

**Gladewater County Line
Independent School District**



**Student/Parent Handbook
2008-2009**

**Acknowledgment of Electronic Distribution of
Student Handbook Form**

My child and I have been offered the option to receive a paper copy or to electronically access at www.gladewaterisd.com the Gladewater ISD Student Handbook and Student Code of Conduct for 2008–2009.

I have chosen to:

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

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook or the Code, I should direct those questions to Mitzi Doggett, Assistant Superintendent, at 903-845-6991 or doggettm@gladewaterisd.com.

Printed name of student _____

Signature of student _____

Signature of parent _____

Date _____

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

State law requires the district to give you the following information:

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

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** on page 11 for more information.]

Gladewater ISD has designated the following information as directory information:

- Student name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give) (do not give)** the district permission to release the information in this list in response to a request.

Parent signature _____ Date _____

Use of Student Work in District Publications Form

Occasionally, the Gladewater ISD wishes to display or publish student artwork or special projects on the district's Web site and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give)**
(do not give) the district permission to use my child's artwork or special
project on the district's Web site and in district publications.

Parent signature _____

Date _____

Information for Parents on the use of Corporal Punishment

1. Parents have the responsibility to notify the principal if they object to the use of corporal punishment. Objections must be signed by the parent and submitted in writing within ten school days of child's first day of instruction for this school year.
2. Corporal punishment will be administered only by the principal or another professional designee [See FO(LOCAL)].
3. Corporal punishment will be administered as soon as possible after the offense and will not be administered in anger.
4. Corporal punishment will be administered in the presence of a witness [See FO(LOCAL)].
5. The principal or another professional designee may choose not to use corporal punishment even if the parent has requested its use.
6. Any use of corporal punishment will be documented on a district form.
7. The principal or another professional designee will inform the parent or guardian when corporal punishment is used.
8. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or another professional designee.
9. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based on the size, age, and the physical, mental, and emotional condition of the student.
10. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Objection to Corporal Punishment Form

I have read the information on the use of corporal punishment in Gladewater
ISD. I request that corporal punishment NOT be administered to my child.

Signature of Parent or Guardian _____

Date _____ Grade _____

Name of Student _____

Campus _____

**Parent's Response Regarding Release of Student Information to
Military Recruiters and Institutions of Higher Education Form**

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 11 for more information.]

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (*student's name*), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature _____

Date _____

NOTICES TO PARENTS

Statement of Nondiscrimination

In its efforts to promote nondiscrimination, Gladewater ISD 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:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Mitzi Doggett, Assistant Superintendent, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mitzi Doggett, Assistant Superintendent, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.
- All other concerns regarding discrimination: See the superintendent Mike Morrison, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.

Asbestos Management Plan

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the superintendent's office. If you have any questions, please contact Dale Lange, Director of Maintenance, at 903-844-1507.

Pest Management Plan

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact Dale Lange, Director of Maintenance, at 903-844-1507.

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 and 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.

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PREFACE

To Students and Parents:

Welcome to school year 2008–2009! 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 Gladewater ISD 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 parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the 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 and posted at www.gladewaterisd.com 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 any provisions of the Student Handbook, the provisions of board policy or the Student Code of Conduct 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 the principal.

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

1. Acknowledgment of Electronic Distribution of Student Handbook Form;
2. Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information Form;
3. Use of Student Work in District Publications Form;

4. Objection to Corporal Punishment Form; and
5. Release of Information to Military Recruiters and Institutions of Higher Learning Form (high school students only).

[See **Obtaining Information and Protecting Student Rights** on page 4 and **Directory Information** on page 11 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 online at www.gladewaterisd.com.

SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS

This section of the Gladewater ISD 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.

STATEMENT OF NONDISCRIMINATION

In its efforts to promote nondiscrimination, Gladewater ISD 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:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex: Mitzi Doggett, Assistant Superintendent, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Mitzi Doggett, Assistant Superintendent, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.
- All other concerns regarding discrimination: See the superintendent Mike Morrison, 500 W. Quitman, Gladewater, TX 75647, 903-845-6991.

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, if your child is entering ninth grade.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 24 and **Academic Programs** on page 16.]
- 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 high school office at 903-845-5591, the middle school office at 903-845-2243, the intermediate school office at 903-845-6921, the elementary school office at 903-845-6971, or the primary school office at 903-845-2254 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 45.]
- Becoming a school volunteer. [For further information, see policies at GKG and contact Mitzi Doggett, Assistant Superintendent, 903-845-6991.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Mitzi Doggett, Assistant Superintendent, 903-845-6991.
- Serving on the School Health Advisory Council, 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 38.]
- 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.

