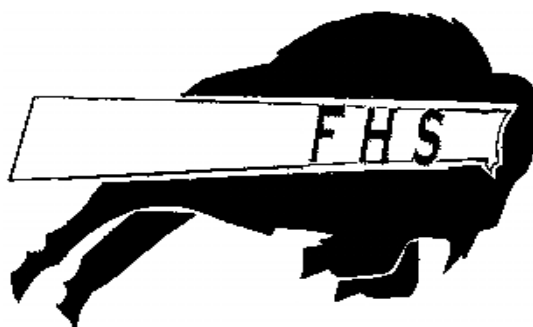


FORSAN INDEPENDENT SCHOOL DISTRICT

Forsan Junior/Senior High School

Student/Parent Handbook

FORSAN



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2011 - 2012

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Forsan School Song

Black and White to you our hearts we're pledging,
To your standards always we'll be true,
We'll always honor and we'll always love you,
Black and White our colors true.

School Colors

Black and White

School Mascot

Buffalo

Sportsmanship

Good sportsmanship is conduct which imposes a type of self-control involving honest rivalry, courteous relations and graceful acceptance of results. School spirit is a reflection of these attitudes and behaviors. Sportsmanship is good citizenship in action. **The promotion of sportsmanship is a primary responsibility of coaches, staff, players, cheerleaders, parents, and the entire student body.**

"One man practicing good sportsmanship is far better than fifty others preaching it." Knute Rockne



**Forsan Website: www.forsan.esc18.net
Forsan High School Phone: (432) 457-2223**

2011 - 2012 HANDBOOK

Dear Students and Parents,

It is a privilege and honor to welcome you to Forsan Junior/Senior High School in 2011-2012. Forsan Junior/Senior High School takes pride in providing an excellent learning environment. Our school is composed of the best students, teachers, support staff, and administrators, who as a team help provide an excellent education for all students.

I would encourage you to take the time and read the Student Handbook, the Student Code of Conduct, and the Computer Use Contract with your child. Students are expected to follow both school and classroom rules so we can provide a safe environment for all students and give everyone the opportunity to learn.

We are excited to return to school this year with high expectations in academics as well as our other programs.

If you have any questions, feel free to come by or call the office.

Sincerely,

Keith Stone, Principal
Forsan Junior/Senior High School

PREFACE

To Students and Parents,

The **Forsan Junior/Senior High School Student Handbook** contains information students and parents are likely to need to ensure a successful school year.

Students and parents also need to be familiar with the **Forsan Junior/Senior High School Student Code of Conduct**, which sets out the consequences for appropriate behavior, is required by state law, and is intended to promote school safety and an atmosphere for learning. This document may be found as an attachment to this handbook

NOTICES TO PARENTS

NONDISCRIMINATION STATEMENT

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

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

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Mr. Randy Johnson, Superintendent, 411 West 6th Street, Forsan, TX. 79733 (432) 457-2223.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mr. Keith Bagnall, Counselor, 411 West 6th Street, Forsan, TX. 79733 (432) 457-2223.
- All other concerns regarding discrimination: See the superintendent, Mr. Randy Johnson, 411 West 6th Street, Forsan, TX. 79733 (432) 457-2223.

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

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

Mr. Randy Johnson, Superintendent, P.O. Drawer A, Forsan, TX 79733 (432) 457-2223 rsjohnso@forsan.esc18.net
Website: www.forsan.esc18.net

Asbestos Management Plan

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 superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. Randy Johnson, the district's designated asbestos coordinator, at (432) 457-2223.

Lead-Safe Certification Requirements

Beginning April 22, 2010, federal law requires that contractors performing renovation, repair, and painting projects that disturb more than six square feet of paint in homes, child care facilities, and schools built before 1978 must be certified and trained to follow specific work practices to prevent lead contamination. Schools must comply with requirements to use certified renovators in any area where children under the age of 6 spend a significant amount of time. Forsan ISD has trained/certified maintenance staff to comply with these new regulations.

Pest Management Plan

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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States 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 further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Mr. Mike Bailey, the district's IPM coordinator, at (432) 457-2223.

Additional Notices

Other important notices in the Student Handbook cover the following topics:

Student participation in a survey, analysis, or evaluation;
Opting out of surveys, data collection activities;
Requesting the professional qualifications of teachers and staff;
Requesting a transfer of your child to a safe public school;
Assistance to students who have learning difficulties;
Student records;

Bacterial meningitis;
Career and technology programs;
Homeless students; and
School lunch programs.

Please take some time to review these notices and other important information contained in the Student Handbook.

To Students and Parents:

Welcome to the school year 2011-2012! Education is a team effort, and we know that students, parents, teachers and other staff members all working together can make this a wonderfully successful year for our students.

The Forsan Junior/Senior High School Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I – REQUIRED NOTICES AND INFORMATION FOR PARENTS – with notices that the district must provide to all parents, as well as other information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook; and

Section II – INFORMATION FOR STUDENTS AND PARENTS – organized alphabetically by topic for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Forsan Independent School District ***Student Code of Conduct***, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook, posted at www.forsan.esc18.net, or available in the principal’s office.

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

In case of conflict between board policy or the ***Student Code of Conduct*** and the ***Computer Use Contract*** and any provisions of the Student Handbook, the provisions of board policy or the ***Student Code of Conduct*** and ***Computer Use Contract*** that were most recently adopted by the board are to be followed.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact Mr. Keith Stone, Principal, Forsan Junior/Senior High School at (432) 457-2223 or email at kstone@forsan.esc18.net.

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

Parental Acknowledgment Form;
Student Directory Information Form;
Release of Information to Military Recruiters and Institutions of Higher Learning Forms; and
Consent/Opt-Out Forms.

[See **Obtaining Information and Protecting Student Rights** on page 12 and **Directory Information** on page 19 for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office or online at www.forsan.esc18.net.

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SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Forsan Junior/Senior High School Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.

Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.

Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.

Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.

Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 30 and **Academic Programs** on page 24.]

Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (432) 457-2223 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 47.]

Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Mr. Randy Johnson, Superintendent, at (432) 457-2223.

Serving on the School Health Advisory Council (SHAC) assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** on page 42.] For additional information contact Mr. Keith Stone, Principal, at (432) 457-2223.

Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

Political affiliations or beliefs of the student or the student's parent.

Mental or psychological problems of the student or the student's family.

Sexual behavior or attitudes.

Illegal, antisocial, self-incriminating, or demeaning behavior.

Critical appraisals of individuals with whom the student has a close family relationship.

Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.

Religious practices, affiliations, or beliefs of the student or parents.

Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such

a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

“Opting Out” of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing or selling that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Displaying a Student’s Artwork and Projects

As a parent, you have a right to provide consent before the district can display your child’s artwork, special projects, photographs taken by your child, and the like on the district’s Web site, in printed material, by video, or by any other method of mass communication.

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

[Also see **Removing a Student from Human Sexuality Instruction** on page 14 for additional information.]

Inspecting Surveys

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

Accessing Student Records

You may review your child’s student records. These records include:

Attendance records,

Test scores,

Grades,

Disciplinary records,

Counseling records,

Psychological records,

Applications for admission,

Health and immunization information,

Other medical records,

Teacher and counselor evaluations,

Reports of behavioral patterns, and

State assessment instruments that have been administered to your child.

[See **Student Records** on page 18.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

When it is to be used for school safety;

When it relates to classroom instruction or a cocurricular or extracurricular activity; or

When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes. Forsan ISD teaches an abstinence based curriculum in its human sexuality instruction. This program is not taught until the high school grades at Forsan High School.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Removing a Student from Human Sexuality Instruction:

As part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

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

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction:

Forsan ISD teaches an abstinence based curriculum in its human sexuality instruction. This program is not taught until the high school grades at Forsan High School.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of this instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and A Minute of Silence** on page 46 and policy EC(LEGAL).]

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

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

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

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

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to your child's misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. [See policy FO(LEGAL) and the Student Code of Conduct.]

Requesting Transfers for Your Child

As a parent, you have a right:

To request the transfer of your child to another classroom if your child has been determined by the board or its designee to have been a victim of bullying as the term is defined by Education Code 25.0341. Transportation is not provided for a transfer to another campus. See the superintendent or designee for information. [See policy FDB.] [See **Bullying** on page 24 and policy FFI(LOCAL).]

To request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See the district's (LOCAL) policy on School Safety Transfers.]

To request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [See the district's (LEGAL) and (LOCAL) policies on School Safety Transfers.]

Requesting Classroom Assignment for Multiple Birth Siblings

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See FDB(LEGAL).]

OTHER IMPORTANT INFORMATION FOR PARENTS

Parents of Students with Disabilities

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).

Request for the Use of a Service Animal

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

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

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

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

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the district. The district is required to give parents the **Notice of Procedural Safeguards--Rights of Parents of Students with Disabilities**.

Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Ms. Karen Hall, Diagnostician, at (432) 457-2223.

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB(LOCAL).]

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

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

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

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

Padres de Estudiantes con Discapacidades.

La persona designada con quien puede comunicarse en relación a las opciones que tiene un niño que experimenta dificultades en el aprendizaje o para una recomendación para la evaluación para educación especial es: Mrs. Angie Huckabee o Mr. Keith Bagnall (432) 457-2223.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessment.

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district.

