisting a school official in the performance of his or her duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.
- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [To prohibit this disclosure, see **Objecting to the Release of Directory Information** on page 17.]

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

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

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

Elementary Principal	Jennifer Stephen-Smiga	<a href="mailto:jstephenson@ganadoisd.net">jstephenson@ganadoisd.net</a>
Secondary Principal	Katherine Edwards	<a href="mailto:kedwards@ganadoisd.net">kedwards@ganadoisd.net</a>

You may contact the custodian of records for students who have withdrawn or graduated at:

Tina Walch	Superintendent's Administrative Assistant	<a href="mailto:twalch@ganadoisd.net">twalch@ganadoisd.net</a>
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## Ganado ISD Student Handbook

P.O. Box 1200, Ganado, TX 77962      361-771-4200

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines. **Report Cards/Progress Reports and Conferences** on page 80, **Complaints and Concerns** on page 44, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://www.ganadoisd.org>.

**Note:** 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 a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

### **Teacher and Staff Professional Qualifications**

A parent may request information regarding the professional qualifications of his or her child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
- Has an emergency permit or other provisional status for which state requirements have been waived, and
- Is currently teaching in the field of discipline of his or her certification.

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

### **A Student with Exceptionalities or Special Circumstances**

#### **Children of Military Families**

The Interstate Compact on Educational Opportunities for Military Children entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participation in extracurricular activities;
- Enrollment in the Texas Virtual School Network (TXVSN); and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or

## Ganado ISD Student Handbook

- Returning from a deployment of at least four months.

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

### **Parental Role in Certain Classroom and School Assignments**

#### ***Multiple-Birth Siblings***

State law permits a parent of multiple-birth siblings (e.g., twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

#### ***Safety Transfers/Assignments***

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus.

[See **Bullying** on page 36, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

#### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within ten district business days.

#### **A Student in the Conservatorship of the State (Foster Care)**

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course.

## Ganado ISD Student Handbook

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid;
- Arrange and accompany the student on campus visits;
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration** on page 47, **Course Credit** on page 47, and **Students in Foster Care** on page 87.]

### A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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

[See **Credit by Examination for Advancement/Acceleration** on page 47, **Course Credit** on page 47, and **Students who are Homeless** on page 87.]

## Ganado ISD Student Handbook

### **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**

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

If a student is experiencing learning difficulties, his or her parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

These systems link students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

#### ***Special Education Referrals***

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

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

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

#### ***Contact Person for Special Education Referrals***

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

# Ganado ISD Student Handbook

## **Elementary**

Jennifer Stephen-Smiga  
[jstephenson@ganadoisd.net](mailto:jstephenson@ganadoisd.net)  
(361) 771-4200  
PO Box 1200  
210 S. 6<sup>th</sup> St.  
Ganado TX 77962

## **Secondary**

Katherine Edwards  
[kedwards@ganadoisd.net](mailto:kedwards@ganadoisd.net)  
(361) 771-4200  
PO Box 1200  
210 S. 6<sup>th</sup> St.  
Ganado TX 77962

## **Section 504 Referrals**

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice,
- An opportunity for a parent or guardian to examine relevant records,
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and
- A review procedure.

## **Contact Person for Section 504 Referrals**

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

### **Elementary School**

Sabrina Taylor  
Assistant Principal  
PO Box 1200, 210 S. 6<sup>th</sup> St., Ganado TX 77962  
[staylor@ganadoisd.net](mailto:staylor@ganadoisd.net)  
361-771-4200

### **Secondary School**

Brian Whitecotton  
Assistant Principal  
PO Box 1200, 210 S. 6<sup>th</sup> St., Ganado TX 77962  
[bwhitecotton@ganadoisd.net](mailto:bwhitecotton@ganadoisd.net)  
361-771-4200

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29.]

Visit these websites for information regarding students with disabilities and the family:

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

## Ganado ISD Student Handbook

- [Texas Project First](#)

### ***Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education***

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

### **A Student Who Receives Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside his or her attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus—if the grade level for the transferring student is offered on that campus.

The student receiving special education services would be entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs prior to requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

### **A Student Who Speaks a Primary Language Other than English**

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **English Learners** on page 55 and **Special Programs** on page 86.]

### **A Student with Physical or Mental Impairments Protected under Section 504**

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27 and policy FB for more information.]

# Ganado ISD Student Handbook

## Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your student's principal or assistant principal.

### **Absences/Attendance**

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

### **Compulsory Attendance**

#### ***Prekindergarten and Kindergarten***

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

#### ***Ages 6–18***

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten–grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

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

#### ***Age 19 and Older***

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

### **Exemptions to Compulsory Attendance**

#### ***All Grade Levels***

State law allows exemptions to the compulsory attendance requirements for the following activities and events, as long as the student makes up all work:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining U.S. citizenship;

## Ganado ISD Student Handbook

- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- For students in the conservatorship of the state;
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

### Board Approved Extenuating Circumstances Include:

1. Circumstances described in the Texas Education Code.
  - a. Personal illness
  - b. Sickness or death in immediate family
  - c. Quarantine
  - d. Weather or road conditions making travel dangerous
2. Suspension with a grade adjustment
3. Medical and dental appointments
4. Participation in substance abuse rehabilitation program
5. Observing religious holy days by student or person holding custody of the student
6. Active participation in national holiday ceremonies
7. Legal or court appearance
8. Other unusual circumstances acceptable to the campus administrator
  - a. All other absences will be unexcused. If the attendance committee finds there are no extenuating circumstances for the absence or if the student does not meet the conditions set by the committee to earn or regain credit, the student will not receive credit for the class. The District provides these alternatives for students to make up work or regain credit lost because of excessive absences:
    - i. Additional assignments
    - ii. Time on task requirements – before, after or Saturday school
    - iii. Attend before, after school study hall
    - iv. Attend Saturday School

### Saturday School

Saturday School may be assigned to a student upon the recommendation of the Attendance Committee or at the discretion of the school administrator. Saturday School is typically assigned for persistent tardiness, absences, grades, and behavior. Failure to attend an assigned Saturday School will result in a student being assigned subsequent disciplinary consequences. Consequences may include an assignment to a Disciplinary Alternative Educational Placement (DAEP).

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 24 for more information.]

### Secondary Grade Levels

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university, provided this:

- Has been authorized by the board under policy FEA(LOCAL) and the student receives approval from the campus principal;
- Follows campus procedures to verify the visit; and
- Makes up any work missed.



## **Ganado ISD Student Handbook**

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- An election clerk, if the student makes up any work missed.

The district will allow a student in grades 6–12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

### **Failure to Comply with Compulsory Attendance**

#### ***All Grade Levels***

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

#### ***Students with Disabilities***

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate. Students with disabilities are expected to bring documentation to excuse absences related to their challenge.

#### ***Ages 6–18***

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is the campus principal. For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

# Ganado ISD Student Handbook

## **Age 19 and Older**

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

## **Attendance for Credit or Final Grade (All Grade Levels)**

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

All absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Exemptions to **Compulsory Attendance** on page 30 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.

