

Gregory-Portland Independent School District

Student-Parent Handbook



2024–2025 School Year

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If you have difficulty accessing this handbook because of a disability, please contact the district at amalone@g-pisd.org or 361-777-1091.

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OUR MISSION

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

HIGH SCHOOL ALMA MATER

Hail to our high school
Honor to thy name
We pledge our loyalty
Faithful evermore
Hail to the Wildcats
Loyal to the Red and Blue
Hail to the alma mater
Gregory-Portland High!

FIGHT SONG

Wildcats forever
Firm together stand
Always true and faithful
Steadily we'll face the world so fearlessly and
Through the years that follow,
Pledge our loyalty for the Red and Blue
With all our might,
We'll fight for victory!

SCHOOL COLORS

Royal Blue and Red

SCHOOL MASCOT

Wildcat

GPISD Board of Trustees

Tim Flinn	President
Carrie Gregory	Vice President
Melissa Gonzales	Secretary
Lora DeLuna	Member
Nicole Nolen	Member
Mark Roach	Member
Zack Simmons	Member

Gregory-Portland ISD District Administration

Dr. Michelle Cavazos	Superintendent
Dr. Ismael Gonzalez III	Assistant Superintendent for Business-Finance & Operations
Crystal Matern	Chief Communications & Engagement Officer
Penny Armstrong	Executive Director of Curriculum & Instruction
Deborah Garza	Executive Director of Human Resources
Michael Thieme	Executive Director of Safety & Operations
Dr. Michael Norris	Executive Director of School Leadership
Brent Davis	Director of Athletics
Albert Silguero	Director of Business Services
Hilda Salinas	Director of CCMR & Counseling
Shelly Elizalde	Director of Data, Assessment, & Accountability
Sharon Reckaway	Director of Family & Community Engagement
Jeff Atkinson	Director of Food Services
Lee Roy Gonzales	Director of Maintenance
Denise Blanchard	Director of Special Education
Kyle Jones	Director of Technology
Alton Coleman	Director of Transportation
Alton Alexander	Construction Manager

Gregory-Portland ISD Campus Administration

Gregory-Portland Early Childhood Center

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Preface

Parents and Students:

Welcome to the new school year!

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

The Gregory-Portland ISD Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

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

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

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

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

Therefore, parents and students should become familiar with the Gregory-Portland ISD’s Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.g-pisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

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

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

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *the counselors’ office at the high school*.

Note: References to board policy codes are included for ease of reference. The hard copy of the district’s official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://www.g-pisd.org/gphs/resources/handbook-code-of-conduct>.

The policy manual includes:

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

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

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook,
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information,
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities), and
- Consent/Opt-Out Form for participation in third-party surveys.

[See **Objecting to the Release of Directory Information** on page 14 and **Consent Required Before Student Participation in a Federally Funded Survey** on page 15 for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact your campus secretary.

Section One: Parental Rights

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

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

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

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

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 42 and FNG(LOCAL).

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

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

[See **Consent to Instruction of Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12.]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent Before Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students in high school receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. (See the campus principal for details.)
- Use the district's grievance procedure concerning a complaint. See **Complaints and Concerns (All Grade Levels)** on page 42 and FNG for information on the grievance and appeals process.

[See **Consent to Human Sexuality Instruction** on page 11; **Dating Violence** on page 47; and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 37]

Consent to Provide a Mental Health Care Service

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

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

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

The mental health liaison can be reached at:

Sharon Reckaway
Director of Family & Community Engagement
1200 Broadway BLVD, Portland, TX 78374
sreckaway@g-pisd.org
361-777-1091

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

[See **Mental Health Support** on page 67.]

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

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

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

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

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

A student under age 14 must have parental permission to participate in the district's Parenting and Paternity Awareness Program (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

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

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

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

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

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

Prohibiting the Use of Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct. FO(LOCAL)

Limiting Electronic Communications between Students and District Employees

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

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

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to send text message notification(s) through the campus/employee Microsoft Teams account that is licensed and operated by the school district.

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

Objecting to the Release of Directory Information

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

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

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

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

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

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

The district often needs to use student information as described in FL (LOCAL).

This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

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

Note: Review **Authorized Inspection and Use of Student Records** on page 19.

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

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

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

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

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

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;

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

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

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

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

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

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

A parent may inspect:

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

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

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

See **Consent to Human Sexuality Instruction** on page 11 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12 for information on a parent's right to remove a student from such instruction.