Services for Title I Participants

The district coordinates and integrates Title I, Part A, services with other educational services in the district or individual school, such as Head Start, Even Start, Reading First, Early Reading First, and other pre-school programs, and services for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. [P. L. 107-110, Section 1112(b)(1)(E)]

The district coordinates Title I, Part A, services with Title I, Part C, services in order to increase program effectiveness, to eliminate duplication, and to reduce fragmentation of the instructional program. {P. L. 107-110, Section 112(b)(1)(E)}

For Title I, Part A, schoolwide program, the campus conducts a comprehensive needs assessment of the entire school. [P. L. 107-110, Section 1114(b)(1)]

The district has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, Parents of participating students. [P. L. 107-110, Section 1118(a)(2)]

Each Title I, Part A, campus convenes an annual meeting to notify Parent of their school's participation in the Title I program, to explain the program requirements, and to inform Parent of their right to be involved. [P. L. 107-110, Section 1118(c)(1)]

The district has School-Parent compacts at each Title I, Part A, campus that outline how the Parent, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and Parent will build and develop a partnership to help children achieve the State's high standards. [P. L. 107-110, Section 1118(d)]

The Title I, Part A, district and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)]

The district provides communications about the Title I, Part A, program in a format, and to the extent practicable, in a language that parents can understand. [P. L. 107-110, Section 1111, 1118(e)(5)]

Each Title I, Part A, campus provides to each individual parent information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teacher, information on the level of achievement of the parent's child in each of the required state academic assessments and timely notice if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks. [P. L. 107-110, Section 1111(h)(6)(A-B)]

Additionally, the district has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P. L. 107-110, Section 1118(a)(2)]

Highly Qualified Plan

The LEA publicly reported the annual progress of the LEA as a whole and of each of its campuses in meeting the highly qualified teachers requirement. [P. L. 107-110, Section 1119(b)(1)(A)]

The LEA has ensured that each campus has a highly qualified teacher plan that includes strategies to ensure that teachers who are not highly qualified in all core academic subject areas taught become highly qualified within a reasonable timeframe. [P. L. 107-110, Section 2122(b)(10)]

The LEA has on file for each Title I, Part A, campus a written attestation signed by the principal stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements.

The Parent Involvement Coordinator, who works with parents of students participating in the Title I programs is Angie Huckabee, Forsan Junior/Senior High School Counselor, (432) 457-2223, or Diana Newton, Special Programs Coordinator, (432) 398-5444.

Student Records

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

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

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

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances prevent inspection during these hours, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The address of the superintendent's office is 411 W. 6th Street, P.O. Drawer A, Forsan, TX 79733.

The address of the principal's office is 411 W. 6th Street, P.O. Drawer A, Forsan, TX 79733.

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected

and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at FNG (LEGAL)]. [See **Report Cards/Progress Reports and Conferences** on page 47 and Student or Parent **Complaints and Concerns** on page 28 for an overview of the process.]

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

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or may be accessed on the district's Web site at www.forsan.esc18.net.

The parent's or eligible student's right of access to and copies of student records do not extend to all records.

Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Please note:

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

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

Directory Information

The law permits the district to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it. However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in the forms packet.]

Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes: National Honor Society, UIL athletic events and competitions, UIL academic competitions, vocational, career/technology programs, scholarships, transcripts, honor roll listings, band events, and competitions, spelling bee competitions, livestock show and judging competitions, cheerleading, gifted and talented programs, and Spanish class festivals.

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

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

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

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

Bacterial Meningitis

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

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites,

fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

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

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

How serious is bacterial meningitis?

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

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

A Spanish version of this is available at www.tea.state.tx.us.taa/comm020802esp.doc.

Food Allergies

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

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Mr. Keith Stone at (432) 457-2223.

ABSENCES / ATTENDANCE

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

Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws, one dealing with compulsory attendance, the other with attendance for course credit, are of special interest to students and parents. They are discussed below:

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year and is subject to compulsory attendance laws, if the student is under 21 years old. If a student 18 or older has more than five (5) 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 FEA.]

A student in grades 3-8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders.

In addition, a senior student's absence of up to two days related to visiting a college or university may be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed. Principal/Assistant Principal may exercise discretion in granting under-classmen college visitation.

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed "accelerated instruction" by the state) assigned by a grade placement committee and basic skills for ninth graders; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or

Is absent on three or more days or parts of days within a four-week period.

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

If a student between the ages of 12 and 18 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

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

Attendance for Credit

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

he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate. [See policies at FEC]

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above as Exemptions to Compulsory Attendance will be considered days of attendance for this purpose. [See policies at FEB.]
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district. For a student transferring into the district after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

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

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

Notification of Absence

When a student must be absent from school he or she must have his or her parent call the school each day he or she is absent. The student—upon returning to school—must bring a note, signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. Notes should be on a full-sized (8 ½"x11") sheet of paper and should include the student's full name, date(s) of absence, reason for absence, and a day-time phone number. If the school does not receive a parent telephone call, an automated system will notify parents of the student's absence.

Doctor's Note After An Absence for Illness

Upon return to school, a student absent for more than five (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 student's extended absence from school. [See FEC(LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS.

Education Code 25.0087 and 19 TAC 129.21 allow a district to count as present for ADA purposes students who are absent for any of the following circumstances:

1. participation in a Board-approved and appropriately supervised extracurricular activity or performance;
2. participation in an approved mentorship fulfilling the student's Distinguished Achievement Program;
3. screening, diagnosis, or treatment of a Medicaid-eligible student (if the student is absent no more than a day at a time for this purpose);
4. religious holy days (including one day of travel to and one day from an observance site);
5. an appointment with a health care professional (if the student misses only a portion of the school day and the professional provides written confirmation of the appointment). Medical excused absences will be granted if: (a) the student stays at school through 5th period (does not have to return after doctor's appointment), or (b) attends classes for part of the day, leaves for the doctor appointment, and returns for the remainder of the day with written confirmation of appointment (doctor's note).

Excessive Absences

When a student returns from an absence, he/she should bring his/her note and /or doctor's verification to the office prior to the first bell. Failure to provide absence verification before school will be considered a rule violation, and disciplinary actions may be enforced. (The attendance committee is the last word on granting credit when a student's attendance falls below the required number of days.) If a student fails to bring a proper note, an unexcused absence will be recorded.

Students and parents should try to schedule doctor/dental appointments after school hours. If this is not possible and the student must see a doctor or dentist during the school day, he/she should bring a note to his/her teacher who will issue a hall pass to go to the office at the appropriate time. Notes should include the doctor's/dentist's name and phone number. Any time a student leaves campus during the school day, he/she must sign out in the office. (This includes co-op and career school students.) This is a closed campus, and students are not allowed to leave campus for lunch. If the student leaves and/or returns during the day, he/she must sign out or in at the office. The student should bring a doctor/dental verification upon his/her return.

Perfect Attendance

Awards will be given to students who have not been absent from a single class period for reasons other than school-related events. Perfect attendance recognition will not be awarded to those with medical absences. Outstanding attendance recognition will be awarded to those with only medical and/or college visitation absences.

Unexcused Absences

A zero may be recorded for all work missed during the class period.

Make-up Work

When a student is absent, the student will be given one day for each day absent from the class (classes) from the time of his/her return to make up work. The teacher/principal may grant additional time if unusual circumstances exist. It is the student's responsibility to check with each teacher for make-up work upon his/her return to school.

Students missing class for extracurricular activities are not considered absent. Due dates for the assignments are at the discretion of individual teachers.

Parent Requested Absences

The parent/student must meet the following criterion:

1. The parent and student must understand that the student will be counted absent.
2. The student should obtain assignments from his/her teachers before he/she leaves. All work is due upon the student's return to school.
3. Tests such as six weeks, mid-terms, and final examinations must be completed prior to the student's absence.
4. Parents must request the absence in writing at least 3 days prior to the absence.
5. The principal may place certain conditions on the absence, and he/she will decide whether the absence will be excused or unexcused.
6. Parental requested absences should not exceed one occurrence per semester. Days should be limited.

Extra-curricular and Co-curricular Activities

Students who are participating in such activities as approved by the Board and under the supervision of a professional staff member will not be counted absent from school. Absences in excess of those permitted by state law will, however, be considered unexcused absences and will affect a student's credit status.

Students should request their work in advance of their absence. Extracurricular activities are limited to twenty-two (22) days per year!

College Visitation

Visitation of colleges during the school year is limited to two (2) visitations per year. A college visit during a regular school day will require approval in ADVANCE from the principal. The following procedure must be followed:

1. Parents should request the absence in writing to the principal.

2. Students must obtain their work in advance and have it completed upon their return.
3. Bring signed verification from the college visited on the next school day after your visit.
4. Principal/Assistant Principal may exercise discretion in granting under-classmen college visitation.

Failure to follow this procedure entirely and in ADVANCE will result in an unexcused absence with no make-up.

Loss of Credit

When attendance in any class falls below the statutorily required number of days, the student and parent will be notified. Information will be given on the student's right to appeal to the attendance committee.

Please note:

A student absent from school for any reason, other than for a documented health care appointment, will not be allowed to participate in school-related activities on that day or evening without approval of principal or assistant principal.

In those rare circumstances when a student must be absent from school, the student – upon return to school - must bring a note, signed by the parent, that describes the reason for the absence; a note signed by the student, even with the parent's permission, will not be accepted.

A student absent for any reason should promptly make up specific assignments missed and/or complete additional in-depth study assigned 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.

A student absent from school shall provide a note that describes the reason for absence. The note shall be signed by the student's parent or guardian. If the student is 18 or older or has been declared by a court to be an emancipated minor, the student may sign in place of a parent or guardian. [FDD-Local]

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. {For more information, see this handbook and policies at EIF.}

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior:

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

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal or another district employee. The administration will investigate any allegations of bullying and will take appropriate disciplinary action if an investigation indicates that bullying has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

[Also see **School Safety Transfers** on page 15, **Hazing** on page 41, and policy FFI(LOCAL).]

Anti-Bullying Policy

Forsan ISD recognizes that bullying occurs in all schools, and we are not immune. Forsan ISD finds that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Forsan ISD finds that harassment, intimidation or bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe, non-threatening environment. It is the policy of Forsan ISD that its students have an educational setting that is safe, secure, peaceful and free from student harassment also known as bullying. The School will not tolerate unlawful harassment of any type and conduct that constitutes bullying as defined herein will not be tolerated.