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

## **Official Attendance-Taking Time (All Grade Levels)**

The district will take official attendance every day at 10:15 am.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

## **Documentation after an Absence (All Grade Levels)**

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

## Ganado ISD Student Handbook

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

**Note:** The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

### **Doctor's Note after an Absence for Illness (All Grade Levels)**

Within 3 days of returning to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

[See policy FEC(LOCAL) for more information.]

### **Driver License Attendance Verification (Secondary Grade Levels Only)**

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

Further information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

### **Accountability under State and Federal Law (All Grade Levels)**

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at <https://www.ganadoisd.org/>. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

### **Armed Services Vocational Aptitude Battery Test (Grades 10–12)**

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

The test shall be announced on the district and counselor webpage.

Contact the secondary principal or secondary counselor for information about this opportunity.

## Ganado ISD Student Handbook

### Awards and Honors (All Grade Levels)

Please note that for the 2021-2022 school year, the End of Year Award Ceremony will be by invitation only if your child is receiving an award. Award date and time will be announced at a later date. The following are awards that can be received at each campus. These lists are not comprehensive but can serve as a guide.

Elementary

Award	Requirement
<b>Pre-K Completion</b>	Award All Pre-K students who have completed the pre-k program.
<b>Kindergarten Graduation Certificate</b>	All kindergarten students who have completed kindergarten and are passing on to 1st grade.
<b>All A's Honor Roll Certificate</b>	All A's in all classes and conduct every six weeks grading period. 90's and above (1st-5th)
<b>A/B Honor Roll Certificate</b>	A's and B's in all classes and A in conduct every six weeks grading period. A's- 90 and above. B's are 80-89. (1st-5th)
<b>Perfect Attendance Certificate</b>	Perfect Attendance (pre-K - 5th)
<b>Teacher's Choice Certificate</b>	Homeroom teacher/ grade level, pick of student award. Behavior, friendliness, and work ethic will be taken into consideration. (pre-K - 5th)
<b>Star Student Certificate</b>	One student per grade level or homeroom, chosen to receive an award for Math, ELAR, Science and Social Studies. (pre-K - 5th)
<b>PE Award Medal</b>	Two students chosen from each grade level by PE coach for athletic abilities and team sportsmanship. (K-5th)
<b>Music/Art Award Certificate</b>	Two students chosen from each grade level by music/art teacher for musical or artistic abilities. (K-5th)
<b>Presidential Award Medal</b>	All A's, good attendance, hard worker, participation, respectful, and willing to help others. (K-5th)
<b>UIL participant Certificate</b>	Participation in UIL activities.
<b>Spelling Bee Grade Level Champ Certificate</b>	Top student from each grade level. Spelling Bee class winners Certificate Top student from each class room for spelling bee. (2nd-5th)
<b>Champion of Character Certificate</b>	Students who have received Champion of Character Award during the school year. (pre-k - 5th)
<b>Most Improved Student Certificate</b>	Homeroom teachers/Grade level will choose students who have shown great progress in their classes. One for each core subject. (Math, ELAR, Science and SS)
<b>AR Certificate</b>	Students must meet personal goals.; Goals will vary by students reading levels and will be set to their abilities (k-5).

## Ganado ISD Student Handbook

<b>Principal's Award</b>	1 student in each grade level that demonstrates outstanding academics and behavior.
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**Awards and Honors (All Grade Levels) AWARDS** – Students in grades 6th – 12th, who have displayed outstanding service to their school and fellow students in various fields are honored during the Awards Program. This program is held near the end of the school year.

American Legion Citizenship Award	JH and HS Certificates
Principal Leadership Award	JH and HS
Midcoast Construction Academy	HS only – specific construction academy honors on as earned basis each year. May not apply to any or all years.
Highest Ranking Students	JH 2 from each grade – HS 2 from each grade
Departmental Awards	JH Only
Valedictorian	Seniors only – see policy
Salutatorian	Seniors only – see policy
Honor Roll	JH and HS
UIL Scholar Awards	HS Only
Perfect Attendance Awards	JH and HS
Mr. and Miss GHS	HS Only
Athletic Awards	Specific to each sport
Scholarships	Specific to each student – HS

### **Bullying (All Grade Levels)**

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

## Ganado ISD Student Handbook

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

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by going to the Ganado ISD App and reporting the bullying on the tip line. If using the tip line, please document as much information as possible.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 25.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments** on page 25, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48, **Hazing** on page 65, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

### **Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)**

The district offers career and technical education programs in the following areas:

STEM; Business and Industry; Multidisciplinary Studies; and Arts and Humanities. Admission to these programs is based on interest, aptitude, age appropriateness and class availability.

Information can be found in the course selection guide.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

## Ganado ISD Student Handbook

[See **Nondiscrimination Statement** on page 76 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

### **Celebrations (All Grade Levels)**

Parents may not provide food or desserts for birthday celebrations. No outside food will be permitted.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies** on page 71.]

### **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at the Central Administration Office or Campus Administration Offices. Trafficking includes both sex and labor trafficking.

#### **Warning Signs of Sexual Abuse**

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

#### **Warning Signs of Trafficking**

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;

## Ganado ISD Student Handbook

- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older boyfriends or girlfriends.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss;
- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

### Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

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

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

### Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)



## Ganado ISD Student Handbook

- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

### **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)**

**Consistent Application for Graduating Class:** The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

Calculation: The District shall include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below.

The District shall only use the first semester grades earned in a course. Students who fail a course and retake it for credit shall not have subsequent passing semester grades used for determining credit for calculation of class rank.

Exclusions: The calculation of class rank shall exclude grades earned in a distance learning course, unless the course is either assigned to the student by the District or offered as a course option along with traditional District courses; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

**Weighted Grade System:** The District shall categorize and weight eligible courses as Advanced, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Advanced: Eligible dual credit courses shall be categorized and weighted as Advanced courses.

Honors: Eligible courses locally designated as honors courses shall be categorized and weighted as Honors courses.

Regular: All other eligible courses shall be categorized and weighted as Regular courses.

**Weighted Grade Point Average:** The District shall convert semester grades earned in eligible courses to grade points and shall calculate a weighted grade point average (GPA) in accordance with the following chart:

Grade	Advanced	Honors	Regular
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6

## Ganado ISD Student Handbook

Grade	Advanced	Honors	Regular
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
69	2.9	1.9	0.9
68	2.8	1.8	0.8
67	2.7	1.7	0.7
66	2.6	1.6	0.6
65	2.5	1.5	0.5
64	2.4	1.4	0.4
63	2.3	1.3	0.3
62	2.2	1.2	0.2
61	2.1	1.1	0.1
60	2.0	1.0	0.1
Below 60	0	0	0

**Transferred Grades:** When a student transfers semester grades for courses that would be eligible under the Regular category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District only if similar or equivalent courses are offered to the same class of students in the District.

**Local Graduation Honors:** For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year.

## Ganado ISD Student Handbook

Grades received in May for dual credit courses shall also be included in the calculation.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

**Valedictorian and Salutatorian:** The valedictorian and salutatorian shall be the eligible students with the highest and second highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program, or the foundation program with the distinguished level of achievement.

**Breaking Ties:** In case of a tie in weighted numerical grade averages after calculation to the third decimal place, the District shall calculate a weighted GPA using only eligible grades in English, mathematics, science, social studies, and languages other than English taken by each student involved in the tie.