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 9.]

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.

Removing a Student Temporarily from the Classroom

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

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance** and **A Minute of Silence** on page 44 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 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 or campus 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 Mitzi Doggett, Assistant Superintendent, at 903-845-6991, for information. [See policy FDB.]

[See **Bullying** on page 16, 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 policy FDD(LOCAL).]
- 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 policies FDD(LEGAL) and (LOCAL).]

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

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, see Special Programs on page 51 and contact Mitzi Doggett, Assistant Superintendent, at 903-845-6991.

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention. The implementation of Response to Intervention 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 a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of his or her rights if the parent disagrees with the district. Additionally, the notice must inform the parent how to obtain a copy of the **Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities**.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is Suzie Lambert at the high school at 903-845-5591, James Griffin at the middle school at 903-845-2243, Quentin Woods at the intermediate school at 903-845-6921, Darren Richardson at the elementary school at 903-845-6971, Mickey Bryce at the primary school at 903-845-2254, or Vicki Summers at 903-984-4416.

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).]

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs is Mitzi Doggett, Assistant Superintendent, and may be contacted at 903-845-6991. The Parent Involvement Liaison is Bobby Moore and may be contacted at 903-845-5591.

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 or is emancipated by a court, 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.
- District staff members 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, 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.
- 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 subsequently enrolls.

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

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

Records may be inspected by a parent or eligible student during regular school hours. If circumstances 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 500 W. Quitman, Gladewater, TX 75647.

The address(es) of the principals' offices are:

Gladewater High School, 2201 W. Gay Avenue, Gladewater, TX 75647

Gladewater Middle School, 700 Melba, Gladewater, TX 75647

Weldon Intermediate School, 314 E. Saunders Street, Gladewater, TX 75647

Broadway Elementary School, 200 E. Broadway, Gladewater, TX 75647

Gay Avenue Primary School, 100 Gay Avenue, Gladewater, TX 75647

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate or otherwise in violation of the student's privacy rights. 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). [See **Report Cards/Progress Reports and Conferences** on page 45 and **Student or Parent Complaints and Concerns** on page 21 for an overview of the process.]

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

The district's policy regarding student records found at FL(LOCAL) is available from the principal's or superintendent's office or on the district's Web site at www.gladewaterisd.com.

The parent's or eligible student's right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a

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

Please note:

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

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

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

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 has not designated a separate list of student information as directory information for school sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases, or athletic programs.

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/>.

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 Suzie Lambert at the high school at 903-845-5591, James Griffin at the middle school at 903-845-2243, Quentin Woods at the intermediate school at 903-845-6921, Darren Richardson at the elementary school at 903-845-6971, or Mickey Bryce at the primary school at 903-845-2254.

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. In addition, if a student 18 or older has more than five unexcused absences in a semester the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See FEA]

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of the reading diagnosis test.

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 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.

If the student is over age 18, the student's parents shall not be subject to penalties as a result of their child's violation of state compulsory attendance law. [See FEA(LLEGAL)]

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 religious holy days and documented health-care appointments 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.

Parent's Note After An Absence

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

Doctor's Note After An Absence for Illness

Upon return to school, a student absent for more than four 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

To obtain a driver license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school verifying that the student has met the 90 percent attendance requirement for the semester preceding the date of application. The student can obtain this form at the campus principal's office.

ACADEMIC PROGRAMS

The school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices. [See EIF.]

[See **Academic Counseling** on page 24.]

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property, places a student in fear of harm to himself or his property, or is so severe that it creates an intimidating, threatening or abusive educational environment.

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

CAREER AND TECHNOLOGY PROGRAMS

The district offers career and technology programs in Agricultural Science and Technology Education, Business Education, Family and Consumer Sciences Education, Technology Education, and Trade and Industrial Education. Admission to these programs is based on interest and aptitude, age appropriateness, completion of any course prerequisites, and space availability.

Gladewater 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.

