

Audie Leon Murphy Middle School

Principal: Lizette Longoria



STUDENT HANDBOOK 2019 – 2020

The Pharr San Juan Alamo Independent School District does not discriminate on the basis of sex, disability, race, color, religion, national origin, or age.

Mission Statement

The mission of Audie Murphy Middle School is to provide a safe, supportive, and healthy environment that meets the educational, social, emotional, and physical needs of all students. By providing quality instruction, students will explore excellence pathways in preparation for a college and career ready future. We believe that all students are valued individuals that can learn and become responsible and productive members of society. All stakeholders have a shared responsibility to fulfill this mission.

Vision Statement

At Audie Murphy Middle School, our goal is to be the middle school of choice. The perception from the community, stakeholders, and people will be that our campus is a safe environment that is conducive to learning, has the best highly qualified staff, offers opportunities for students to achieve their educational potential, and promotes college readiness with a focus on careers. We expect and demand that every student will practice and use core values for building good character. We are a unity of people, driven by a passion to act on a vision for success.
WE ARE MURPHY!

Ocelot Pledge

**Today as a mighty Ocelot, I will do more than I have to do,

I will treat others the way I want to be treated

and, I will try to become a better person.**

Pharr-San Juan-Alamo ISD

Mission Statement

The mission of the Pharr-San Juan-Alamo Independent School District is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district will accomplish this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

Vision Statement

At PSJA, we envision schools where children are actively involved in learning experiences within an environment that challenges, nurtures, and centers on the learner.

Students cooperatively explore, experiment, and conduct research using creative problem-solving and critical thinking techniques.

Students have access to a variety of resources including libraries and the latest technology, giving them the opportunity to learn via the internet and inter-active video classrooms.

Students and teachers interact and socialize with each other in a variety of languages, demonstrating appreciation for cultural diversity.

Parents and other community members also are actively involved in the learning process. All exhibit mutual respect and understanding.

Campuses have adequate classroom space and a low student-teacher ratio. Teachers use innovative, research-based instructional and evaluative methods that ensure success for all students.



Audie Murphy

Middle School

GUIDELINES FOR SUCCESS HALLWAY, CAFETERIA AND RESTROOM EXPECTATIONS

AUDIE MURPHY

MIDDLE SCHOOL



Ocelot Guidelines for Success:

RESPECT

EFFORT

ATTITUDE

COMPLETE

HARD WORK

Hallway Expectations

Guidelines:

☼ Walk on the right at all times

Keeps your hands and feet to yourself

—no horseplaying

Be respectful to others

Get to class on-time

Keep voice level down – indoor voices



Always use respectful language



Keep hallways clean

No use of cell phones during school hours

Take care of wall posters and bulletin boards

WE ARE MURPHY

Cafeteria Expectations

Guidelines:

Walk to the right at all times



Always use respectful language

Keep your hands to yourself



Upon entering the café, sit down quickly

Get up only when directed to get in line



Keep your table and floor area clean

Follow simple commands by staff

No use of cell phones during school hours

Keep voices down—indoor voices

WE ARE MURPHY

Restroom Expectations

Guidelines:



Always wear your hall pass

Respect the privacy of your peers



Keep hands and feet to yourself



Report any safety concerns

Maintain a low voice level

Keep restrooms clean and undamaged

Return promptly to class

WE ARE MURPHY



Audie Murphy

Middle School

ATTENDANCE

TARDY

PICKUP AND DROP OFF DESIGNATED AREA

Important Information for Parent (s) or Guardian (s)

Informacion importante para padre (s) o guardianes

ATTENDANCE

Audie Murphy Middle School class hours are from 7:30 A.M. to 2:58P.M. daily. Students must remain in the designated area until the bell rings at 7:25 A.M. (6th grade in the cafeteria and 7th and 8th grade in the gym). At 2:58 P.M. students must report to the designated bus area or parental pick up area (Cafeteria)

Las horas de clase de Audie Murphy Middle School son de 7:30 A.M. a 2:58 P.M. todos los días. Los estudiantes deben de permanecer en el área designada hasta que la campana suene a las 7:25 A.M. (los de grado 6 debe permanecer en la cafetería y los de grado 7 y 8 deben permanecer en el gimnasio). A las 2:58 P.M. Los estudiantes deben de reportarse en el área designada o Ir al la área de autobuses or a la cafetería para levantamiento por parte de padres.