Forsan ISD further finds that students learn by example. Forsan ISD charges school administrators, faculty, staff and volunteers with demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Bullying Defined

“Bullying” means engaging in written or verbal expression or physical conduct that the Board or its designee determines:

- a. 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 property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- b. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

“Harassment” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health or safety.

Reporting Procedure

1. Any student who believes they have been a victim of bullying may report the alleged act to the school administrator. If a student is more comfortable reporting the alleged act to a person other than the school administrator, the student may contact any school employee or counselor.
2. Any school employee who has witnessed or has reliable information that a student has been subjected to bullying shall report the incident to the school administrator.
3. Upon receipt of a report of bullying, the principal or designee shall investigate, document and remediate the incident.

Staff Responsibility

Our Staff will:

1. foster in our pupils self-esteem, self-respect and respect for others;
2. demonstrate by example the high standards of personal and social behavior we expect of our pupil;
3. be alert to the signs of distress and other possible indications of bullying and keep a record of these;
4. discuss bullying with all classes and recognize the importance of telling a teacher or classroom assistant about bullying when it happens;
5. listen to children who have been bullied, take what they say seriously and act to support and protect them;
6. be aware of non-verbal clues which our pupils may exhibit when dealing with specific adults or others within the school community;
7. report suspected cases of bullying to the building principal;
8. follow up any complaint by parent about bullying, and report back promptly and fully on the action which has been taken;
9. deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Student Responsibility

We ask our students to:

1. refrain from becoming involved in any kind of bullying;
2. intervene to protect the pupil who is being bullied if this is possible;
3. report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Parent Responsibility

We ask our parents to support their children and Forsan ISD by:

1. watching for signs of distress or unusual behavior in their children; which might be evidence of bullying;
2. being vigilant about the reactions of their children to different pupils or staff and report these concerns to the school;
3. being sympathetic and supportive towards their children and reassuring them that appropriate actions will be taken;
4. keeping a written record of any instances of bullying;
5. informing the school of any suspected bullying, even if their children are not involved;
6. co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Investigation and Remedial Action

1. The principal or designee shall investigate alleged acts of bullying.
2. The principal or designee will take such disciplinary action deemed necessary and appropriate, including but not limited to detention, in-school suspension, DAEP, or referral to consider long-term suspension or expulsion, and/or referral to law enforcement in order to end bullying and prevent its recurrence.

3. Besides initiating disciplinary action, the principal or designee may also take other remedial action deemed necessary and appropriate to end bullying and prevent its recurrence including but not limited to requiring participation in peer mentoring, life skills groups; and/or reassigning classes, lunch periods or transportation.
4. The principal, or designee, shall by telephone or in writing, report the occurrence of any incident of bullying to the parent or legal guardian of all pupils involved when appropriate.

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See FFI(LOCAL)]

CAREER AND TECHNOLOGY EDUCATION

The District offers career and technology programs in office administration, management/development, computer information systems, trade and industrial education, and family and consumer sciences. For further information about these programs, please see the high school counselor.

Forsan ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

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

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

As a parent, if your child is the victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see

<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>

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

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

<http://savn.nonprofitoffice.com>

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

<http://www.oag.state.tx.us/AG Publications/txts/childabuse1.shtml>

<http://www.oag.state.tx.us/AG Publications/txts/childabuse2.shtml>

Reports may be made to:

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

CLASS RANKING / HIGHEST RANKING STUDENT

All courses will count on the rank except for Band, Fine Arts, Physical Education or Athletics, VAC, Co-op, high school correspondence courses, high school summer courses, credit by exam, and courses taken for local credit only. [See EIC(LOCAL) or contact Mrs. Angie Huckabee at (432) 457-2223.]

Ranking will be determined by dividing the accumulated ranking points by the course factor (courses counting for rank and GPA). Example: 93 in regular course = 4.3 ranking points, 93 in weighted course = 5.3 ranking points.

To encourage and reward academic excellence, the following courses will be weighted for ranking purposes only.

Spanish 3

Chemistry

Pre-calculus

Physics

Concurrent College Courses

College Board Advanced Placement Courses

This system will apply only to the class rank and not to report card or transcript grades.

To be eligible for Valedictorian and Salutatorian honors, a student must have been in attendance at Forsan High School for his/her last two years of high school. Final calculations will be determined at the end of the 5th six weeks grading period.

[For further information, see policies at EIC.]

CLASS SCHEDULES

Student schedules will be distributed on or before the first day of school. Students who wish to make a change in their schedule must fill out a schedule change request form and turn it in to a counselor. The counselor will then review the change request and either approve it, disapprove it (with reason stated), or assign a time for the student to come see

him/her. **Schedules may not be changed after three (3) days into the semester without the approved authorization of the principal.**

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

COLLEGE AND UNIVERSITY ADMISSIONS

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

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

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

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

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

Students and parents should contact the counselor, Mrs. Angie Huckabee, (432) 457-2223, for further information about automatic admissions, the application process, and deadlines.

[See also Class Rank / Highest Ranking Student on page 26 for information specifically related to how the district calculates a student's rank in class.]

COLLEGE CREDIT COURSES

Certain courses may be taken for high school and college credit with the approval of the local school officials. The course must be successfully completed before the beginning of the semester for that particular high school course. Otherwise, high school credit will not be awarded, and the student must enroll for the class taught at the local campus.

Forsan is currently offering concurrent courses in English IV, U.S. Government, Health, college math, U.S History, Principles of Health Science, on-line Speech, and on-line Energy & Natural Resources. A senior student must have at least an 85 average in English III to be eligible for enrollment. Without pre-existing qualifications, a parent's signature is required for enrollment.

If a student fails a concurrent class (makes below a 70), he or she will be returned to the regular classroom and may not enroll in additional concurrent classes.

Any student committing plagiarism in a concurrent class will be immediately removed from that class and returned to regular high school classes.

Only the top ten percent of the junior class is eligible for concurrent class enrollment. As an exception for the 2011-2012 school year, Forsan is offering concurrent U.S. History to the junior class. To be eligible for this class, the student must also be enrolled in Pre-calculus.

Because of following college campus scheduling, any time off from concurrent classes will be used for ACT/SAT preparation.

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

For more information, please contact the counselor, Angie Huckabee, at (432) 457-2223.

COMMUNICATION BETWEEN HOME AND SCHOOL

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

Communication might also include requests for conferences—initiated by the school or the parent—to discuss student progress, to find out more about the curriculum and how the parent can support learning, and to head off or resolve problems, etc. A parent who wants to schedule a phone or in-person conference with a teacher, counselor, or principal should call the school office at (432) 457-2223 for an appointment. Generally a teacher will be able to meet with parents or return calls during his or her conference period, although other mutually convenient times might be arranged as well.

Please contact the school office at (432) 457-2223. You can also visit the school website at www.forsan.esc18.net to obtain teacher e-mail address information.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the district's Web site at www.forsan.esc18.net.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

COMPUTER RESOURCES

Under NO circumstances should a student be allowed on a teacher's computer.

Beginning with the 2008-2009 school year, students' use of their own personal laptops will not be allowed for any reason. Personal laptops are not to be carried on to campus or used in or out of a classroom. Teacher permission does not override this rule.

Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

CONDUCT

Applicability of School Rules

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

To achieve the best possible learning environment for all students, the Student Code of Conduct and other campus rules will apply whenever the interest of the district is involved, whether on or off school grounds, in conjunction with classes and school-sponsored activities.

Students are expected to behave in a responsible manner, demonstrating courtesy and respect for the rights of other students and District staff. Student cooperation and respect for the property of others, including District property and facilities, are essential to the maintenance of facilities, safety, order, and discipline. Attending all classes regularly and on time, being prepared for each class, and taking appropriate materials and assignments to class are expected of all students. Students are to be well-groomed and dressed appropriately each day.

A copy of the Student Code of Conduct and the campus rules may be included as attachments to this handbook or may be found at www.forsan.esc18.net. Teachers will advise students of class rules.

Campus Guidelines

In order for a student to qualify to campaign for or be elected to a position of office in his/her class or student body, the student must meet the eligibility standards of Forsan ISD. The student must have been enrolled at Forsan Junior/Senior High School for at least one full semester and a member of his/her present class for one semester.

Student use of the school telephone will be limited to ILLNESS, EMERGENCIES OR SCHEDULE CHANGE FOR A SCHOOL SPONSORED ACTIVITY.

Expectations

1. Keep hands, feet, and objects to themselves.
2. Show respect to the administrators, teachers, office personnel, aides, cooks, maintenance employees, and other students and adults.
3. Make restitution for the theft of any property (school and personal) and any damage done to any property (school or personal).
4. Refrain from disruptive behavior (i.e. throwing objects, using profanity or vulgar language, making obscene gestures, etc).
5. Refrain from the use of tobacco or illegal drugs as it is prohibited.
6. Leave radios, tape players, C.D. players, etc., at home.
7. Walk and speak quietly in the building.
8. Keep books and personal effects in lockers, and the lockers should be locked. Loss of property from an unlocked locker is the responsibility of the student.
9. Students and parents are responsible for paying all fees when they become due.
10. Sign out in the office before leaving school during the school day.
11. Maintain appropriate behavior on the school bus.
12. Refrain from physical expression of affection for the opposite sex.
13. Keep your eating area clean.
14. Leave backpacks/satchels in lockers.

Cheating / Plagiarism

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

Classroom Discipline Management Policy

- 1st Offense --- verbal or written warning
- 2nd Offense --- parent contact by teacher
- 3rd Offense --- automatic referral to the office

Please note: The teacher has the right to skip any of the listed steps if deemed necessary. Some actions will require automatic referral to the office.