If the tie is not broken after this calculation, the District shall recognize all students involved in the tie as sharing the honor and title.

**Highest Ranking Graduate:** The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

[See policy EIC for more information.]

### **Class Schedules (Secondary Grade Levels Only)**

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 11-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

Exceptions that may be considered:

- Work program release – documentation of work is required
- Work internship/apprenticeship

[See **Schedule Changes** on page 82 for information related to student requests to revise their course schedule.]

### **College and University Admissions and Financial Aid (All Grade Levels)**

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

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

## Ganado ISD Student Handbook

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

The highest ranking graduate, as noted in EIC(LOCAL), is the student meeting the local eligibility criteria for recognition as the valedictorian who shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

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

[See **Class Rank/Highest-Ranking Student** on page 40 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 61 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 25 for information on assistance in transitioning to higher education for students in foster care.]

### **College Credit Courses (Secondary Grade Levels Only)**

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Wharton County Junior College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain Career and Technical Education (CTE) courses.

All these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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

# Ganado ISD Student Handbook

## **Communications—Automated (All Grade Levels)**

### **Emergency**

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

[See **Safety** on page 80 for information regarding contact with parents during an emergency situation.]

### **Nonemergency**

Your child's school will request that you provide contact information for the school to send information specific to your child, your child's school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial. Standard messaging rates of your wireless phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 80 for information regarding contact with parents during an emergency.]

## **Complaints and Concerns (All Grade Levels)**

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at [www.ganadoisd.org](http://www.ganadoisd.org). The complaint forms can be accessed online or at the principal's or superintendent's office.

- To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.
- If the concern is not resolved, a parent or student may request a conference with the superintendent.
- If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

## **Conduct (All Grade Levels)**

### **Applicability of School Rules**

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, during remote and in-person instruction, and on district vehicles—and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Each campus has a disciplinary plan that will be posted on the district and campus websites as well as attached as appendices in the Student Code of Conduct.

# Ganado ISD Student Handbook

## Campus Behavior Coordinator

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

- Ganado Elementary - Sabrina Taylor
- Ganado Secondary – Brian Whitecotton

## Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may bring forgotten items needed for school, such as a forgotten lunch or gym clothes, for the student to pick up from the front office during a passing period or lunch. Examples of items that will not be accepted are: flowers, balloons, stuffed animals, and other gift type items.

## Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises;
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity; and
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

## Social Events

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

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

A parent interested in serving as a chaperone for any school social events should contact the campus secretary.

## Counseling

The district has a comprehensive school counseling program that includes:

## Ganado ISD Student Handbook

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

#### ***High School Grade Levels***

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

### **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to

## Ganado ISD Student Handbook

meet with the school counselor should contact the counselor, front office staff, or a teacher. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support** on page 68, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 38 and **Dating Violence** on page 48.]

### **Course Credit (Secondary Grade Levels Only)**

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

### **Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)**

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

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

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

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

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. [See policy EHDC for more information.]



# Ganado ISD Student Handbook

## Kindergarten Acceleration

Contact the campus principal for the criteria for acceleration of a student who is five years old at the beginning of the school year.

## Students in Grades 1–5

A student in elementary school is eligible to accelerate to the next grade level if:

- The student scores at/on grade level at the grade level they are attempting to accelerate to in the subject areas of language arts, mathematics, science, and social studies;
- A district administrator recommends that the student be accelerated; and
- The student's parent gives written approval of the grade advancement.

## Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

## **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available on the district's website. [See policy FFH for more information.]

## **Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;

## **Ganado ISD Student Handbook**

- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

### **Discrimination**

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

### **Harassment**

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

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation;
- Threatening, intimidating, or humiliating conduct;
- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or
- Other kinds of aggressive conduct such as theft or damage to property.

### **Sexual Harassment and Gender-Based Harassment**

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

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature;
- Sexual advances;
- Jokes or conversations of a sexual nature; and
- Other sexually motivated conduct, communications, or contact.

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

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

## Ganado ISD Student Handbook

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

### Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

### Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 36]

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

### Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

# Ganado ISD Student Handbook

## **Discrimination**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

## **Distance Learning (All Grade Levels)**

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

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal and counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction** on page 80.]

## **Texas Virtual School Network (TXVSN) (Secondary Grade Levels)**

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 56.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

## **Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

### **School Materials**

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

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

### **Nonschool Materials**

#### **From Students**

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal shall designate times, locations, and means by which non-school literature that is appropriate for distributions, as provided in this policy, may be made available or distributed by students

## Ganado ISD Student Handbook

to students or others at the principals' campus. The superintendent shall designate times, locations, and means for distribution of non-school literature by students at District facilities other than school campuses. The principal and superintendent have designated the information shelving located in each campus front office as the location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

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

[See policy FNG(LOCAL) for student complaint procedures.]

### ***From Others***

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *principal for prior review of non-school literature from community members*. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal and superintendent have designated the bookshelf located in each of the front offices as the location for approved non-school materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

### **Dress and Grooming (All Grade Levels)**

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

All Grades

1. Clothing must be neat and clean in appearance. Overly tight and overly loose clothing will not be permitted. All clothing must be worn so that undergarments are not exposed. Pants must fit at the waist and sit at least on top of the hip bone. No sagging pants. No wide-leg pants that are wider than 8" in diameter are permitted.
2. Vulgar or obscene patches, medallions or insignia that may be offensive will not be permitted. No signs, slogans, or pictures advertising alcohol, drugs or sex may be worn on any attire. Clothing

## Ganado ISD Student Handbook

- and masks with any writing, pictures, emblems, symbols that depict obscenity, sex, violence, blood, gore, Satan, death, social movements, political movements or slogans are not permitted.
3. Political flags displayed on or in a vehicle are not allowed.
  4. Tattoos must be covered and not visible at any time. Students with tattoos are expected to cover their tattoos with sleeves, long-sleeves, pants, band aides, wrap, gauze, etc...
  5. Appropriate underclothing is to be worn at all times for males and females. Underclothing is not permitted to be worn on the outside of clothing.
  6. Backless tops, tank tops, see-through tops, strapless tops or dresses, low cut tops in the front or back are not permitted.
  7. Pants, jeans and shorts with tears, holes, distressed or shredded material must be covered from the inside where no skin is showing above the knee. Clothing that reveals undergarments is not permitted.
  8. Shirts must have straps that are at least two inches wide. Sleeveless shirts must NOT reveal any undergarments.
  9. Shirts must be buttoned at both the top and bottom. No button down shirt should reveal undergarments or bare midriff.
  10. No bare midriffs or half shirts are permitted. The bottom of the shirt and the top of the pants must meet when arms are raised.
  11. Grades Pre-K – 12<sup>th</sup> – shorts, skirts, and dresses are permitted. They must be no shorter than 5 inches above the knee.
  12. Grades Pre-K – 12<sup>th</sup> - leggings are permitted with appropriate shorts, skirt or dress over the leggings or if the shirt extends to no shorter than 5 inches above the knee.
  13. Grades Pre-K – 12<sup>th</sup> - Pajama shorts or pants, flannel pants, spandex or lycra shorts or pants are not permitted.
  14. All students must wear shoes at all times. Slippers, house shoes, slides and flip-flops are not permitted.
  15. Students in PE and/or athletics must have appropriate tennis shoes/athletic footwear for class.
  16. Ag classes and outdoor activities will require a student to wear an appropriate footwear for the activity. Please follow each activities attire and footwear guidelines.
  17. Hair will be neat and groomed. Hair should not obstruct vision or be distracting to others.
  18. No unnatural hair color will be permitted, including patterned clip-in hair extensions.
  19. No carvings/shavings/symbols in hair
  20. Boys hair will be no longer than shoulder length.
  21. Boys must be clean shaven at all times. No beards or mustaches.
  22. No hats, caps, headbands, bandanas or other head coverings are permitted unless special permission or circumstances have been approved by the principal. Headbands with any type of horn or animal ears mounted to them are not allowed.
  23. Hooded sweatshirts and shirts are allowed but the hood must remain off the head while in the building.
  24. No nose, eyebrow, lip, tongue or other face piercings are allowed.
  25. No gauges, spacers or other placeholders will be permitted.
  26. Girls are allowed to have pierced ear lobes with regular earrings, no more than two per ear.
  27. Boys are not allowed to have any piercings.
  28. No inappropriate jewelry, chains, or accessories (pacifiers, spikes, collars, safety pins, etc.).
  29. ID badges must be worn at all times.