Section 25.092 (Senate Bill I) of the Texas Education Code states in part: A student may not be given credit for a class unless the student is in attendance for at least 90% of the days the class is offered. The bill makes no distinction between excused and unexcused absences.

Consequences: Failure of school year; MUST attend summer school for promotion.

La seccion 25.092 de codigo de education in Texas declara en la ley (#1 del Senado): Un estudiante no puede recibir credito por una clase si no ha asistido 90% de los días que las clases esta ofrecida. La ley no hace distinction entre las ausencias justificadas y no justificadas.

Consecuencias: Reprovar el Año escolar; Y tener que attender clases de Verano para avanzar de grado.

ATTENDANCE PASS/FAIL POLICY

Student must attend school 90% of school days to pass to the next grade level. 90% attendance is mandatory regardless of whether absences are excused or unexcused.

Absences are verified daily by phone contact from the attendance office.

El estudiante debe asistir a la escuela el 90% de los días escolares para pasar al siguiente grado escolar. 90% de asistencia es obligatorio, independientemente de que las faltas son con o sin justificacion.

Las ausencias se verifican todos los días por el contacto de telefono de las oficina que se encarga de las ausencias.

Leaving During the School Day

Anyone who reports to the front office to pick up a student during the school day will be asked for a picture identification and must be listed on the Emergency Contact Information for that student in order to be allowed to pick up the student. Student who are signed out early during the school day and do not return a medical excuse to the Attendance Office will be referred to the Attendance Liaison on the 3rd absence. Parents are not allowed to sign out students after 2:00 P.M.

Toda persona que se reporte a la oficina se le pedira mostrar una identificacion con foto. Cualquier persona que se reporte a la oficina a recoger in estudiante durante el dia escolar, tendra que mostrar identificacion con foto y estar en la lista de personas de Informacion de contacto de emergencia del estudiante para poder recoger el estudiante de la escuela. Los estudiantes que se vayan durante el dia escolar y no regrese una justificacion medica para la Oficina de Asistencia seran reportados con la Comunidad de Enlace en la tercer ausencia. Padres, no se permite levantar los estudiantes despues de las 2:00 P.M.

Tardy Policy

Teachers have expectations and address students who arrive late to their classrooms on a daily basis.

Los maestros han establecido expectativas y toman tiempo para dirigirse a los estudiantes que llegan tarde.

- 1st Tardy: Verbal warning (Advertencia Verbal)
- 2nd Tardy: Teacher and student conference. (Conferencia entre maestros y estudiantes)
- 3rd Tardy: Parent contact by teacher. (Maestro se debera poner en contacto con los padres).
- 4th Tardy: Counselors referral (Conferencia con Consejero Escolar).
- 5th Referral to office principal, parent/student conference (Remision a la direccion, conferencia con los padres

Pick up and Drop off Designated Areas

Students should be dropped off and picked up at the designated area in the front of the school only.

Levantar y Dejar Alumnos en Areas Designadas

Los padres deben de dejar y levantar a los estudiantes in las areas designada en frente de la escuela solamente.