Consequences of Misbehavior

See *Student Code of Conduct*

Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in the forms packet. A signed statement must be provided each year.

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

Disruptions of School Operations

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

Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.

Interference with an authorized activity by seizing control of all or part of a building.

Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.

Use of force, violence, or threats to cause disruption during an assembly.

Interference with the movement of people at an exit or an entrance to district property.

Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.

Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

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

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

CONTAGIOUS DISEASES / CONDITIONS

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

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

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 9 through 12 will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and vocational opportunities.

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

Personal Counseling

School counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or substance abuse. The counselor may also make available information about community resources to address these. A student who wishes to meet with a counselor should stop by the office between classes and make an appointment.

A parent needing to meet with a counselor should contact Mrs. Angie Huckabee or Mr. Keith Bagnall, school counselors, at (432) 457-2223.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to policies EHBAA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

COURSE CREDIT

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

Freshman students for the 2011—2012 school year will take an end of course assessment which will count as 15% of the course final grade. The EOC assessment score will affect a credit determination only if the student's score results

in a final course grade that permits the student to receive credit for a course for which the student would otherwise have received a failing grade. If a student's score on the assessment results in lowering a student's final course grade below passing, the EOC assessment score will not be included in the credit determination.

CREDIT BY EXAM—If a Student Has Taken the Course

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

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

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

A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. [For further information, see the counselor and policies EEJA.]

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

A student will be permitted to take an exam to earn credit for an academic course for which the student has had no prior instruction or to accelerate to the next grade level. The dates on which exams are scheduled during the 2011-2012 school year include:

Dates scheduled:

June 4, 2012	July 9, 2012
June 5, 2012	July 10, 2012
June 6, 2012	July 11, 2012

A student will earn credit with a passing score of at least 90 on the exam.

If a student plans to take an exam, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC(LOCAL).]

CUSTODY OF THE STATE

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

Please contact Mr. Randy Johnson, who has been designated as the district's liaison for children in the conservatorship for the state, at (432) 457-2223 with any questions.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household,

destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's Web site at www.forsan.esc18.net.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

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

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

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

Retaliation

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

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

Reporting Procedures

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

Investigation of Report

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. The district will notify the parents of any student alleged to have experienced prohibited conduct by an adult associated with the district.

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

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

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

DELIVERIES

We will accept delivery of birthday or special achievement flowers in the office, and the student may pick up the item(s) at the end of the school day.

Homecoming and Valentine's Day items will be allowed during or after lunch, provided enough parent volunteers are available to help distribute the items.

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 31.]

DISTANCE LEARNING

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

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

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [Also see **Extracurricular Activities, Clubs, and Organizations** on page 36.]

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

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

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

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

[See **Directory Information for School-Sponsored Purposes** on page 19.]

Nonschool Materials...from students

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. The decision regarding approval will be made in two school days.

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

Nonschool Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policies at GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.

Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following guidelines:

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits clothing or emblems that:

1. Are lewd, offensive, vulgar, or obscene.
2. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under **FNCF (LEGAL)**, nudity, death, or contain suggestive slogans (this includes Hooters T-shirts, Playboy, and other similar manufacturers).

In order to maintain the proper educational decorum, the following dress and grooming guidelines shall apply:

1. District will not permit any visible body piercing other than the ears. Male ear adornment may not hang from the ear. Male ear adornment allows only stud earrings no more than 1/4 inch in diameter. NO gauges allowed. The definition of stud earring will be at the discretion of principal or assistant principal. No other visible piercing or ornamentation of any skin or body part shall be allowed.
2. Exposed tattoos and/or use of pens or pencils to mark on arms, hands, legs, face, etc, are inappropriate for school and **must** be covered while on school property.
3. All shorts, skirts, and dresses shall be long enough to reach 2 ½ inches (width of a dollar bill) above the top of the kneecap. Holes in clothes on both male and female students must also be no higher than 2 ½ inches above the top of the kneecap.
4. Students must wear clothing that is appropriate for school/school activities. Clothing must not be too tight or too loose for free movement, or for sitting, reaching, and bending positions. Skin-tight or baggie fitting clothing is not acceptable for the classroom or at school activities. Pants, shorts, skirts must be worn on the waist.
5. Clothing must be worn that is neat and clean in appearance and that is socially appropriate for the gender of the student. Any student whose dress or grooming creates a disruption in the classroom may be subject to removal from that classroom.
6. Top and bottom garments **must not separate** to expose the student's skin from the front, back or side when performing normal school activities (bending, stretching, reaching, sitting, etc.)
7. Clothing shall not permit excessive exposure of the body in front, back or side view. Garments shall not be backless, excessively tight, nor permit exposure of cleavage. Appropriate undergarments shall be worn at all times and not be visible. Girl's shoulder straps must be at least two (2) inches wide. Boys are required to wear shirts with sleeves.
8. The length of jackets shall not extend past the knees. The length of shirts shall be no longer than 2 ½ inches above the knees.
9. The hair shall be clean, well-groomed, and not covering the eyes. The following extremes shall not be allowed:
 - geometric or unusual patterns shaved or cut into hair, such as but not limited to Mohawks and/or excessive faux-hawks;
 - unusual color variations in hair; and
 - rat-tail and braids for boys.

At teacher's and/or sponsor's discretion, a student may be asked or allowed to secure hair for safety reasons.

Hairstyle related to ethnicity may be approved by the principal.

10. Students must be clean shaven with the exception of a neat, well-groomed mustache. Beards shall not be acceptable. Sideburns shall be kept neatly trimmed and be no longer than the earlobe. No type of head covering, hat, cap, or bandanna may be worn inside the buildings, except as may be allowed for approved school activities.
11. Sunglasses shall not be worn inside school buildings except as may be allowed for approved school activities.
12. Any form of dress or grooming that attracts undue attention, disrupts school, or detracts from the learning process is not acceptable. No other visible piercing or ornamentation of any skin or body part shall be

allowed.

13. All students shall wear shoes for safety and health reasons. Any teacher/sponsor may stipulate specific footwear be worn in his/her class (i.e. industrial arts, science lab, food lab) as a safety precaution. Roller shoes are not to be worn on campus.
14. Students may not wear spiked jewelry or wallet chains.
15. Students may not wear gloves (whole or with fingers cut off) without medical verification of a need to do so.
16. To promote school spirit, students are encouraged to wear Forsan attire. In order to maintain a peaceful learning environment, students should not wear attire promoting other high schools.

If the principal determines that a student's grooming violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected.

A student whose clothing violates the dress code shall be subject to disciplinary action determined by the administrator and the Student Code of Conduct.

Repeated dress code offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases in accordance with the Student Code of Conduct.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate dress and grooming standards established for such an activity may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action, as specified in the Student Code of Conduct. (FNCA – Local) [For further information, see policies at FM and FO.]

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

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunication Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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

If a student uses a telecommunications device without authorizations during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [**See Searches** on page 50 and **policy FNF.**]

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

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [**See Searches** on page 50 and **policy FNF.**]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be

responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

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 of school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined according to the *Student Code of Conduct* and may, in certain circumstances, be reported to law enforcement.

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

END-OF-COURSE (EOC) ASSESSMENTS

See **Course Credit** on page 30, **Grading Guidelines** on page 37, **Graduation** on page 38, and **Standardized Testing** on page 53.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL) [See <http://www.uiltxas.org> for additional information]—a statewide association overseeing interdistrict competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an advanced placement or international baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a foreign language—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for a least three school weeks.
- An ineligible student may practice or rehearse.
- A student is allowed in a school year up to 18 absences not related to UIL competitions, and a maximum of 22 absences for UIL activities and other extracurricular activities approved by the Board. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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

[For further information, see policies at FM and FO.]

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits including:

Costs for materials for a class project that the student will keep.

Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.

Security deposits.

Personal physical education and athletic equipment and apparel.

Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.

Voluntarily purchased student accident insurance.

Musical instrument rental and uniform maintenance, when uniforms are provided by the District.

Personal apparel used in extracurricular activities that becomes the property of the student.

Parking fees and student identification cards.

Fees for lost, damaged or overdue library books.

Fees for school-owned athletic clothing or equipment not returned.

Fees for lost or damaged textbooks.

Fees for optional courses offered for credit that require use of facilities not available on district premises. (Fees shall not be charged, however, if parents of at least 22 students request a transfer to another school in the District to take required curriculum courses, other than fine arts or career and technology, not offered at the original school.)

Summer school courses that are offered tuition free during the regular school year.

A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal. [For further information, see policies at FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal at least 30 days before the event.

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property of campus playground.

GRADE CLASSIFICATION

With the exception of 8th grade Algebra I for high school credit (See **GRADUATION PROGRAMS**), after the ninth grade students are classified according to the number of credits earned toward graduation. Students are classified at the beginning of each school year. Students will remain classified at the same placement for the entire year regardless of credits earned during the year.

<u>Credits Earned</u>	<u>Classification</u>
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

GRADING GUIDELINES

Exemptions from Final Exams

For the purpose of increasing student attendance, the District shall allow exemptions from final examinations (per semester) for students in grades 9 through 12 who qualify under the following criteria:

1. The student has
 - a. a semester average in the class of 90 or above;

- b. no more than three (3) absences;
 - c. no more than one (1) discipline referral from the particular class;
 - d. no more than two (2) total discipline referrals;
 - e. no more than three (3) tardies in the particular class;
 - f. (2nd Semester Final Exam exemption) successfully passed class specific TAKS;
 - g. cleared all fines and fees; and
 - h. not failed a six-weeks class.
2. The student has
- a. A semester average in the class of 80 or above;
 - b. no more than two (2) absences;
 - c. no more than one (1) discipline referral from the particular class;
 - d. no more than two (2) total discipline referrals;
 - e. no more than three (3) tardies in the particular class; and
 - f. (2nd Semester Final Exam exemption) successfully passed class specific TAKS;
 - g. cleared all fines and fees; and
 - h. not failed a six-weeks class.
3. The student has
- a. A semester average in the class of 70 or above;
 - b. no more than one (1) absence;
 - c. no more than one (1) discipline referral from the particular class;
 - d. no more than two (2) total discipline referrals;
 - e. no more than three (3) tardies in the particular class; and(2nd Semester Final Exam exemption) successfully passed class specific TAKS;
 - f. cleared all fines and fees; and
 - g. not failed a six-weeks class.