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

# Ganado ISD Student Handbook

## Dress Code Violations

Students are expected to be in compliance with the dress code when at school and at school activities. Students must be in compliance with the dress code in order to remain on campus or in attendance at any school activity/event. Persistent violation of the dress code is subject to discipline according to the Student Code of Conduct and the campus discipline plan. In addition, violators of these rules will be given the following choices to correct the situation:

1. Change into appropriate attire that may be available
2. Call home and have parents bring appropriate clothing (student may sit in ISS until the parent arrives)
3. Change into clothing provided by the office if appropriate size is available

## **Electronic Devices and Technology Resources (All Grade Levels)**

### **Possession and Use of Personal Telecommunications Devices, Including Cell Phones, Smart Watches and Other Electronic Devices**

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off and stored in their backpacks during the instructional day, including during all testing. Principals may give teachers permission to use cell phones for specific instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 88.]

The District is not liable or responsible for any personal communication device that is lost, broken, or damaged on District property or at a school-sponsored event.

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee. Refer to the specific campus discipline plans for consequences related to confiscated telecommunication devices.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 84 and policy FNF for more information.]

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

### **Instructional Use of Personal Telecommunications and Other Electronic Devices**

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that

## Ganado ISD Student Handbook

contains applicable rules for use of district issued devices (separate from this handbook). Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Acceptable Use of District Technology Resources**

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Unacceptable and Inappropriate Use of Technology Resources**

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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

### **End-of-Course (EOC) Assessments**

[See **Graduation** on page 61 and **Standardized Testing** on page 86.]

### **English Learners (All Grade Levels)**

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 86, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language



## Ganado ISD Student Handbook

Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

### **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 89.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

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

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- The District will not limit an eligible student's absences related to participation in school sponsored extracurricular activities.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

### **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified

## Ganado ISD Student Handbook

by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

### **Offices and Elections**

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

### **Fees (All Grade Levels)**

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for food purchased in the cafeteria.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 89.]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

### **Fundraising (All Grade Levels)**

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

### **Gang-Free Zones (All Grade Levels)**

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

### **Gender-Based Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

## Ganado ISD Student Handbook

### Grade-Level Classification (Grades 9–12 Only)

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

Credits Earned	Classification
5	Grade 10 (Sophomore)
10	Grade 11 (Junior)
15	Grade 12 (Senior)

### Grading Guidelines (All Grade Levels)

The classroom teacher will communicate the district approved grading guidelines for each grade level or course to students and their parents. These guidelines have been reviewed by the district and have been approved by the district administration. These guidelines establish a minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination the student originally failed. Procedures for a student to follow after an absence will also be addressed.

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

### Alphabetical grade conversions

No report card grade may exceed 100.

- 1<sup>st</sup> - 12<sup>th</sup> Letter Grade Conversions
- A = 90-100
- B = 80-89
- C = 70-79
- Failing = Below 70

PK and Kindergarten Letter Grade Conversions

- E = 90-100
- S = 80-89
- N = 70-79
- U = 69 & Below

Transfer Grades in Letter Format will be Converted as follows:

- A+ = 98
- A = 95
- A = 92
- B+ = 88
- B = 85
- B- = 82
- C+ = 78
- C = 75
- C- = 72

## Ganado ISD Student Handbook

- D+ = 68
- D = 65
- D- = 62

Parents may gain online access to their child's grades through the district's Ascender Parent Portal for 1<sup>st</sup> through 12<sup>th</sup> grades. Applications for the Ascender Parent Portal may be requested from the campus secretaries. The secondary secretary is Belinda Diaz and can be reached at [bdiaz@ganadoisd.net](mailto:bdiaz@ganadoisd.net) or 361-771-4300 and the elementary secretary is Lucy Glaze and can be reached at [lglaze@ganadoisd.net](mailto:lglaze@ganadoisd.net) or 361-771-4250.

All Ganado ISD Staff have email access. Parents are encouraged to visit with their children about grades but are welcome to email teachers for further information. Ganado ISD is encouraging parents to play an active role in their child's academic achievement. Grades will be updated weekly. If a parent has questions or concerns about grades they are encouraged to contact the teacher to schedule a conference.

Students may receive "I" for an incomplete, on a report card. All "I's" signify that the student has not finished assigned work due to absences. Time will be given to complete the assigned work, but all incomplete work must be completed within five (5) school days of the last day of the six weeks. If the work is not finished in the allotted time, a zero (0) may be given for all unfinished work and the grade on the report card will be updated to reflect the incomplete work.

Semester grades will be determined as follows for grades 6 - 12. Each six weeks will count as 2/7 (30%) of the semester grade and the semester exam will count 1/7 (10%). The final year grade will be determined by averaging the two (2) semester grades together.

Semester exams are required in all subject areas each semester in grades 6-12. Exemptions will not be afforded during the fall semester. Students may be exempt in grades 6-12 for the spring semester exams if they meet the exemption criteria.

All courses with a grade average of 70 or above at the end of each semester will earn one-half credit (1/2). A yearly average for 1<sup>st</sup> and 2<sup>nd</sup> semesters of 70 or above will receive full credit for a full year course.

PreK, K - Student progress will be reported to parents every six weeks with S for Satisfactory, N for Needs Improvement or U for Unsatisfactory.

### **Second Semester Exam Exemption Criteria 6<sup>th</sup>-12<sup>th</sup>**

Exemption forms must be picked up from the Secondary Office and turned back in on the timeline communicated by the campus administrator. The forms must be filled out by the student, checked off, and signed by the appropriate individual teacher.

Exemptions on second semester exams will be based on the students having:

1. A 95 or above average with 4 (year) or fewer excused absences in the class they are attempting to exempt.
2. An 85 or above average with 2 (year) or fewer excused absences in the class they are attempting to exempt.
3. No unexcused absences. Medical excuses (with doctor's note) are not counted as an absence. For purposes of test exemptions, all notes regarding absences must have been submitted within 3 school days following the absence.
4. No more than one tardy per class
5. No ISS, Saturday School for disciplinary purposes or DAEP placement.
6. All issued textbooks, technology, calculators, cafeteria fines or other fines are paid for ahead of the exemption period.