Audie Murphy

Middle School

SAFETY

DRESS CODE

CELL PHONE

PROFANITY/BULLYING POLICIES

Striving for a Safe School Environment

- **Objective:** To increase student safety. Running and horse-playing in not permitted in the hallways, especially during passing periods and coming back from lunch.
- **Persons Implementing:** Security Guards, Teachers, Support Staff, Administrators
- **Persons Monitoring :** Principal, Assistant Principal

10 Minute Rule: No student will be allowed in the hallway with a pass 10 minutes after the tardy bell rings, and 10 minutes before the end of the period unless it's an emergency. With everyone's cooperation and support, this rule will become a part of our culture at Audie Murphy Middle School. All student once they are allowed to go to the restroom or any place on campus should have a pass from the classroom they are coming from with time and date on it.



Audie Murphy Middle School
OCELOT DRESS CODE

Tuck in your shirt

Monday: Uniform (grade level color)

Dress for Success

Tuesday: Uniform (grade level color)

Set the Standard for Greatness

Wednesday: College Day (Team shirts) Note: If you don't have your team shirt, you must wear your uniform.

Look your Best

Thursday: Spirit Day/Centennial: Ocelot Pride Shirts

SHOW YOUR SPIRIT

Friday: Spirit Day (any Murphy shirt) ex. Band, Sports, UIL, or Wolverine school shirt), etc.

Blue jeans, black jeans, and khaki pants

***** No Pullovers**

Unzipped Jackets

Profanity /Bullying Policy

The use of vulgar or profane language is strictly prohibited. Texas Education Code Section 37.123.

Bullying, as defined by Texas House Bill 283, Section 3, will not be tolerated.

Zero Tolerance on Bullying

Consequences:

- **1st Offense:** Administrator will investigate, document and notify parents of both bully and victim.
- **2nd Offense:** Counselor Intervention/Peer on Peer Harassment Form/Counselor will notify parents of both bully and victim
- **3rd Offense:** Referral to office. PSJA Bullying/Harrassment Form submitted to Student Services

Uso de lenguaje vulgar no sera permitido. Codigo del Educacction de Tejas seccion 37.123.

Bullying definido por el Proyecto de Ley de la Casa de Tejas 283, Seccion 3, no sera tolerado.

Zero Tolerancia En Bullying

Consecuencias:

Primera ofensa: Conferencia con los maestros/La administracion investigara, documentara y notificara a los padres de ambos la victima y el agresor.

Segunda Ofensa: Intervencion por medio del consejero/Documentacion de acoso a ortro companero/Counsejero notificara a los padres de la victima y aggressor.

Tercera Ofensa: Referencia a la oficina. Formulario de PSJA Bullying/Acoso sera enviado al Departamento de Servicios Estudiantiles.



Audie Murphy

Middle School

GRADING POLICY

SPORTS ELIGIBILITY RULES

CLASSROOM INTERRUPTIONS

DELIVERIES

AUDIE MURPHY MIDDLE SCHOOL

GRADING POLICY

2018-2019

In accordance with District policy, a student's grade for the reporting period will be determined by the following:

For Middle School Courses:

Description	Assigned Weight
• Classwork	80%
• Homework	10%
• Tests	10%

Each reporting period must include at least 2 test grades. In the absence of homework, the weight distribution will default to 90% for classwork.

For High School Credit Courses:

Description	Assigned Weight
• Six Weeks Exam	15%
• Classwork/Homework	20%
• Tests	40%
• Projects	10%
• Quizzes	15%

Each reporting period must include at least 2 test grades. In the absence of projects and /or quizzes, the given weight(s) will be evenly distributed among the classwork and test categories. Semester exams will comprise 13% of the semester grade.

No Pass No Play

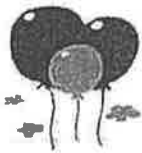
Si No Pasas No Juegas



Classroom Interruptions

Section 25.083 of the Texas Education code strictly limits classroom interruptions during the school day for nonacademic activities such as announcements and sales promotions. Section 37.124 further states that disruption of classes is a Class C misdemeanor and includes making noise that disrupts the class, enticing or attempting to entice a student away from a class, preventing a student from attending a class or other required school activity, entering a classroom without the consent of the teacher or principal, using profane or loud language. In compliance with these sections of the code, students will not be called out of the classroom for any reason, for example, to speak to a parent or to retrieve homework, food, or other items. In addition, in order to maintain a secure testing environment, **outside food may not be brought to any students during benchmark or STAAR Testing unless it's a medical excuse. Breakfast/Lunch will be provided for them.**