A student meeting all specifications for exemption but who had a DAEP assignment must have principal approval to be exempt.

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

Also see **Report Cards/Progress Reports and Conferences** on page 47 for additional information on grading guidelines. See **Graduation below, Course Credit** on page 30, and **Standardized Testing** on page 53 for additional information regarding EOC assessment.

GRADUATION

Requirements for a Diploma

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

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

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography.

Students in grades 10 and 11 during the 2011-2012 school year must pass the exit-level test to graduate. A student in grade 12 who has not passed the exit-level test will have opportunities to retake it.

Also see **Standardized Testing** on page 53 for more information.

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

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

Also see **Grading Guidelines** above and **Standardized Testing** on page 53 for more information.

Graduation Programs

The District offers the graduation programs listed below. All students entering grade 9 are required to enroll in the recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the

Minimum Graduation Program will be granted only if an agreement is reached among the student, the student’s parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times [See policy EIF(LEGAL)].

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

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

Beginning with the 2006-2007 school year a student must meet the following credit requirements for graduation:

- Minimum Program **27 credits**
- Recommended Program **27 credits**
- Advanced/Distinguished Achievement Program **27 credits**

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

Required Credits For Graduation

Courses	Number of credits Minimum Program	Number of credits Recommended Program	Number of credits Advanced/Distinguished Achievement Program
English/Language Arts	4	4	4
Mathematics	3	4	4
Science	2 or 3	4	4
Social Studies	2.5 or 3.5	3.5	3.5
Economics	0.5	0.5	0.5
Physical Education	1	1	1
Speech	0.5	0.5	0.5
Language other than English		2	3

Fine Arts	1 (effective for grade 9 in 2010–2011 school year and thereafter)	1	1
Locally required courses	.5 credit in Health 1 credit in Computer Technology	.5 credit in Health 1 credit in Computer Technology	.5 credit in Health 1 credit in Computer Technology in
Electives	11 credits (prior to 2010–2011) 10 credits (2010–2011 and thereafter)	5.0 credits	4.0 credits
Miscellaneous			Completion of 4 Advanced Measures**
TOTAL	27 credits	27 credits	27 credits

*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, science, or social studies 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.

**A student graduating under the Advanced/Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriated audience. Please note that no more than two of the four advanced measures may be received from this option.
2. test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four or above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

**8th grade students may take Algebra I and Speech for high school credit. To receive the Alg 1 credit, 8th graders must have an 80 or above average for the school year and score at least a 70 on the end-of-course exam or have the teacher and principal recommendation. To receive the Speech credit, 8th graders must have a 70 or above average for the school year.

***Recommended and Distinguished must include Biology and three (3) others selected from different science areas.

****Students may substitute marching band during the fall semester. Athletics or two or three-hour block vocational gainful employment units may also be substituted for the two (2) required units of physical education. No more than two (2) credits (units) in physical education may apply toward state graduation requirements.

***Students wishing to obtain a Distinguished Achievement Diploma must earn a “B” or better in four (4) college semesters.

+Regardless of graduation plan, all freshmen, sophomores, and juniors must be enrolled in a math and science class.

Graduation requirements are subject to change based on State Board of Education requirements.

To receive a high school diploma from the District, a student must successfully complete the required number of credits and pass a statewide exit-level examination.

A student must be enrolled for at least three weeks prior to the last day of instruction or have principal approval to participate in graduation ceremonies.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests. The student will be permitted to participate in graduation exercises.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal committee, a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP).

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

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

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Fees** on page 36.]

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to use the limited public forum: the top 15 percent and class officers will be eligible to give these remarks; however, if the student was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

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

In addition to the opening and closing remarks, the top 15 percent and class officers may also have speaking roles at the graduation ceremony.

[For student speakers at other school events, see **Student Speakers** on page 52.] [See FNA(LOCAL).]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 30.]

HAZING

Hazing is defined as any intentional, knowing, or reckless act, occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in

accordance with the *Student Code of Conduct*. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[Also see **Bullying** on page 24 and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Physical Activity for Students in Middle or Junior High School

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

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

School Health Advisory Council

During the preceding school year, the district's School Health Advisory Council held 6 meetings. Additional information regarding the district's School Health Advisory Council is available from the principal. [See also policies at BDF and EHAA.]

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

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students in grades 6–12 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 principal to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Vending Machines

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

Other Health-Related Matters

Tobacco Prohibited

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

Asbestos Management Plan

The district 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 superintendent's office. If you have any questions or would like to examine the district's plan in more detail, please contact Mr. Randy Johnson, the district's designated asbestos coordinator, at (432) 457-2223.

Lead-Safe Certification Requirements

Beginning April 22, 2010, federal law requires that contractors performing renovation, repair and painting projects that disturb more than six square feet of paint in homes, child care facilities, and schools built before 1978 must be certified and trained to follow specific work practices to prevent lead contamination. Schools must comply with requirements to use certified renovators in any area where children under the age of 6 spend a significant amount of time. Forsan ISD has trained/certified maintenance staff to comply with these new regulations.

Pest Management Plan

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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States 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 further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact Mr. Mike Bailey, the district's IPM coordinator, at (432) 457-2223.

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Mrs. Beverley Humphreys at (432) 457-2223.

HOMEWORK

Philosophy

The District endorses homework as a valued extension of learning beyond the classroom and as an integral part of the instructional program. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

Reason for Homework

1. Complete work that was started in class.
2. Expand and/or enrich regular class work.
3. Build interest in reading and learning.
4. Make up work missed due to absence.
5. Encourage parents' awareness of student learning.
6. Provide an opportunity to pursue special interest or ability areas.
7. Increase learning time.
8. Establish independent study skills.

Enforcement of Assigned Homework

Failure by a student to complete and turn in homework in a timely manner as required by a teacher is to be treated in the same manner as failure to perform work required by a teacher in the classroom setting.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons for reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, TX 78714-9347; or online at <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeolo (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the Department of State Health Services. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the Texas Department of Health Services Web site: www.dshs.state.tx.us/immunize/school/default.shtm.]

LAW ENFORCEMENT AGENCIES

Questioning of Students

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

The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.

The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.

The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

To comply with an order of the juvenile court.

To comply with the laws of arrest.

By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or

conduct in need of supervision.

By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.

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

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

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

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

Notification of Law Violations

The district is required by state law to notify:

All instructional and support personnel who have responsibility for supervising a student who has been 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. [For further information, see policy [FL(LEGAL) and GRA(LEGAL).]

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which consist of both district personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments.

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

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

MAKEUP WORK

Routine and In-depth Make up Work Assignments Because of Absence

For any class missed, the teacher may assign the student make up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. [For further information, see policy EIAB(LOCAL).]

A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignments.

A student will be permitted to make up tests and to turn in projects due in any class missed because of excused or unexcused but allow make up absences. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

DAEP Make up Work

A student removed from the regular classroom to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) Make up Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policies at FFAC, may administer:
- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district's medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district's form.

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

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

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

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

NATIONAL HONOR SOCIETY

Selection

1. To be eligible for membership, the candidate must be a member of the junior or senior class.

2. Candidates must have completed at least one semester at Forsan High School.
3. Candidates must have a cumulative ranking point average of at least 4.0 percent based on courses used to determine class rank.
4. Those who qualify academically will then be evaluated by a faculty council on the basis of service, leadership, and character.
5. Selection of eligible members shall be a majority vote of the faculty council.

NONTRADITIONAL ACADEMIC PROGRAMS

Students in high school, who fail to acquire the required credits as stipulated per grade level, may regain part or all of those lacking credits by attending GAP at Howard College or enrolling in Nova Net on the Forsan campus. To find out about these programs please contact the principal or school counselor at (432) 457-2223.

PARENT PORTAL

The Parent Portal allows parents of Forsan ISD to check their student's grades and attendance.

Parents will be notified when they may sign the appropriate documentation to be issued a Student Portal ID for your child. You will not be able to create an account in the Parent Portal until the ID is issued. Parents will have the option to give the ID to their child allowing the student to set up a separate account to monitor his or her grades and attendance.

Attendance is updated every half hour throughout the school day. Grades are updated once a day at 12:30 A.M.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge.

One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) for more information.]

PRAYER

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

PROM

The Junior-Senior Prom is for Forsan Junior and Senior students.

Dates for the Junior/Senior Prom will be at least grade 9 and not have reached their 21st birthday.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A high school student (grades 9 through 12) may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. To earn credit in a course, a student must receive a grade of 70 based on course-level or grade-level standards. If a student's grade average in any subject or course is "borderline" or below 70 at the end of the first three (3) weeks of any grading period, the student's parents will be notified.

A junior high student (grades 6 through 8) must have an overall average of 70 and pass (grade of 70 or above) three of the four following classes: math, science, language arts, and history, to be promoted to the next grade.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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

next grade level.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on the EOC assessment will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student 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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

[See **Standardized Testing** on page 53.]

Parents of a student in grade 3-8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

With the exception of the 2011-2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

RELEASE OF STUDENTS FROM SCHOOL

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

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

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school office or school nurse. The principal, office personnel, or nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

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

At the end of the first three (3) weeks of a grading period, parents will be given a written progress report if their child's performance is near or below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject.