## Ganado ISD Student Handbook

Students are to have the forms filled out by their teachers during regular class time. Students are not allowed to leave class during regular class time to have forms filled out. Forms that need to be checked and signed outside the regular classes should be taken care of before or after school. It is the students' responsibility, not the teacher, to see that these forms are picked up and completed. Students who are exempt must come and sign in each day before 10:00 a.m. for attendance purposes if they will not be taking an exam that day. Failure to sign in will result in the loss of exemption privileges for the next exemption period.

### Number of Grades per Six Weeks (minimum)

1. 60% Major Grades (tests, projects, reports, essays, major labs, unit assessments, etc.)
  - a. Minimum of 3 major grades per six weeks
2. 40% Minor Grades (homework, daily assignments, quizzes, other)
  - a. Minimum of 10 minor grades per six weeks
3. At least two grades per week will be entered into the gradebook by all teachers.

### Late Work Guidelines

Students should be diligent and responsible in turning in work on time. If a student fails to turn in their work by the due date and time assigned by the teacher, the following late work guidelines will apply:

- Students may be required to spend free time at school (i.e. recess), or at home completing unfinished or late work.
- A mandatory parent conference will be held if the overall student grade is below 70 at any time during any six weeks.
- One day late - maximum grade will be an 80
- Two days late - maximum grade will be a 70
- Three days late - maximum grade will be a 60
- Four or more days late - maximum grade will be a 50

Honors, Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are designed to prepare students for college and given higher weight toward Grade Point Average (GPA). Therefore, no late work will be accepted in those courses (teacher discretion on these limitations). A grade of zero will be given for work not submitted on the due date.

### Failing Work Procedures: Grades below 70

If a student makes a failing grade on a daily assignment or a homework assignment, then the student has 4 days from the date of notification of the failing grade to complete either the original assignment or an alternative assignment, as deemed appropriate by the teacher. During the 4-day period it may be required of the student to attend a tutorial session with the teacher to get additional instruction prior to re-taking the assignment. The student will be able to earn a maximum grade of 70 on the make-up assignment. The higher of the original grade and make-up grade will be recorded.

### Student Absence: Make Up

All students will have a minimum of one day for each day of absence to complete make-up work due to an excused absence.

Extracurricular Absences - students are responsible for collecting assignments from their teachers prior to the absence. The same make-up rules apply to extracurricular absences.

## Ganado ISD Student Handbook

[See **Report Cards/Progress Reports and Conferences** on page 80 for additional information on grading guidelines.]

### **Graduation (Secondary Grade Levels Only)**

#### **Requirements for a Diploma**

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE).

#### **Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment. Summer remediation beginning summer of 2022 is mandatory as well as retaking the failed EOC assessment during the offered summer date(s). If students fail to attend mandatory summer school they will be required, per the guidelines of HB 4545, to attend accelerated instruction and/or Saturday School the next school year. During the school year accelerated instruction is required per HB 4545 beginning the 2021 school year.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing** on page 86.]

#### ***Foundation Graduation Program***

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);

## Ganado ISD Student Handbook

- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described on page 63.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

### **Credits Required**

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies, including Economics	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
<b>Total</b>	<b>22 credits</b>	<b>26 credits</b>

## Ganado ISD Student Handbook

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
  - A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
  - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

### Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue.

### *FAFSA or TASFA*

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for good cause.

Please contact the school counselor for more information.

### *Personal Graduation Plans*

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.



## Ganado ISD Student Handbook

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](#).

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

### Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

**Note:** The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

### Certificates of Coursework Completion

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

### Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

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

[See policy FMH(LEGAL) for more information.]

### Graduation Activities

Graduation activities will include:

- Commencement Ceremony
- Valedictorian/Salutatorian
- Chord Recipients
- Highest Ranking Graduate

## Ganado ISD Student Handbook

- Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony.
- Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

### Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[For student speakers at other school events, see **Student Speakers** on page 88.]

### Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 57.]

### Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

Contact the school counselor for information about other scholarships and grants available to students.

### Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

### Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

## Ganado ISD Student Handbook

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

[See **Bullying** on page 36 and policies FFI and FNCC for more information.]

### **Health—Physical and Mental**

#### **Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, and the school nurse determines that the child should go home, the nurse will contact the parent.

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

#### **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

## Ganado ISD Student Handbook

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis** on page 70, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

### **Lice (All Grade Levels)**

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased by the parent from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

### **Medicine at School (All Grade Levels)**

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

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.

## Ganado ISD Student Handbook

- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

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

At the elementary level, a student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the student needs assistance with sunscreen application, please address the need with the school nurse.

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

### **Asthma and Severe Allergic Reactions**

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

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

See also **Food Allergies** on page 71.

### **Steroids (Secondary Grade Levels Only)**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

### **Mental Health Support (All Grade Levels)**

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

## Ganado ISD Student Handbook

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 15 and **Consent to Provide a Mental Health Care Service** on page 15 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 45 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 71 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 71 for board-adopted policies and administrative procedures that promote student health.

### Physical Activity Requirements

#### *Elementary School*

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

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

#### *Junior High/Middle School*

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters in accordance with policies at EHAB, EHAC, EHBG, and FFA.

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

#### *Temporary Restriction from Participation in Physical Education*

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

#### **Physical Fitness Assessment (Grades 3–12)**

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

# Ganado ISD Student Handbook

## Physical Health Screenings/Examinations

### ***Athletics Participation (Secondary Grade Levels Only)***

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

### ***Spinal Screening Program***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent, or see policy FFAA(LEGAL).

### ***Other Examinations and Screenings (All Grade Levels)***

[See policy FFAA for more information.]

### **Special Health Concerns (All Grade Levels)**

#### ***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [www.ganadoisd.org](http://www.ganadoisd.org) information regarding meningitis.

**Note:** Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** on page 66.]

#### ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or

## Ganado ISD Student Handbook

at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

### ***Food Allergies (All Grade Levels)***

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed by contacting the district nurse.

[See **Celebrations** on page 38 and policy FFAF for more information.]

### ***Seizures (All Grade Levels)***

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 29 and contact the school nurse for more information.]

### ***Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)***

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

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

## **Health-Related Resources, Policies, and Procedures**

### ***Physical and Mental Health Resources (All Grade Levels)***

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district nurse: Diane Koop, [dkoop@ganadoisd.net](mailto:dkoop@ganadoisd.net) or 361-771-4250
- The secondary school counselor: Amanda Bures, [abures@ganadoisd.net](mailto:abures@ganadoisd.net) or 361-771-4300
- The elementary school counselor: Christina Gresham, [cgresham@ganadoisd.net](mailto:cgresham@ganadoisd.net) or 361-771-4250

### ***Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)***

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [www.ganadoisd.org](http://www.ganadoisd.org).



## Ganado ISD Student Handbook

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please contact the Superintendent at 361-771-4201 for further information regarding these procedures and access to the District Improvement Plan.