CLASS RANK / TOP TEN PERCENT / HIGHEST RANKING STUDENT

At the end of the fifth reporting period of the senior year, members of the senior class shall be ranked academically by mathematically averaging the total number of weighted grade points and credits accumulated during their high school career. Students completing the Minimum Program will be ranked below all students completing the Recommended or Distinguished Achievement Programs (only applicable to the Class of 2009). Dual credit courses taken during the spring semester of the senior year will not be included in the final ranking due to the college courses not being completed prior to the end of the fifth six weeks (only applicable to the Class of 2009).

The highest ranking student shall be declared valedictorian, the second highest ranking student shall be salutatorian, and the third highest ranking student shall be historian. To be eligible for valedictorian, salutatorian, or historian, a student must be enrolled at Gladewater High School the entire junior and senior years, as a full-time student (seven or more classes each semester, each year), and shall successfully complete the Recommended or Distinguished Achievement Program.

In determining class rankings, the class shall be the number of students completing the graduation requirements of the Minimum, Recommended, or Distinguished Achievement Programs.

Students completing graduation requirements in fewer than eight semesters shall not be eligible for valedictorian, salutatorian, or historian. For ranking purposes, an early graduate's grade point average shall be determined and the student shall be assigned final ranking according to his or her weighted grade point average in relation to the remainder of the graduating class. An early graduate may be ranked number one, two, or three in the class for ranking purposes only, but shall not be declared valedictorian, salutatorian, or historian.

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

- Completes the 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.

Students and parents should contact the counselor for further information about the application process and deadlines.

[For further information, see Gladewater High School Course Catalog 2008-2009 and policies

Grade Point Program and Ranking System

Advanced		Academic		Regular		Basic	
Grade	Points	Grade	Points	Grade	Points	Grade	Points
100	10.0	100	9.0	100	8.0	100	7.0
99	9.9	99	8.9	99	7.9	99	6.9
98	9.8	98	8.8	98	7.8	98	6.8
97	9.7	97	8.7	97	7.7	97	6.7
96	9.6	96	8.6	96	7.6	96	6.6
95	9.5	95	8.5	95	7.5	95	6.5
94	9.4	94	8.4	94	7.4	94	6.4
93	9.3	93	8.3	93	7.3	93	6.3
92	9.2	92	8.2	92	7.2	92	6.2
91	9.1	91	8.1	91	7.1	91	6.1
90	9.0	90	8.0	90	7.0	90	6.0
89	8.9	89	7.9	89	6.9	89	5.9
88	8.8	88	7.8	88	6.8	88	5.8
87	8.7	87	7.7	87	6.7	87	5.7
86	8.6	86	7.6	86	6.6	86	5.6
85	8.5	85	7.5	85	6.5	85	5.5
84	8.4	84	7.4	84	6.4	84	5.4
83	8.3	83	7.3	83	6.3	83	5.3
82	8.2	82	7.2	82	6.2	82	5.2
81	8.1	81	7.1	81	6.1	81	5.1
80	8.0	80	7.0	80	6.0	80	5.0
79	7.9	79	6.9	79	5.9	79	4.9
78	7.8	78	6.8	78	5.8	78	4.8
77	7.7	77	6.7	77	5.7	77	4.7
76	7.6	76	6.6	76	5.6	76	4.6
75	7.5	75	6.5	75	5.5	75	4.5
74	7.4	74	6.4	74	5.4	74	4.4
73	7.3	73	6.3	73	5.3	73	4.3
72	7.2	72	6.2	72	5.2	72	4.2
71	7.1	71	6.1	71	5.1	71	4.1
70	7.0	70	6.0	70	5.0	70	4.0