Teachers follow grading guidelines that have been approved by the principal or superintendent pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL) and **Grading Guidelines** on page 37.]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the

student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within two (2) days.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 31.]

RETURNED CHECK FEE

There will be a \$25.00 handling fee on all returned checks.

SAFETY

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

Follow the behavioral standards in this handbook and the **Student Code of Conduct**, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.

Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.

Know emergency evacuation routes and signals.

Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child

Drills: Fire, Tornado, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Fire Drill Bells

3 bells	leave the building
2 bells	return to the classroom

Tornado Drill Bells

1 continuous bell	move quietly but quickly to the designated locations
2 bells	return to the classroom

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school would need to have written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school office to update any information.

Emergency School-Closing Information

Listen for information on local radio stations KBST 1490 AM, KBST 95.7 FM, and KBYG 1400 AM. An automated telephone system may also be used to notify students' parents of emergency school closing.

SAT, ACT, AND OTHER STANDARDIZED TESTS

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

SCHOOL FACILITIES

Use By Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students

are required to remain in the area where their activity is scheduled to take place.

Students may begin entering the school building as soon as the doors are opened. Early morning arrivals should go directly to the cafeteria, to the play area behind the gym, or stay in the car they arrived in. If a student has business in the school office, he or she may go directly there and then report to the cafeteria. Of course, students may attend an early morning tutoring session by asking permission from one of the hall monitors.

Students driving to school should remain in the car they arrived in or come into the building. Once in the school, students should not leave; even to go back to their vehicles, without permission.

After dismissal of school in the afternoon, and unless involved in an activity or tutoring under the supervision of a teacher or coach, students must leave the campus immediately.

In compliance with Forsan ISD Board Policy, the Forsan Junior/Senior High School campus will be a closed campus. No students will be allowed to leave the campus at lunch. Students will not be allowed to leave to go home for lunch.

Suspension can result for a violation of these policies.

Students will not be allowed to have visitors at any time during school hours unless approved by the principal or assistant principal. Lunch time visitors must have principal or assistant principal approval and must sign in at the office.

We request that you and your child contact the person directly in charge of an activity or function should a question or misunderstanding arise. Do not rely on rumor or become unduly antagonized. Most problems can be readily handled if taken care of promptly.

Books are not to be left lying in the floor or on top of lockers. Books or articles left in the halls will be placed in the lost and found.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the **Student Code of Conduct** or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the **Student Code of Conduct**.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Cafeteria Services

The District participates in the School Breakfast Program and National School Lunch Program and offers nutritionally balanced meals daily to students. Free and reduced price meals are available based on financial need. Information about a student's participation is confidential. Information on this program can be obtained from the school office.

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

The cost of school meals for this year is \$2.25 for lunch and \$1.75 for breakfast. Adult lunches cost \$3.25 and \$2.00 for breakfast. Students may pay cash for meals at the time they go through the cafeteria line, may pay for meals in the cafeteria before school or parents may prepay student meals through MyNutrikids.com as well as view their student's account balance. To access this computer based program please go to Forsan.esc18.net and click on lunch menu.

Any check for cafeteria purchases will be deposited into the student's meal account for the amount written. No change will be given.

One milk will be served with each meal. Any extra milk will be an additional charge of .40 cents.

Students may not use their meal account to buy lunch or breakfast for someone else. **DO NOT ASK.**

FORSAN STUDENTS ARE NOT ALLOWED TO CHARGE MEALS. No student will be denied a meal. Please see an administrator when a problem arises.

If you feel you cannot pay for your child's meal and feel that you are eligible for free or reduced-price meals, please fill out an application and return it to the office.

Students and/or parents may only bring food into the cafeteria for themselves. Under stipulation that our district could be fined exorbitantly, students may not share food brought into the school.

ALL APPLICATIONS FOR FREE OR REDUCED-PRICE MEALS WILL BE VERIFIED AT FORSAN INDEPENDENT SCHOOL DISTRICT CAMPUSES. PLEASE PROVIDE SOCIAL SECURITY NUMBERS FOR ALL ADULT MEMBERS OF YOUR HOUSEHOLD.

There will be a \$25.00 handling fee on all returned checks.

Physician's Statement for Children With Disabilities

USDA regulations require substitutions or modifications in school meals for children whose disabilities restrict their diets. A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician. The physician's statement must identify:

- the child's disability;
- an explanation of why the disability restricts the child's diet;
- the major life activity affected by the disability;
the food or foods to be omitted from the child's diet and the food or choice of foods that must be substituted.

In cases of Food Allergy

Generally, children with food allergies or intolerances do not have a disability as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA. **Child Nutrition may, but is not required to, make food substitutions for them.** However, when in the licensed physician's assessment food allergies may result in severe, life-threatening (anaphylactic) reactions, the child's condition would meet the definition of "disability," and the substitutions prescribed by the licensed physician must be made.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL). A list of these groups is available in the principal's office.

Searches

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

Students' Desks and Lockers

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

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. Searches of desks and lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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

Electronic Devices

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

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

{See policy FNF(LEGAL) for more information.}

Vehicles on Campus

Vehicles parked on school property must display a school-issued parking permit and are under the jurisdiction of the school. The school may search any vehicle any time there is reasonable cause to do so, with or without the presence

of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the **Student Code of Conduct.**]

Once a student's vehicle is parked, it must remain in that spot for the entire time the student is on the Forsan campus. The student is **not** to drive or move the vehicle during school hours.

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

Drug-Testing Policy

Forsan I.S.D. has implemented a drug-testing program [See Appendix II and Appendix III] for any 6th through 12th grade student participating in extracurricular activities and for students choosing to drive and park on school property. A copy of the drug policy must be signed and returned to the school office prior to participation in these activities. [See **STEROIDS** on page 52. For further information see policy FNF(LOCAL).]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the principal or counselor at (432) 457-2223.

Gifted and Talented Program

State Goal for Services for Gifted Students:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

State Definition of Gifted and Talented:

"Gifted and talented students" means children and youth with outstanding talent who show the potential for performing at remarkable high levels of accomplishment when compared with the others of their age, experience, or environment. These children and youth exhibit performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, and/or excel in specific academic fields.

Forsan I.S.D. Definition of Gifted and Talented:

Forsan I.S.D. defines gifted and talented learners as those students who excel, or have the potential to excel, in general intellectual ability, specific subject aptitude, and/or creative productive thinking.

General Intellectual Ability:

Definition: Possessing superior intelligence, with potential or demonstrated achievement in several fields of study; ability to perform complex mental tasks.

Specific Subject Matter Aptitude:

Definition: Advanced achievement in academics such as Language Arts, Reading, Writing, Mathematics, Science, and Social Studies.

Creative Productive Thinking:

Definition: Possessing a mental process and/or ability to produce new, unique and/or original processes and/or products.

Nomination Procedures:

A student may be nominated for the gifted and talented program in the Forsan Independent School District by:

- a parent,
- a teacher, counselor, or administrator,
- a community member,
- a student himself/herself,
- a student peer.

Copies of the Forsan I.S.D. Program Nomination Identification Checklist may be obtained from the counselor.

Timeline for Identifying Gifted/Talented Students

Grades 1 – 12

February: Collect nominations

March: Gather data, permission to test, and testing

April: Recording of data

May: Determine eligibility, mail letters to parent

SPORTSMANSHIP

Behavior Expectations of Parents and Other Fans

Realize that a ticket is a privilege to observe a contest and to support junior and senior high school activities, not a license to verbally assault others or be generally obnoxious.

Respect decisions made by contest officials.

Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.

Respect fans, coaches and participants.

BE A FAN ... NOT A FANATIC

Spirit Groups

Stimulate desired crowd response using only positive cheers, signs and praise without antagonizing or demeaning opponents.

Treat opposing spirit groups and fans with respect.

Recognize outstanding performances on either side of the playing field or court.

Know rules and strategies of the contest in order to cheer at proper times.

Maintain enthusiasm and composure, serving as a role model.

Student Participants

Treat opponents with respect; shake hands prior to and after contest.

Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.

Cooperate with officials, coaches and fellow participants to conduct a fair contest.

Accept seriously the responsibility and privilege of representing school and community; display positive public action at all times.

Live up to high standard of sportsmanship established by our school.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at

http://www.uil.utexas.edu/athletics/health/steroid_information.html

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: high school football games and graduation ceremonies. Students are eligible to introduce these events if they:

1. are in the highest two grades levels of the school,
2. volunteer, and
3. are not in a disciplinary placement at the time of the speaking event.

A student who is eligible and wishes to introduce one of the school events listed above should submit his or her name to the principal during the first week of the fall semester and/or spring semester. The names of all students who volunteered will be randomly drawn and matched to the event for which the student will give the introduction. If the selected student speaker declines or becomes ineligible, then no student introduction will be made at that event. The selection of students to introduce school events will occur at the beginning of each semester.

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

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

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

SUMMER SCHOOL

High school summer classes may only be approved to regain credits lost as a result of failing a class.

STANDARDIZED TESTING

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

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

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

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011-2012 school year only, this requirement will be waived. See **Promotion and Retention** on page 46 for additional information.

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

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

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

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

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

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

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

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

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

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

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

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

Also see **Course Credit** on page 30, **Grading Guidelines** on page 37, and **Graduation** on page 38 for additional information.

TAKS (Texas Assessment of Knowledge and Skills)

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

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

Also see **Graduation** on page 38 for more information.

See **Standardized Testing** on page 53.

THEA (Texas Higher Education Assessment)

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

TARDY POLICY

Tardy violations are counted on a per class and per semester basis.