### **School Health Advisory Council (SHAC) (All Grade Levels)**

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information regarding the district's SHAC is available from the school nurse or elementary principal.

[See **Human Sexuality Instruction** on page 19 and policies BDF and EHAA. for more information.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it.

### **Homework (All Grade Levels)**

Ganado ISD believes that efficient and effective homework practices are an important dimension in an instructional and assessment program at all levels. Quality practices include some opportunities for student choice (i.e. topic or product options), and lead to high student achievement, positive work habits and character development. Specific homework guidelines are established in each classroom and distributed to parents and students early during the first grading period.

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.

## **Ganado ISD Student Handbook**

- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

### **Students Taken into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

### **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

## **Ganado ISD Student Handbook**

### **Leaving Campus (All Grade Levels)**

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Absent extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no fewer than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school will ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

### **During Lunch**

Ganado Secondary School is an open campus. Students are permitted to leave campus during the students assigned lunch period only. Excessive tardies, and behavior issues can result in the loss of open campus privileges.

### **At Any Other Time during the School Day**

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

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

### **Lost and Found (All Grade Levels)**

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each six weeks.

# Ganado ISD Student Handbook

## **Makeup Work**

### **Makeup Work Because of Absence (All Grade Levels)**

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

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

All students will have a minimum of one day for each day of absence to complete make-up work due to an excused absence.

Extracurricular Absences – students are responsible for collecting assignments from their teachers prior to the absence. The same make up rules apply to extracurricular absences.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 33.]

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

### **DAEP Makeup Work**

#### ***Elementary and Middle/Junior High School Grade Levels***

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete all assignments for each course in which the student is enrolled.

#### ***Grades 9–12***

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

### **In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)**

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

#### ***Alternative Means to Receive Coursework***

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

# Ganado ISD Student Handbook

## ***Opportunity to Complete Courses***

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

## **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Katherine Edwards, Secondary Principal, P.O. Box 1200, Ganado, TX 77962, [kedwards@ganadoisd.net](mailto:kedwards@ganadoisd.net), 361-771-4300

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Sabrina Taylor, Elementary Asst. Principal, P.O. Box 1200, Ganado, TX 77962, 361-771-4250, [staylor@ganadoisd.net](mailto:staylor@ganadoisd.net)

- For all other concerns regarding discrimination, see the superintendent:

Erin Fasel, P.O. Box 1200, Ganado, TX 77962, 361-771-4201

[See policies FB, FFH, and GKD for more information.]

## **Parent and Family Engagement (All Grade Levels)**

### **Working Together**

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

## Ganado ISD Student Handbook

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 46.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 361-771-4300 (*Secondary*), or 361-771-4250 (*Elementary*) for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 80.]
- Becoming a school volunteer. [See **Volunteers** on page 91 and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Ganado Elementary PTO, Ganado Elementary Watchdogs, Ganado Secondary PTO, Volunteers in Public Schools, Athletic Booster Club, Band Booster Club.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the superintendent for more information.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 71 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Wednesday* of each month at 6:00 p. m. at the Ganado ISD Boardroom located at 210 S. 6<sup>th</sup> Street. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting in the bulletin board outside of the administration building and on the district website. [See policies BE and BED for more information.]

### **Parking and Parking Permits (Secondary Grade Levels Only)**

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$5 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.
- Have loud music.
- Park in handicap spaces unless authorized to do so.

## **Ganado ISD Student Handbook**

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

### **Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 20.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

### **Prayer (All Grade Levels)**

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

### **Promotion and Retention**

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

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

### **Elementary and Middle/Junior High Grade Levels**

In grades PreK – K, all students will be promoted unless they qualify for retention under the retention procedure guidelines located at the campus.

In grade 1, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, reading, and mathematics.

In grades 2–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts (including reading improvement, if applicable), mathematics, science, and social studies.

Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

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

## Ganado ISD Student Handbook

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

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

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

In grades 3-8, students shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

[See **Standardized Testing** on page 86.]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student's parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

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

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

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [See the principal and policy EIF(LEGAL) for more information.] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** on page 63 for information related to the development of personal graduation plans for high school students.]

### High School Grade Levels

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



## **Ganado ISD Student Handbook**

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 58.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 61 and **Standardized Testing** on page 86.]

### **Release of Students from School**

[See **Leaving Campus** on page 74.]

### **Remote Instruction**

The district may offer remote instruction when authorized by TEA.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

### **Report Cards/Progress Reports and Conferences (All Grade Levels)**

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

At the end of the first three weeks of a grading period, parents will receive a progress report for their students. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** on page 76 for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 58 and policy EIA(LOCAL) for more information.]

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

Teachers will communicate with parents whether tutorials are required for a student who receives a grade lower than 70.

The district uses an electronic program to communicate academic information about your child, including report card and progress reporting purposes. Information on signing up for Ascender Parent Portal is available through the Ganado ISD APP or from the campus secretary.

### **Retaliation**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

### **Safety (All Grade Levels)**

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

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.

## Ganado ISD Student Handbook

- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by going to the Ganado ISD App.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

### Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

### Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

### Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

### Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

### Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

# Ganado ISD Student Handbook

## **Emergency School Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

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

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: on the district website and through real-time or automated messages. It is crucial to notify your child's school when a phone number, email address or address previously provided to the district has changed.

If the district must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: Announcements of the district's website, announcements on the district's Facebook page, email notification through the automated system, and other media outlets.

[See **Communications-Automated, Emergency** on page 44.]

## **SAT, ACT, and Other Standardized Tests**

[See **Standardized Testing** on page 86.]

## **Schedule Changes (All Grade Levels)**

### **Junior High**

Schedule changes will be considered only in the event of inappropriate placement, a lack of prerequisites, an error made during enrollment, or a scheduling conflict, within the first twelve days of the class.

### **High School**

Schedule changes may be requested in the first five days of the class by submitting a completed Schedule Change Request form. Schedule changes will be considered in the event of inappropriate placement, a lack of prerequisites, an error made during enrollment, or a scheduling conflict. Changes will be made if the requested course is available and if the request aligns with the student's four-year plan. After the first five days of the class, any request must be accompanied by a written justification, which will be reviewed by the counselor, assistant principal and principal.

## **School Facilities**

### **Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator at 361-771-4201.

### **Food and Nutrition Services (All Grade Levels)**

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

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and

## **Ganado ISD Student Handbook**

eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Contact the Cafeteria Manager at 361-771-4201, campus principal or visit the district website to apply for free or reduced-price meal services.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. All extra food beyond the regular school breakfast or lunch, will require cash or a positive balance in the student's cafeteria account (i.e. snacks, ice cream, second servings, extras).

No snacks will be served to elementary students.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive an alternative meal. The district will make every effort to avoid bringing attention to the student.

### ***Vending Machines (All Grade Levels)***

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

### **Pest Management Plan (All Grade Levels)**

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

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator, Bert Skoruppa, at 361-771-4201.

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students are subject to the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Library (All Grade Levels)**

The library is a learning environment with books, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Visit with the campus principal about events and the librarian about open library times. Students may only checkout two books each for a two-week

## **Ganado ISD Student Handbook**

period. The books may be rechecked as necessary. If a book is not returned by the due date assigned, students will be assessed a fine/fee of \$.05 per day. If books are damaged or lost while they are checked out to a student, the student will be charged for the replacement cost of the book. Should a student fail to pay his or her fines, or have a balance outstanding on repair/replacement costs, that student's check out privileges may be revoked.