Course Listings and Grade Points - Class of 2009

Advanced	Academic	Regular	Basic
Pre-AP English I, II	English I, II, III, IV	Yearbook I	Reading I, II, III, IV
AP English III, IV	Communications App.	Theatre Arts	TAKS Math
Adv. Geometry	Algebra I	Art I	TAKS Science
Adv. Algebra II	Geometry	Band I, II, III (1st Sem.)	TAKS Social Studies
Adv. Pre-Calculus	Algebra II	Choir I, II	ESL I, II, III, IV
AP Calculus	Math Models with Apps.	Physical Ed. & Equiv. (Max. 1.5)	Life Skills Lang. Arts I, II, III, IV
AP Statistics	Pre-Calculus	PE Dance I, II (Max. 1.5)	Life Skills Domestic I, II, III, IV
Pre-AP Biology I	IPC	Cheerleader I, II (Max 1.5)	Life Skills Community I, II, III, IV
AP Biology II	Biology I	Applied English I, II, III, IV	Applied Communications App.
Pre-AP Chemistry I	Chemistry I	Applied Algebra I, II, III, IV	Life Skills Communications App.
AP Chemistry II	World Geography	Applied Pre-Alg. I, II, III, IV	Applied Math B I, II, III, IV
Adv. Physics	US History	Applied IPC	Applied Math A I, II, III, IV
Anatomy/Physiology	World History	Applied Biology	Life Skills Math I, II, III, IV
Adv. World Geography	Government/Economics	Applied World Geography	Personal/Social Skills I, II, III, IV
Adv. US History	Spanish I, II	Applied US History	Life Skills Social Studies I, II, III, IV
Adv. World History	Health	Applied World History	Life Skills Science I, II, III, IV
AP US Government/Economics	Leadership	Applied Government	Applied Health
Spanish III	Band III (2nd Sem.), IV	Applied Economics	Life Skills Health
AP Music Theory	Art II, III, IV	DCP	Adaptive PE I, II, III, IV
Theatre Production III, IV	Theatre Production I, II, III, IV	All Other CTE Courses	Occupational Investigations I, II
Debate III, IV	Debate I, II		Applied BIMM
Dual Credit Courses/ Exceptions	Choir III, IV		Vocation Experience
Adv. Plant/Soil Science	Inst. Ensemble I, II, III, IV	No Grade Points Office Aide Library Science PE/Equiv. II (after 1.5 credits) III, IV Correspondence Courses Credit by Exam Dual Credit English 1301 & 1302, Govt. 2305, & Econ. 2301 Credit Recovery Taken for Remediation	
Adv. Animal Science	Vocal Ens. I, II, III, IV		
Adv. Agribusiness	Music Appreciation		
Applied Entomology	Yearbook II, III		
Ag. Science Independent Study	Animal Science		
Accounting I, II	Business Law		
Business Computer Programming	Busi. Computer Info. I, II		
Telecommunications/Networking	Busi. Image Mgt. & Multi.		
Independent Study in Business	Tools for Success I, II		
Ready, Set, Teach I, II	Family Health Needs		
Architectural Graphics	Consumer & Family Eco.		
Research Design & Development	Child Development		
Desktop Design	Nutrition & Food Sci.		
Desktop Publishing	Food Sci. & Tech.		
Graphic Arts I, II	Preparation for Parenting		
Agriculture Mechanics I, II	Computer Applications		
Trade & Industrial Independent	Electricity/Electronics Tech.		
Cosmetology	Engineering Graphics		

Course Listings and Grade Points - Begins With Class of 2010

Advanced	Academic	Regular	Basic
Pre-AP English I, II	English I, II, III, IV	Reading I, II, III, IV	Life Skills Lang. Arts I, II, III, IV
AP English III, IV	Communications App.	TAKS Math	Life Skills Domestic I, II, III, IV
Adv. Geometry	Algebra I	TAKS Science	Life Skills Community I, II, III, IV
Adv. Algebra II	Geometry	TAKS Social Studies	Life Skills Communications App.
Adv. Pre-Calculus	Algebra II	ESL I, II, III, IV	Life Skills Math I, II, III, IV
AP Calculus	Math Models with Apps.	Band I, II, III (1st Sem.)	Personal/Social Skills I, II, III, IV
AP Statistics	Pre-Calculus	Physical Ed. & Equiv. (Max. 1.5)	Life Skills Social Studies I, II, III,
Pre-AP Biology I	IPC	PE Dance I, II (Max. 1.5)	Life Skills Science I, II, III, IV
AP Biology II	Biology I	Adaptive PE I, II	Life Skills Health
Pre-AP Chemistry I	Chemistry I	Cheerleader I, II (Max. 1.5)	Vocation Experience
AP Chemistry II	World Geography	Applied English I, II, III, IV	Applied Health
Adv. Physics	US History	Applied Algebra I, II, III, IV	Applied Communications App.
Anatomy/Physiology	World History	Applied Pre-Alg. I, II, III, IV	
Adv. World Geography	Government/Economics	Applied IPC	
Adv. US History	Spanish I, II	Applied Biology	
Adv. World History	Health	Applied World Geography	
AP US Government/Economics	Leadership	Applied US History	
Spanish III	Band III (2nd Sem.), IV	Applied World History	
AP Music Theory	Art I, II, III, IV	Applied Government	
Animal Science	Theatre Production I, II, III, IV	Applied Economics	
Busi. Computer Info. I, II	Theatre Arts	Applied BIMM	
Busi. Image Mgt. & Multi.	Debate I, II	Occupational Investigations I, II	
Debate III, IV	Choir I, II, III, IV	DCP	
Dual Credit Courses	Inst. Ensemble I, II, III, IV		
Adv. Plant/Soil Science	Vocal Ens. I, II, III, IV		
Adv. Animal Science	Music Appreciation		
Adv. Agribusiness	Yearbook I, II, III		
Applied Entomology	Desktop Design		
Ag. Science Independent Study	Desktop Publishing		
Accounting I, II	Graphic Arts I, II		
Business Computer Programming	Business Law		
Child Development	Telecommunications/Networking		
Independent Study in Business	Tools for Success I, II		
Ready, Set, Teach I, II	Family Health Needs		
Architectural Graphics	Consumer & Family Eco.		
Research Design & Development I, II	Nutrition & Food Sci.		
Preparation for Parenting	Food Sci. & Tech.		
Engineering Graphics	Computer Applications		
Agriculture Mechanics I, II	Electricity/Electronics Tech.		
Trade & Industrial Independent Study	All Other CTE Courses		
Cosmetology			