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

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

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution; and
- A specific recitation from the Declaration of Independence for students in grades 3–12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if:

- A parent provides a written statement requesting that his or her child be excused;
- The district determines that the student has a conscientious objection to the recitation; or
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity.

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

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

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

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

[See **Pledges of Allegiance and a Minute of Silence** on page 77 and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

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

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

Tutoring or Test Preparation

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

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

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

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

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

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** on page 86 for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

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

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely. The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

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

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

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

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

Student Records

Accessing Student Records

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

- Attendance records;
- Test scores;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;

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

Authorized Inspection and Use of Student Records

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

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information** on page 14, are the right to:

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

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

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

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

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

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

- Reaches the age of 18;

- Is emancipated by a court; or
- Enrolls in a postsecondary educational institution.

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

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

Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

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

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

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled.

- In connection with financial aid for which a student has applied or has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** on page 14 to prohibit this disclosure.]

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

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

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

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

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

Your campus principal is the custodian of records for currently enrolled students.

Your campus principal is the custodian of records for students who have withdrawn or graduated.

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

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences** on page 78, **Complaints and Concerns** on page 42, and **Finality of Grades** at policy FNG(LEGAL).]

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

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student shared only with a substitute teacher—do not have to be made available.

Teacher and Staff Professional Qualifications

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

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

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

A Student with Exceptionalities or Special Circumstances

Children of Military Families

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

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

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

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

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

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

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

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

Safety Transfers/Assignments

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

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the superintendent for more information.

[See **Bullying** on page 34, and policies FDB and FFI for more information.]

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

[See policy FDE for more information.]

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

Student Use of a Service/Assistance Animal

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

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

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

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

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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

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

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

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

If you have questions, please contact the district's foster care liaison:

Michael Norris, Ed.D.
Executive Director for School Leadership
4600 Wildcat Drive, Portland, TX 78374
mnorris2@g-pisd.org
361-777-1091

A Student Who Is Homeless

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

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

- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

For more information on services for students who are homeless, contact the district’s homeless education liaison:

Michael Norris, Ed.D.
Executive Director for School Leadership
4600 Wildcat Drive, Portland, TX 78374
mnorris2@g-pisd.org
361-777-1091

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

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

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

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 whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating

children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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

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

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

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

Contact Person for Special Education Referrals

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

Denise Blanchard
Director of Special Education
4600 Wildcat Drive, Portland, TX 78374
dblanchard@g-pisd.org
361-777-1091

For questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Denise Blanchard
Director of Special Education
4600 Wildcat Drive, Portland, TX 78374
dblanchard@g-pisd.org
361-777-1091

Section 504 Referrals

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

- Notice;
- An opportunity for a parent or guardian to examine relevant records;
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel; and

- A review procedure.

Contact Person for Section 504 Referrals

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

Denise Blanchard
 Director of Special Education
 4600 Wildcat Drive, Portland, TX 78374
 dblanchard@g-pisd.org
 361-777-1091

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28.]

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

- [Legal Framework for the Child-Centered Special Education Process](https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
 (https://fw.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx?DT=G&LID=en)
- [Partner Resource Network](http://prntexas.org/) (http://prntexas.org/)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (https://www.spedtex.org/)
- [Texas First Project](http://www.texasprojectfirst.org/) (http://www.texasprojectfirst.org/)

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

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

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

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

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

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

A Student Who Speaks a Primary Language Other than English

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

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

[See **English Learners** on page 53 and **Special Programs** on page 86.]

A Student with Physical or Mental Impairments Protected under Section 504

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

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

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

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 25 and policy FB for more information.]

Section Two: Other Important Information for Parents and Students

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

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

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact a campus administrator or school counselor at 361-777-4251.

Absences/Attendance

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

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

Compulsory Attendance

Kindergarten

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

Ages 6–18

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

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

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

Age 19 and Older

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

Compulsory Attendance—Exemptions

All Grade Levels

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

- Religious holy days;

- Required court appearances;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note from the health-care provider;
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician;
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families** on page 22.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see **Telecommunication and Other Electronic Devices** on page 85.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification** on page 33.]

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

- The board has authorized such excused absences under policy FEA(LOCAL);
- The principal has approved the student's absence; and
- The student follows campus procedures to verify the visit and makes up any work missed.

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

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

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

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

Compulsory Attendance—Failure to Comply

All Grade Levels

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

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

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6–18

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

The notice will:

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

For any questions about student absences, parents should contact their campus administrator.