### **Use of Hallways during Class Time (All Grade Levels)**

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

### **Use by Students Before and After School (All Grade Levels)**

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

The following areas are open to students before school:

- District Cafeteria – 7:15 a.m. (must enter through the main buildings)
- Ganado Elementary – 7:15 a.m.
- Ganado Secondary – 7:15 a.m.

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### **Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)**

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

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

### **School-Sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

### **Searches**

#### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

## **Ganado ISD Student Handbook**

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicion less security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### **District Property (All Grade Levels)**

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

### **Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

### **Telecommunications and Other Electronic Devices (All Grade Levels)**

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

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

[See **Electronic Devices and Technology Resources** on page 54 and policy FNF(LEGAL) for more information.]

### **Trained Dogs (All Grade Levels)**

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

### **Drug Testing (Secondary Grade Levels Only)**

The District requires random drug testing of any student in grades 7-12 who chooses to participate in school-sponsored extracurricular activities or requests a permit to park a vehicle on school property. [See policy FNF(LOCAL).] [See **Steroids** on page 68.]

### **Vehicles on Campus (Secondary Grade Levels Only)**

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

# Ganado ISD Student Handbook

## **Sexual Harassment**

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48.]

## **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact their school counselor or principal.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

## **Standardized Testing**

### **Secondary Grade Levels**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

#### ***TSI (Texas Success Initiative) Assessment***

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

#### **STAAR (State of Texas Assessments of Academic Readiness)**

##### **Grades 3–8**

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

HB 4545 requires 30 hours of accelerated instruction for each failed STAAR Assessment grades 3-8 throughout the school year (for failed 2021 assessments) or attendance at summer school (for failed 2022

## Ganado ISD Student Handbook

assessments). Attendance is mandatory for accelerated instruction and/or summer school. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention** on page 78.]

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

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

### **High School Courses End-of-Course (EOC) Assessments**

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment. HB 4545 requires 30 hours of accelerated instruction for each failed STAAR End of Course Exam throughout the school year (for failed 2021 assessments) or attendance at summer school (for failed 2022 assessments). Attendance is mandatory for accelerated instruction and/or summer school.

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation** on page 61.]

### **Students in Foster Care (All Grade Levels)**

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

If you have questions, please contact the district's foster care liaison Christina Gresham at 361-771-4250. [See **A Student in the Conservatorship of the State (Foster Care)** on page 25.]

### **Students Who are Homeless (All Grade Levels)**

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.



## **Ganado ISD Student Handbook**

For more information on services for students who are homeless, contact the district's homeless education liaison Christina Gresham at 361-771-4250.

[See **A Student Who is Homeless** on page 26.]

### **Student Speakers (All Grade Levels)**

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, high school class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. If a student meets the eligibility criteria and wishes to introduce a school event, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See **Graduation** on page 61 for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

### **Summer School (All Grade Levels)**

Contact your child's campus principal for more information about the availability of summer school programs.

### **Tardies (All Grade Levels)**

A tardy is defined as not being present when school begins or not being inside the classroom when the class begins. A student who is tardy to class may be assigned to detention hall or given another appropriate consequence. See specific campus discipline management plans.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If a student needs a graphing calculator for a course and they do not have one, the district will provide one.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

### **Transfers (All Grade Levels)**

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

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 25, **Bullying** on page 36, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 27, for other transfer options.]

# Ganado ISD Student Handbook

## **Transportation (All Grade Levels)**

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 84.]

### **Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

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

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the campus transportation coordinator, Erica Hernandez at 361-771-4200.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

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

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

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

## **Vandalism (All Grade Levels)**

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

## **Video Cameras (All Grade Levels)**

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

## Ganado ISD Student Handbook

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

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or superintendent who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 16.]

### **Visitors to the School (All Grade Levels)**

#### **General Visitors**

Ganado ISD will allow visitation to the campuses by appointment during the regular school day. Please contact the appropriate campus or district office to setup in person visits.

- Visitors will be required to follow virus prevention and mitigation requirements of the school. This will include a self-screening prior to entering any school building. If a visitor is symptomatic, please stay home.
- Parents will not be allowed to walk students to classrooms.
- Meet the teacher, assemblies, open house, parent conferences, etc. will be held in person. Please try to limit the number of visitors for Meet the Teacher and Open House as well as any other highly attended event. Virtual parent conferences will still be allowed.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 16.]

#### **Unauthorized Persons**

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

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

### **Visitors Participating in Special Programs for Students**

#### ***Business, Civic, and Youth Groups***

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

# Ganado ISD Student Handbook

## ***Career Day***

On college, career and military tailgating day, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

## **Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal for more information and to complete an application.

Volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check.

## **Voter Registration (Secondary Grade Levels Only)**

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

## **Withdrawing from School (All Grade Levels)**

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

# Ganado ISD Student Handbook

## Glossary

**Accelerated instruction** is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

**ACT**, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

**CPS** stands for Child Protective Services.

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

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

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

**ESSA** is the federal Every Student Succeeds Act.

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

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

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

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

## Ganado ISD Student Handbook

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

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

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

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

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

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or graduation.

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

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TEC** stands for the Texas Education Code.

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

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

## **Ganado ISD Student Handbook**

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

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

# Ganado ISD Student Handbook

## Appendix I

### Freedom from Bullying Policy

**Note:** School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [www.ganadoisd.org](http://www.ganadoisd.org) . Below is the text of Ganado ISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

#### **Student Welfare: Freedom from Bullying**

Policy FFI(LOCAL) adopted on *10.24.2017*

**Bullying Prohibited:** The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples:** Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

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

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim:** A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting:** Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures – Student Report:** To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**Employee Report:** Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

**Report Format:** A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

**Notice of Report:** When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

**Prohibited Conduct:** The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.



## Ganado ISD Student Handbook

**Investigation of Report:** The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

**Concluding the Investigation:** Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**Notice to Parents:** If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**District Action – Bullying:** If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

**Discipline:** A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

**Corrective Action:** Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

**Transfers:** The principal or designee shall refer to FDB for transfer provisions.

**Counseling:** The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

**Improper Conduct:** If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

**Confidentiality:** To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

**Appeal:** A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

**Records Retention:** Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy and Procedures:** This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

# Ganado ISD Student Handbook

## Appendix II

### GANADO INDEPENDENT SCHOOL DISTRICT

#### *Acceptable Use Policy for Electronic Communications (For Parents and Students)*

Ganado Independent School District provides a variety of electronic communications systems for educational purposes. **The electronic communications system is defined as the District's network (including the wireless network), servers, computer workstations, mobile technologies, peripherals, applications/software, databases, online resources, Internet access, and any other technology designated for use by students, including all new technologies as they become available.** This also includes any access to the Ganado ISD electronics system while on or near school property, in school vehicles and at school-sponsored activities, and includes the appropriate use of district technology resources via off-campus remote access.