No Grade Points

Office Aide

Library Science

PE/Equiv. II (after 1.5 credits) III, IV

Correspondence Courses

Credit by Exam

Credit Recovery Taken for Remediation

Gladewater High School

2201 West Gay Avenue

Gladewater, TX 75647

903-845-5591 phone

903-845-3694 fax

CLASS SCHEDULES

Students and parents should contact the counselor or principal to request a schedule change.

As a rule, student schedules will not be changed once classes begin except in emergencies. However, if the school must make a change, students and parents will be notified. If students or parents initiate a change request, it must be made through the counselor's office. In this event, changes will only be made upon approval from the principal.

COLLEGE CREDIT COURSES

In addition to the programs offered by the district, Students in grades 9–12 may earn college credit from the following:

Kilgore College Contact information: Dawn Kirkindoll at 903-845-5591
2201 W. Gay Avenue, Gladewater, TX 75647
kirkindoll@gladewaterisd.com

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.gladewaterisd.com.

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

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

Students and their parents should be aware that e-mail using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

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.

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.

Disruptions

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.

Radios, CD Players, Other Electronic Devices and Games, and Cell Phones

Students are not permitted to possess such items as pagers, radios, CD players, tape recorders, camcorders, DVD players, cameras, electronic devices or games at school, unless prior permission has been obtained from the principal. Without such permission, teachers will collect the 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.

For safety purposes, the district permits students to possess cell phones; however, cell phones must remain turned off during the instructional day, including during all testing. The use of cell phones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.

Any disciplinary action will be in accordance with the **Student Code of Conduct** and may include confiscation of the device. The school may charge the owner for the release of certain telecommunications devices [See policy FNCE.] Students will receive warnings for the first week of school regarding the improper use of cell phones. After the first week of school, there will be zero tolerance of improper use. Students will be charged a fee of \$10 to retrieve the phone on the first and second violations. The third will require the parent to come to school and pay \$10, and after that, the principal may keep the phone for the remainder of the year.

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. For approval of an out-of-school date for prom and spotlight, high school students must submit to the principal a Guest Request Form two weeks prior to the event. Guest Request Forms are available in the high school office.

A student attending a social event and leaving before the official end of the event will not be readmitted.

Birthday invitations will not be permitted to be distributed at school unless enough invitations are provided for the entire class.

No personal deliveries will be made to students while attending class.

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.

The school nurse or principal may exclude children suffering from scabies, impetigo contagioso, ringworm of the scalp, influenza, common cold, infectious forms of conjunctivitis (eye) and pediculosis (lice). There is a “No Nit” policy for all elementary campuses.

The decision to send a sick child home is at the discretion of the school nurse or principal. Students with temperatures of 99.0 or higher, nausea and vomiting, or diarrhea will be sent home. Students must be fever free for 24 hours before returning to school.

CORRESPONDENCE COURSES

The district permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation. A maximum of two credits may be earned through correspondence courses.