1st Tardy – Teacher Warning

2nd Tardy – Teacher imposed – 1 day detention*

3rd Tardy – Teacher imposed – 2 days detention*

4th Tardy – Referral to office – 1 day ISS or Saturday school

5th Tardy – Referral to office – 2 days ISS or Saturday school

6th (or greater) Tardy – Referral to office – 3 days ISS or Saturday school

*If a student fails to attend detention, he/she will be referred to the assistant principal or principal.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

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

TRANSFERS

Please contact the superintendent or principal at (432) 457-2223 to inquire about transfer status into Forsan Junior/Senior High School.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

Bus Guidelines

It is the aim of the District to provide eligible students with safe, comfortable transportation. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district's Web site. In order to accomplish this, it is essential that order be maintained on all school buses to insure a safe trip to and from

school. Constant violation of the bus rules may result in a student being denied the privilege of riding on the school bus. The bus driver has the authority and responsibility for maintaining discipline on the bus. Students need to realize that they are accountable and responsible for their actions while riding a school bus. Both parents and students should be aware of the following rules governing behavior.

I. Prior to loading (on the road and at school)

1. Be on time at the designated school bus stops -- keep the bus on schedule.
2. The driver will not pick up riders at places other than the regular bus stop or home unless by proper authorization from parent and school.
3. Stay off the road at all times while waiting for the bus. Bus riders should conduct themselves in a safe manner while waiting to catch the bus.
4. Wait until the bus comes to a complete stop before attempting to get on the bus.
5. Bus riders should not be permitted to move toward the bus at the loading zone until the buses have been brought to a complete stop.

II. While on the bus

1. Students will sit in assigned seating.
2. Cell phones may not be used without bus driver permission.
3. Due to overcrowding, bus passes (to ride a different bus than assigned) will only be issued in emergency situations.
4. No eating or drinking on the bus.
5. No use of tobacco products of any kind.
6. Keep hands and head inside the bus at all times after entering and until leaving the bus.
7. Help keep the bus safe and sanitary at all times.
8. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
9. Students shall not carry any weapons, explosives (such as fireworks), knives, waterguns, or unsheathed pointed articles on the bus.
10. Bus riders should never tamper with the bus or any of its equipment.
11. Leave no books, lunches, or other articles on the bus.
12. Keep books, packages, coats, and all other objects out of the aisles.
13. Help look after the safety and comfort of small children.
14. Do not hold anything out of a bus window or throw objects within or out of the bus.
15. Bus riders are not permitted to leave their seats while the bus is in motion.
16. Horseplay is not permitted around or on the school bus.
17. Bus riders are expected to be courteous to fellow pupils and the bus driver; insubordination to bus drivers will not be tolerated.
18. Absolute quiet is expected when approaching a railroad crossing.
19. In case of a road emergency, children are to remain in the bus.
20. The Emergency Door is not to be used except in an emergency. In case of emergency, students should follow instruction of the driver.
21. When students ride in a district van or car, seat belts must be fastened at all times.
22. Observe all usual classroom rules.

III. Bus Consequences

The bus rules are to help promote the safety of all students while riding the bus. Misconduct will not be tolerated and will be dealt with as follows:

1. 1st Offense -- Warning
2. 2nd Offense -- Five (5) day suspension of bus privileges (Parents must furnish transportation)
3. 3rd Offense -- Ten (10) day suspension of bus privileges (Parents must furnish transportation)
4. 4th Offense -- Twenty (20) day suspension of bus privileges (Parents must furnish transportation)
5. 5th Offense -- Possible revocation of bus privileges for remainder of school year.

Students will be accountable for type of misconduct according to the Student Code of Conduct. The principal or assistant principal has the right to skip any of the listed steps if deemed necessary.

IV. After leaving the bus

1. If necessary to cross the road after getting off the bus, cross at least ten (10) feet in front of the bus, wait for the driver's signal upon leaving the bus or van before crossing in front of the vehicle, and only after looking to be sure that no traffic is approaching from either direction.
2. Help look after the safety and comfort of small children.
3. Be alert to the danger signal from the driver.
4. The driver will not discharge riders at places other than the regular bus stop, home, or at

school unless by proper authorization from parent and school. The student will need a note sent from home and signed by the building principal in order to make a change in a pickup or drop point.

V. Transfer students who ride the Co-op bus will wait in the designated area both before and after school. Those picking up and dropping off students will park in the designated area, enter and exit as directed, and drive safely and slowly to protect other students. Failure to comply could result in immediate termination of bus privileges.

VI. A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Mr. Keith Stone, Principal, at (432) 457-2223.

See the ***Student Code of Conduct*** for provisions regarding transportation to the Disciplinary Alternative Education Program (DAEP).

Misconduct will be punished in accordance with the ***Student Code of Conduct***; bus-riding privileges may be suspended.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the ***Student Code of Conduct***.

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office and must comply with all applicable district policies and procedures. This includes a security check based on the registered sex offender database verified by the Department of Public Safety. The visitor must sign-in, scan his or her driver's license, wait for clearance, wear the name tag while at school, and sign out.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

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

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

No pupil will be dropped or allowed to withdraw from school until the principal has approval from his/her parent or guardian, and until the pupil has returned to the school all state textbooks and equipment and has discharged other obligations to the school. If the pupil leaves school without notifying school officials and fails to complete withdrawal procedures, the pupil will be dropped from the attendance roster after an absence of twenty (20) days. However, no records will be transferred to another school for the pupil until appropriate withdrawal procedures are completed.

A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

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

ZERO INTERVENTION PLAN

Zeros play a major role in the number of student failures on any campus. At Forsan Junior/Senior High School we are not going to stand idle when a student chooses not to do his/her work at school.

Our Zero Intervention Plan is as follows:

Zeros are counted on a per six weeks basis.

1st Zero – Teacher Warning

2nd Zero – Teacher call parent

3rd Zero – Referral to office – Detention will be assigned

4th Zero – Referral to office – 1 day ISS or after school detention or Saturday school

5th Zero – Referral to office – 2 days ISS or after school detention or Saturday school

6th Zero – Referral to office – 3 days ISS or after school detention or Saturday school

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level.

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

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

Attendance Review Committee is sometimes responsible for reviewing a student's absences when the student's attendance drops below 90 percent of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the *Student Code of Conduct*. Students in the DAEP will be separated from students not assigned to the program. The DAEP will focus instruction on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

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

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

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

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

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

Personal Graduation Plan (PGP) is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

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

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

State-mandated tests are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board; identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion, and states whether self-defense is a consideration in suspension, DAEP placement, or expulsion. The **Student Code of Conduct** also addresses notice to the parent regarding a student's violation of one of its provisions.

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

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

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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

APPENDIX I

Letter from Superintendent



Forsan Independent School District

Randy Johnson, Superintendent
P. O. Drawer A - 411 West 6th
Forsan, Texas 79733
Phone (432) 457-2223
FAX (432) 457-2225
<http://forsan.esc18.net>

2011 - 2012
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DERRICK LOONEY
Member

August 1, 2011

Dear Parent,

The Forsan ISD Board of Trustees has approved a program of random testing for illegal drugs and alcohol for students in grades 6-12 that choose to participate in extra-curricular activities or that choose to drive and park on campus. A copy of the program policy is included in the Student/Parent Handbook (see Appendix II).

The District has determined that the use of illegal drugs and alcohol among students in grades 6-12 is a problem of increasing proportions and may well pose a significant threat to the health and safety of all students who participate in extracurricular activities and to students who drive and park on district parking facilities.

The drug-testing program is not designed as a punitive measure with the intent of identifying and punishing those who may use alcohol or illegal drugs. Rather, the testing program is intended to serve as a deterrent to the use of alcohol and/or illegal drugs among the student body, to offer students a credible means to resist peer pressure as it relates to the use of alcohol and/or illegal drugs, and to help prevent injury, illness, and harm that may result from the use of alcohol and illegal drugs.

Before a student may participate in any extra-curricular activity or receive a permit to drive and park on campus, the student and parent must sign and submit a Student Drug Testing Authorization Form giving consent for the student to participate in the testing program. A copy of the form is in the student enrollment packet.

Students in grades 6-12 that do not participate in extra-curricular activities or park on campus may choose to voluntarily participate in the testing program.

Thank you for your support in providing a safe learning environment for our students.

Sincerely,

Randy S. Johnson
Superintendent



APPENDIX II

Forsan ISD Student Drug-Testing Program

**FORSAN ISD
STUDENT DRUG-TESTING PROGRAM**

RATIONALE

The District has determined that the use of illegal drugs and alcohol among students in grades 6-12 is a problem of increasing proportions. Information gathered from student discipline referrals and from other reliable sources within the community would indicate that such use is prevalent within all segments of the student population. Because many of the extracurricular activities as offered by the District and driving and parking on campus are considered to be "safety-sensitive," and because the use of illegal drugs or alcohol may well pose a significant threat to the health and safety of all students who participate in extracurricular activities and to students who drive and park on district parking facilities, the District has determined to implement a program of random testing in grades 6-12 beginning August 1, 2005.

OBJECTIVES

The drug-testing program shall not be designed as a punitive measure with the intent of identifying and punishing those who may use alcohol or illegal drugs. Rather, the following objectives shall serve as the foundation for the program.

1. To serve as a deterrent to the use of alcohol and/or illegal drugs among the student body;
2. To offer students a credible means to resist peer pressure as it relates to the use of alcohol and/or illegal drugs;
3. To ensure the health and safety of all students who represent the school in an extracurricular activity;
4. Help prevent injury, illness, and harm that may result from the use of alcohol and illegal drugs.
5. To provide a ready resource for support and assistance to any student who may be using illegal drugs and/or alcohol

APPLICABILITY

This policy shall apply to all District students in grades 6-12 who choose to participate in any extracurricular activity or who choose to drive and park on campus. "School-sponsored extracurricular activity" means, without limitation, all interscholastic athletics, cheerleading, drill team, academic clubs, special interest clubs, musical performances and competitions, dramatic productions, student government, fine arts organizations, industrial technology and agricultural organizations, and any other activity or group that participates in contests, competitions, or community service events on behalf of or as a representative of the District.