We recognize that the digital world allows anytime, anywhere access. Uses mentioned in this policy apply to **inside school** use and may in certain instances apply to personal technology use and/or uses **outside of school**. Any use of district services that could cause substantial disruption in school may be viewed as a violation of the Acceptable Use Policy and may be subject to disciplinary measure.

In accordance with Children's Online Privacy Protection Act (COPPA) and Children's Internet Privacy Act (CIPA), the district will make every effort to provide the most secure and optimal learning environment. Ganado ISD provides a web filtering software to prohibit students from accessing obscene, pornographic, or otherwise inappropriate material. However, it is not possible to absolutely prevent access (accidental or otherwise) to inappropriate content. **It is each student's responsibility to follow the guidelines for appropriate and acceptable use.** Access to the Ganado ISD network is a privilege and administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly. Some web-based tools may require account creation under teacher supervision. If personal information, such as full name or age, is requested, the site will not share that information with third parties. Students may not disseminate personal information such as addresses and phone numbers while on the school network. Ganado ISD educates all students who are provided Internet access about appropriate online behavior, interactions on social networking sites and cyberbullying.

#### **WIRELESS ACCESS AND CHROMEBOOK AND PERSONAL DEVICES**

The district strives for 21<sup>st</sup> Century learning for students and teachers in a collaborative and engaging environment, including mobile learning through wireless access. Mobile learning offers opportunities for students to utilize their Chromebook. Students will not need to bring their own device, since Ganado ISD is a one-one district. If a student brings a personal device, then the following guidelines apply:

- During school hours student devices must remain silent and put away at all times except when their use is authorized by district personnel.
- Students are responsible for personal property brought to school and should keep personal items with self or in a locked space.
- **Schools cannot be responsible for lost/stolen/damaged personal items.**

#### **GOAL**

The district's goal is to prepare its members for life in a digital global community. To this end, the district will:

- Integrate technology with curriculum to enhance teaching and learning

## **Ganado ISD Student Handbook**

- Promote critical thinking, communication, collaboration and problem solving skills
- Encourage ethical practices by providing education about Internet safety and digital citizenship
- Provide a variety of technology and web-based tools and related technology skills

### **APPROPRIATE USE**

- Students must log in and use the Ganado ISD filtered wireless network during the school day on district Chromebooks.
- Students must use only those accounts and passwords that they have been granted permission by the district to use. All account activity should be for educational purposes only.
- Students must only open, view, modify, and delete their own computer files or those provided by their teachers.
- Students must immediately report threatening messages or discomfoting Internet files/sites to a teacher or an administrator.
- Students are responsible at all times for their use of the district's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when the technology provides them freedom to do otherwise.
- Students must use appropriate language and follow proper etiquette if using email.

### **INAPPROPRIATE USE COULD INCLUDE:**

- Using the district's electronic communications system to post messages or access materials for illegal purposes including, but not limited to, cyberbullying, gambling, pornography, and computer hacking.
- Disabling or attempting to disable any system monitoring or filtering or security measures.
- Intentionally introducing a virus or other malicious programs onto the district's system.
- Sharing user names and passwords with others, and/or borrowing someone else's username, password, or account access.
- Purposefully opening, viewing, using or deleting files belonging to another system user except when directed by a teacher or an administrator.
- Electronically posting personal information about one's self or others (i.e., addresses, phone numbers, and pictures) except as directed by district faculty or administration as part of a learning activity.
- Recording photos or videos of anyone except as directed by district faculty or administration as part of a learning activity.
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Downloading or installing any commercial software, shareware, or freeware onto any district device, including network storage or district owned mobile devices.
- Wasting or abusing school resources through unauthorized system use (i.e., playing online games, downloading music, etc.).

### **CONSEQUENCES FOR INAPPROPRIATE USE**

- Appropriate disciplinary action up to expulsion from school or legal action in accordance with the Student Code of Conduct and applicable laws including monetary damages
- Termination of System User Account: The district may deny, revoke, or suspend specific user's access to the district's system with or without cause or notice for lack of use, violation of policy or regulations regarding acceptable network use, or as a result of disciplinary actions against the user • Possible criminal action

# Ganado ISD Student Handbook

## Student Agreement:

I have read the *Ganado ISD Acceptable Use Policy for Electronic Communications* and agree to abide by the provisions.

I understand that my use of the Ganado ISD electronic communications system is not private and that Ganado ISD will monitor network activity.

I understand that my violation of any of these provisions may result in suspension or revocation of system access as well as appropriate disciplinary action.

I understand that I am responsible for my personal technology device and will take care to prevent loss, damage, or theft.

Student Name (Please Print): \_\_\_\_\_ Student ID: \_\_\_\_\_

Campus: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_

## Parent Agreement:

I have read the *Ganado ISD Acceptable Use Policy for Electronic Communications* and agree to abide by the provisions.

I understand that my child's use of the Ganado ISD electronic communications system is not private and that the district will monitor network activity.

I understand that my child's violation of any of these provisions may result in suspension or revocation of system access as well as appropriate disciplinary action.

I understand that personal Wi-Fi enabled devices will have the ability to access network resources. The school district is not responsible for loss, damage, or theft of personal technology devices.

Please check if you as a parent/guardian DO NOT want your child to have Internet access. Use of the computer is still possible for more traditional purposes such as word processing.

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Ganado ISD Student Handbook**

**Appendix III**

**Ganado ISD Chromebook Checkout Student & Parent Agreement  
2021-2022  
#1Tribe\_GISD**

The District recognizes that with the implementation of the Chromebook initiative, there is a need to protect the investment of the district and the interest of the students and parents. By signing this form, you acknowledge the selection of the following security and user agreement.

I agree to allow my child to check out a Chromebook from Ganado ISD. I understand there is a \$10.00 **Non Refundable** User Fee per year for grades 6th-12th. This fee will cover the 1st accidental damage incident. For example, cracked screen, broken keyboard, or other repairs approved by the Technology Department. This does not include lost/stolen chargers.

I agree that I am responsible for any damages after the first incident (if I pay the \$10 User Fee). Payment for any repair is due in full within a month of the incident to the GISD Technology Department. If I do not pay the \$10 User Fee, I understand I am responsible for any and all damages.

This is a GISD district device. Do not accessorize or decorate the Chromebook (examples: stickers, artwork, writing, etc.). If this is violated, there will be a \$10.00 fee to pay for the removal of the damage to the device.

**Current costs for repairs**

Power Adapter: \$15.00

Screen: \$40.00

Protective Case: \$20.00

I agree to pay for the replacement of the Chromebook at a cost not to exceed the actual cost of the Chromebook. Current cost to the school district is \$250.00.

ADDITIONAL INFORMATION: In cases of theft, vandalism, and other criminal acts, the student or parent MUST file a police/fire report. A copy of the police/fire report must be provided to the Technology office.

TERMS OF AGREEMENT: Your right to the use and possession of the Chromebook terminates at the conclusion of the school year or anytime in the year if the device is being used inappropriately. The term of this contract runs from August of 2021 until August of 2022. Chromebooks and accessories will also be returned to the school if/when students transfer to another district, are expelled, or terminate enrollment.

**Parent Name (Please Print):** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Name (Please Print):** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TECH OFFICE USE ONLY:**

**Checkout Date** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Cash** \_\_\_\_\_ **Check#** \_\_\_\_\_