Sección 25.083 del Código de Educación de Texas limita estrictamente interrupciones en la clase durante el horario escolar para actividades no académicas como anuncios y promociones de ventas. Sección 37,124 afirma, además, la interrupción de las clases es un delito menor Clase C, e incluye a hacer ruido que interrumpe la clase, o tratar de atraer a un estudiante fuera de clase, la prevención de un estudiante de asistir a una clase o otra actividad escolar necesario, entrar en un salón de clases sin el consentimiento de la maestra o principal, por lo profano o lenguaje fuerte. En cumplimiento de estas secciones del código, los estudiantes no se llamarán fuera de las aulas por cualquier razón, por ejemplo, para hablar con un padre o para recuperar las tareas, los alimentos o otros artículos. Además, a fin de mantener un entorno de prueba seguro, los alimentos de fuera no se pueden traer a cualquier referencia o los estudiantes durante las pruebas STAAR al menos que se una razón médica. El almuerzo/Comida será proporcionado para ellos.



Deliveries/Outside Food



Flowers, balloons, cookies, cakes, baskets and other deliveries are not accepted at our school for safety and security reasons. Parents should not request that personal items be delivered to students during the school day including: food, money, clothing, musical instruments, homework or other classroom assignments, projects, etc. State law prohibits the interruption of classes during instructional time.

Flores, globos, galletas, pastels, canastas y otras entregas de regalos no serán aceptamos en nuestra escuela para la seguridad de los alumnos. Tambien suplicamos que padres favor de no mandar cosas durante las horas de clase como: comidas, dinero, ropa instrumentos musicales, tarea, proyectos, etc. La ley del estado tiene prohibido la interrupción del las clases durante el tiempo de instrucción.



Audie Murphy

Middle School

Additional Information for Parents



Audie Murphy Middle School

Pharr-San Juan-Alamo ISD
Lizette Longoria, Principal

August 22, 2019

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

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

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

Special Education Referrals:

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

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

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



Audie Murphy Middle School

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

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

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

Contact Person for Special Education Referrals:

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

Contact Person: Debra Ann Salinas

Phone Number: 956-354-2200

Section 504 Referrals:

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

Contact Person for Section 504 Referrals:

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

Contact Person: Dora Rodriguez

Phone Number: 956-354-2043

Additional Information:

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

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



Audie Murphy Middle School

Pharr-San Juan-Alamo ISD
Lizette Longoria, Principal

22 de agosto de 2019

Cómo ayudar a aquellos estudiantes que tienen dificultades de aprendizaje o precisan servicios de educación especial o de la Sección 504

Para aquellos estudiantes que tienen dificultades en el salón de clases normal, todos los distritos escolares y las escuelas autónomas de inscripción abierta deben contemplar servicios de tutoría y compensatorios, y otros servicios de apoyo académico o conductual que estén disponibles para todos los estudiantes, incluido un proceso basado en la Respuesta a la Intervención (RtI). La implementación de la RtI tiene el potencial de impactar positivamente en la capacidad de los distritos y escuelas autónomas de satisfacer las necesidades de todos los estudiantes con problemas.

Si un estudiante está experimentando dificultades de aprendizaje, sus padres pueden comunicarse con la(s) persona(s) mencionada(s) más abajo para obtener información sobre el sistema general de remisión o control de la educación general de la escuela para los servicios de apoyo. Dicho sistema vincula a los estudiantes con una variedad de opciones de apoyo, entre las que se encuentra la remisión para que se realice una evaluación de educación especial o una evaluación de la Sección 504 con el fin de determinar si el estudiante necesita asistencia, adaptaciones o servicios específicos. Los padres pueden pedir una evaluación para los servicios de educación especial o de la Sección 504 en cualquier momento.