[For further information, see policies at EEJC.]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 5 through 11 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

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A secondary student who wishes to meet with the counselor should go to the counseling office before or after school or at lunch. An elementary student who wishes to meet with the counselor should contact the teacher or principal to request to see the counselor.

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 FFE(LEGAL) and FFG(EXHIBIT).]

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 teacher, counselor, 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, correspondence courses, or independent study supervised by a teacher.

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. The dates on which exams are scheduled during the 2008–2009 school year include:

Dates Scheduled:

June 9, 2009

June 10, 2009

June 11, 2009

July 7, 2009

July 8, 2009

July 9, 2009

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 parent must purchase a test from a university approved by the State Board of Education. [For further information, see EEJB(LOCAL).]

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 at www.gladewaterisd.com.]

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. 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 it 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.gladewaterisd.com.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting

racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment

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).

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 26.]

DISTANCE LEARNING

See **Gladewater High School Course Catalog 2008-2009**.

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.

A school yearbook is available to high school and middle school students.

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

[See **Directory Information for School-Sponsored Purposes** on page 11.]

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.

The principal has designated the principal's office as the location for approved nonschool materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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's

office 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.

The principal has the right at all times to regulate any attire that causes disruption or creates a hazard. If extreme attire continues to be worn, the principal is directed to suspend the student from school. If in doubt regarding the appropriateness of any item of clothing, students are encouraged not to wear the item to school.

The following guidelines shall apply for all Gladewater ISD students.

Pants/Skirts/Shorts/Jumpers

- Colors shall be light and dark khaki, brown, navy, or black (solid color).
- Pants, capris, and shorts shall be uniform-style pleated or flat-front style. Pull-on pants, capris, and shorts shall be allowed in grades PK-3.
- Belts shall be required with pants, shorts, and skirts with belt loops.
- Pants, skirts, and shorts shall be worn at the waist.
- Skirts, shorts, and jumpers shall be no more than three inches above the knee when standing and without exaggerated slits.
- Jumpers shall be worn over an allowable shirt.
- Brand logos or labels on clothing items in this section shall be no larger than 1.5" by 1.5".
- Sweatpants, wind pants, drawstring pants, overalls, coveralls, athletic shorts, cargo pants, or carpenter-style pants shall not be permitted.
- Leather, suede, vinyl, denim, and knit materials shall not be permitted.
- Baggy or oversized clothing shall not be permitted.
- Brads, studs, rivets, or decorations shall not be permitted.

Belts/Buckles

- Colors shall be solid.
- Belts shall be worn buckled at all times and shall be inside belt loops.
- Buckles shall be no larger than a standard credit card.
- Excessively decorated belts or buckles shall not be permitted. Belts or buckles with spikes, bullets, or gun emblems shall not be permitted.
- Oversized belts shall not be permitted.

Shirts/Sweatshirts/Sweaters/Vests

- Solid color shirts/sweatshirts/sweaters/vests that fit the requirements below shall be allowable.
- Shirts shall be collared, polo-style, knit with buttons (long or short sleeved).
- Shirts shall be Oxford-style or dress (long or short sleeved).
- Shirts shall be turtleneck.
- Undershirts shall be black, white, or same color as allowable shirt.
- Shirts with tails shall be tucked. Shirts without tail shall be no longer than wrist length.
- Brand logos or labels on clothing items in this section shall be no larger than 1.5" by 1.5".
- School spirit and organizational shirts shall be allowable if approved by the principal.
- Sweatshirts, sweaters, and vests shall be worn over an allowable shirt.
- Sweatshirts, sweaters, and vests shall be appropriately sized in shoulders, sleeves, and no longer than wrist length.
- Sweaters shall be pullover or cardigan.
- Sweatshirts with hoods shall not be allowed.
- Baggy or oversized clothing shall not be permitted.

Shoes/Shoestrings/Hosiery

- Shoes, sandals, or boots shall be predominately navy blue, black, brown, white, or gray.
- Shoes shall be leather, leather-like, or canvas.
- Shoes shall not contain lights or wheels.
- Sandals shall have back strap.
- Closed-toe mule-style shoes shall be allowable.
- Shoes shall be matching.
- Shoes shall be tied or fastened at all times.
- Shoelaces shall be white or match color of shoe.
- Socks shall be matching and shall be khaki, navy blue, black, brown, or white (solid color).
- Tights or hosiery shall be navy blue, black, brown, white, or neutral (solid color).