Any student in grades 6-12 to whom the policy may not apply, as specified above, shall be allowed to participate voluntarily in the student drug-testing program.

STUDENT AND PARENT CONSENT

Before a student is allowed to participate in any extracurricular activity or receive a parking permit, the student and the parent and/or person otherwise in lawful control of the student must present written consent to the testing. This requirement shall apply as well to any student who chooses to participate on a voluntary basis.

TESTING REQUIREMENTS

All students in grades 6-12 who intend to participate in an extracurricular activity or drive and park on campus during the course of the school year or who choose to voluntarily participate in the student drug-testing program shall be required to submit to testing within the first three weeks of each school year, the dates and times for which shall be determined by the school administration. Transfer (anyone new to the District) students and any other students who might determine to participate in an extracurricular activity or who may choose to participate voluntarily in the student drug-testing program after the initial screening date, shall be required to submit to testing within the first three weeks of entry to the school and/or program.

All students in grades 6-12 who choose to participate in an extracurricular activity, drive and park on campus or who may choose to participate voluntarily in the student drug-testing program shall be subject to random testing at a frequency and at a rate to be determined by the school administration.

SCREENING PARAMETERS

This policy provides for random testing for drugs and alcohol. For purposes of this policy, the term drug shall be defined as any substance considered illegal by either federal or Texas law or that is controlled by the United States

Food and Drug Administration and used illegally. These substances include but are not limited to the following:

- Amphetamines/methamphetamines (speed, uppers, diet pills)
- Barbiturates (downers, sleeping pills)
- Benzodiazepines (Valium, Librium)
- Cannabinoid (marijuana)
- Cocaine metabolite
- Ethanol (alcohol)
- Hallucinogens (LSD)
- Methadone
- Opiates (heroin, morphine, codeine)
- Phencyclidine (PCP, angel dust)
- Propoxyphene (Darvon)
- Steroids (performance enhancing drugs)

The District shall reserve the right to test for any and all illegal or controlled substances or as determined at the discretion of the District. A student who is tested for controlled substances that has a valid prescription for that substance shall not be determined to be in violation of this policy.

CONFIDENTIALITY

The collection and coding of specimen samples shall be executed in a manner that ensures proper identification and total confidentiality. Test results shall be made known to the Superintendent or designee, the student, and the parent or person otherwise in lawful control of the student. All other parties involved in case of a confirmed positive test shall be notified only with respect to the level of the offense.

Test results shall be released only upon written request of a parent or person otherwise in lawful control of the student or to a student who is of legal age. Test results shall be destroyed when the student is no longer of school age.

TESTING PROCEDURES

The following testing procedures shall apply:

1. A certified/licensed drug-testing agency that has been approved by the District shall conduct drug testing of student biological samples. District personnel shall not be involved in the actual testing process but may be asked to help bring students to the testing area and to maintain the security of the testing area.
2. Testing may be accomplished by urinalysis using accepted immunological screening procedures, oral swabs or any other commonly accepted practice. Chain of custody documentation shall be maintained throughout the collection and testing processes.
3. The testing agency shall randomly select a percentage of students enrolled for each test session at both the high school and junior high school levels. This percentage shall range from 5-20 percent depending on budget constraints of the District. Any student participating in extracurricular activities or driving and parking on campus shall be eligible to be randomly selected for testing for use of alcohol or illegal substances at any time during the school year.
4. Students shall be assigned a number and the testing agency shall develop and implement a system to randomly select students for each testing session by that number. The testing agency shall supply the District a list of randomly selected numbers for each testing session when the agency arrives in the District on the day selected by the agency for testing. Knowledge of those students who are randomly selected shall not be provided to the District prior to the testing date.
5. If a student agrees to be tested, but is unable to produce a biological sample, he or she shall not be allowed to leave the secure testing area until a sample is produced. When selected, students shall remain under the supervision of District employees until a sample is provided.
6. Every reasonable attempt shall be made to collect biological samples under conditions that are no more intrusive than what might be experienced in a public restroom. Should any student tamper with or assist others in tampering with any sample, the student shall be subject to the same consequences associated with a positive test result.
7. If the initial test is positive, the drug testing agency shall conduct a second test of the same sample. Only if both tests are positive is this considered a positive test.
8. All positive tests and the consequences associated with this policy shall be cumulative in grades 6-12.

SANCTIONS

For a first offense, the following consequences shall be imposed:

1. The student, parent, or person otherwise in lawful control of the student shall be promptly notified and a conference shall be scheduled to discuss the results of the test.
2. The student and parent or person otherwise in lawful control of the student shall participate in a conference with the principal or designee and any coaches or activity sponsors deemed appropriate to discuss the conditions for continued participation.
3. The student shall be required to participate in a District-approved substance abuse/counseling program.*
4. The student shall be required to submit to retesting on all random testing dates as determined by the District for a period of one calendar year from the date of the initial positive test.
5. The student shall be suspended from all extracurricular activities for a period of not less than 15 school days from the date of the first positive test during which time the student shall be required to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions.
6. Suspension from all extracurricular activities will continue until all consequences have been completed.

* (a professional evaluation must be completed and a treatment plan created within two weeks by a licensed professional counselor/treatment center.)

For a second offense, the following consequences shall be imposed:

1. The student, parent, or person otherwise in lawful control of the student, and the principal or designee shall be promptly notified and a conference shall be scheduled to discuss the results of the test.
2. The student and parent or person otherwise in lawful control of the student shall participate in a conference with the principal or designee and any other coaches or activity sponsors as deemed appropriate to discuss the conditions for reinstatement to the program or activity.
3. The student shall be required to participate in a District-approved substance abuse/counseling program.*
4. The student shall be suspended from all extracurricular activities for a period of not less than 60 school days from the date of the second positive test during which time the student shall be required to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions.
5. The student shall be required to submit to retesting on all random testing dates as may be determined by the District for a period of one calendar year from the date of the second positive test.
6. Suspension from all extracurricular activities will continue until all consequences have been completed.

For a third offense, the following consequences shall be imposed

1. The student, parent, or person otherwise in lawful control of the student, and the principal or designee shall be promptly notified and a conference shall be scheduled to discuss the results of a test.
2. The student and parent or person otherwise in lawful control of the student shall participate in a conference with the principal or designee and any other coaches or activity sponsors as deemed appropriate to discuss the conditions for reinstatement to the program or activity
3. The student shall be required to participate in a District-approved substance abuse/counseling program.*
4. The student shall be suspended from all extracurricular activities for a period of one calendar year from the date of the third positive test during which time the student shall be allowed to attend all regularly scheduled practices or meetings but shall not be allowed to participate in performances or competitions.
5. The student shall be required to submit to retesting on all random testing dates as may be determined by the District for a period of one calendar year from the date of the third positive test.
6. Suspension from all extracurricular activities will continue until all consequences have been completed.

For a fourth offense, the following consequences shall be imposed

1. The student, parent, or person otherwise in lawful control of the student, and the principal or designee shall be promptly notified.
2. The student shall be suspended from all extracurricular activities for the remainder of high school attendance.
3. For purposes of this policy, a suspension shall require that a student forfeit, for the period specified, participation in all extracurricular activities including but not limited to athletics, cheerleading, band, choir, dance team, all UIL-sanctioned academic competitions, journalism programs (yearbook and newspaper), drama, agriculture or vocational clubs, Student Council, National or National Junior Honor Society, class officers, and any social activities including proms and school dances or parties.

Any suspension that is not completed during the course of the school year shall be extended in to the following year.

Any student identified for random testing who, because of illness or any other legitimate reason, leaves school during the day before the test is performed shall be included in the next random screen. Refusal on the part of any student to participate in a scheduled or random drug test shall be considered as having tested positive.

STUDENT SUPPORT SERVICES

The District shall support and assist any student who may be required to participate in a substance abuse education and/or counseling program, with referral to school counselors or with identification of and referral to reputable social services agencies as appropriate. Drug rehabilitation services and the cost of such services, however, shall be the responsibility of the student and/or parent or person otherwise in lawful control of the student.

APPEALS PROCEDURE

Should a student and/or parent or person otherwise in lawful control of the student elect to appeal a positive test result, a third test of the specimen in question may be requested by the student and/or parent to be conducted by a laboratory mutually agreed upon by both parties. In such cases, the student and/or parent or person otherwise in lawful control of the student shall assume responsibility for payment of all fees related to a third test.

A student and/or parent or person otherwise in lawful control of the student may appeal a suspension under this policy to the Superintendent by filing a written complaint according to the provisions and timelines as set forth in policy FNG(LOCAL) as related to STUDENT AND PARENT COMPLAINTS.

APPENDIX III

Career and Technology Non-discrimination Statement

Forsan Independent School District



Randy Johnson, Superintendent
P. O. Drawer A - 411 West 6th
Forsan, Texas 79733
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FAX (432) 457-2225
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Member
TIM BALLARD
Member

Career and Technology Non-discrimination Statement

Forsan ISD offers career and technology education programs in Welding, Home Economics, and Computer Applications. Admissions to these programs are based on grade classification, class size, and discipline referrals.

It is the policy of Forsan ISD not to discriminate on the basis of race, color, national origin, sex, or handicap in its' CTE 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; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Forsan ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its' employment practices as required by Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Forsan ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Mr. Randy Johnson, 411 W. 6th, Forsan TX. 79733, phone #(432)457-2223 and/or Mr. Keith Bagnall, Section 504 Coordinator, 411 W. 6th, Forsan TX. 79733, (432) 457-2223.