Remisiones de educación especial:

Si los padres solicitan, por escrito, al director de servicios de educación especial o a un empleado administrativo del distrito escolar o de la escuela autónoma de inscripción abierta que se realice una evaluación inicial para recibir servicios de educación especial, el distrito o la escuela autónoma deben responder dentro de los 15 días lectivos después de haber recibido la solicitud. En ese momento, el distrito o la escuela autónoma deben entregar a los padres notificación previa por escrito respecto de si están de acuerdo o no en evaluar al estudiante, además de enviarles una copia de la *Notificación de salvaguardas procesales*. Si el distrito escolar o la escuela autónoma están de acuerdo en evaluar al estudiante, también deben darles a los padres la oportunidad de prestar su consentimiento por escrito para la evaluación.

Por favor tenga en cuenta que una solicitud para una evaluación de educación especial puede hacerse verbalmente y no necesita hacerse por escrito. Los distritos y escuelas "chárter" deben seguir cumpliendo con todas las notificaciones previas por escrito y los requisitos sobre las salvaguardas procesales de la ley federal para identificar, localizar y evaluar a los niños que se intuya puedan ser niños con alguna discapacidad y que necesite educación especial. Sin embargo, una petición verbal no requiere que el distrito o la escuela "chárter" respondan dentro del periodo establecido de los 15 días escolares.

Si el distrito o la escuela autónoma deciden evaluar al estudiante, deben completar la evaluación inicial y el informe de la evaluación dentro de los 45 días lectivos posteriores al día en que reciban el consentimiento por escrito de los padres para evaluar al estudiante. Sin embargo, si el estudiante se ausenta de la escuela por tres días lectivos o más durante el periodo de evaluación, dicho periodo se extenderá la misma cantidad de días lectivos que el estudiante haya faltado.



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Existe una excepción al plazo de 45 días lectivos. Si un distrito o una escuela autónoma reciben el consentimiento de los padres para la evaluación inicial entre los 35 y 45 días lectivos previos al último día de clases del año, deben completar el informe escrito y proporcionarles una copia del mismo a los padres, a más tardar, el 30 de junio de dicho año. No obstante, si el estudiante falta a la escuela tres días o más durante el período de evaluación, no se aplica la fecha límite del 30 de junio, sino que se aplica el plazo general de 45 días lectivos más prórrogas por ausencias de tres días o más.

Al completar la evaluación, el distrito o la escuela autónoma deben proporcionar a los padres una copia del informe de evaluación en forma gratuita.

Hay disponible información adicional sobre educación especial del distrito o la escuela autónoma en el documento complementario titulado *Guía para padres sobre el proceso de admisión, revisión y retiro*.

Persona de contacto para las remisiones de educación especial:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de educación especial es:

Persona de contacto: Debra Ann Salinas

Número de teléfono: 956-354-2200

Remisiones de la Sección 504:

Cada distrito escolar o escuela autónoma debe tener estándares y procedimientos en vigor para la evaluación y colocación de estudiantes en el programa de la Sección 504 del distrito o la escuela autónoma. Además, los distritos y las escuelas autónoma deben implementar un sistema de salvaguardas procesales que incluya una notificación, una oportunidad para que los padres o tutores examinen los registros relevantes, una audiencia imparcial en la que puedan participar los padres o tutores y en la que haya representación por parte de un abogado, y un procedimiento de revisión.

Persona de contacto para las remisiones de la Sección 504:

La persona designada para contactar en relación con las opciones para un estudiante que experimente dificultades de aprendizaje o en relación con una remisión a evaluación para recibir servicios de la Sección 504 es:

Persona de contacto: Dora Rodriguez

Número de teléfono: 956-354-7770

Información adicional:

Los siguientes sitios web ofrecen información y recursos para los estudiantes con discapacidades y sus familias.