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

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

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

Age 19 and Older

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

semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

[Choose the following option if the district's FEC(LOCAL) authorizes a "principal's plan" in accordance with law:]

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

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

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the principal or attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance—Exemptions** on page 29 and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

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

Official Attendance-Taking Time (All Grade Levels)

The elementary schools, including the Early Childhood Center, will take official attendance every day at 9:50 AM.

The middle school will take official attendance every day at 10:30 AM.

The high school will take official attendance every day at 11:00 AM.

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

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note. Notes can also be submitted at the [Attendance Matters website](#).

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

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

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

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

Within 5 days of returning to school, a student absent because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Notes can also be submitted at the [Attendance Matters website](#). Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

Further information may be found on the [Texas Department of Public Safety website](#) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

See **Compulsory Attendance—Exemptions for Secondary Grade Levels** on page 29 for information on excused absences for obtaining a learner license or driver's license.

Accountability under State and Federal Law (All Grade Levels)

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

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district, compiled by TEA;
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA; and

- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.g-pisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

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

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

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Students are honored in a variety of ways throughout the school year and at a Senior Awards Ceremony each spring. See the counselors for additional information.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging

- A social media application
- An internet website
- Any other internet-based communication tool.

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism.

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

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

A student may anonymously report an alleged incident of bullying at www.anonymoualerts.com/gpisd/.

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

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

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

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

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

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 23.]

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

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

[See **Safety Transfers/Assignments** on page 23, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46, **Hazing** on page 63, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

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

- Agricultural Science & Technology.
- Business/Office Education.
- Career/Technology Cooperative Programs.
- Health Science Technology.
- Family & Consumer Sciences Education.
- Industrial Technology.
- Marketing Education.
- Audio/Visual Technology.

Admission to these programs is based on entrance requirements found in the High School Course Description Guidebook.

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

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

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

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** on page 75 for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share.

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

[See **Food Allergies** on page 69.]

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

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed at Board Policy DMA (LEGAL). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

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

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46 and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12.]

Warning Signs of Trafficking

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

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

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- Older romantic partners.

Additional warning signs of labor trafficking in children include:

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

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12.]

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

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

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

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

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

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

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

- [Child Welfare Information Gateway Factsheet](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/child-labor-trafficking>)

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

VALEDICTORIAN / SALUTATORIAN

Local Policy EIC contains complete information about ranking and grade calculation.

The valedictorian and salutatorian shall be the eligible students with the highest and second highest grade point averages as determined by the district's class ranking procedure described

in this policy. To be eligible for valedictorian or salutatorian honors, upon graduation the following criteria shall be met:

- The valedictorian and salutatorian shall have completed four years of high school.
- The valedictorian and salutatorian shall have been continuously enrolled in the district's high school for the four semesters preceding graduation and must be eligible to graduate at the end of the spring semester.
- The valedictorian and salutatorian shall have completed a minimum of ten advanced courses.
- The valedictorian and salutatorian shall have completed the Distinguished Achievement Program.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

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

[See **Schedule Changes** on page 81 for information related to student requests to revise their course schedule.]

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

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

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program** on page 58]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.

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

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

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2022 term through the spring 2024 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning:

- Automatic college admission;
- Curriculum requirements for financial aid;

- Benefits of completing the requirements for automatic admission and financial aid; and
- The Texas First Early High School Completion Program and the Texas First Scholarship Program.

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student** on page 39 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 57 for information associated with the foundation graduation program.]

[See **Students in the Conservatorship of the State (Foster Care)** on page 23 for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

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

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

A student may be eligible for subsidies based on financial need for AP exam fees. See **Fees (All Grade Levels)** on page 55 for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** on page 36 for information on CTE and other work-based programs.

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

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

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

Automated Emergency Communications

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

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

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety** on page 80 for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

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

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

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

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

and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

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

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.g-pisd.org and the coordinator for this campus is listed below:

- High School Administration

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

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

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

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

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

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

Social Events

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

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

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

Counseling

The district has a comprehensive school counseling program that includes:

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

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

Academic Counseling

High School Grade Levels

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

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

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

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;

- Automatic admission to state-funded Texas colleges and universities;
- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

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

[See **Scholarships and Grants** on page 63 for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should sign up to see the counselor in the counselors' office or e-mail their counselor. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support** on page 67, **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children** on page 37, and **Dating Violence** on page 47.]

Course Credit (Secondary Grade Levels Only)

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

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

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

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

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

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

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

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

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

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

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

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

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

Students in Grades 6–12

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

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

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

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

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

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

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

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures** on page 49.

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

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

- Physical or sexual assaults;
- Name-calling;
- Put-downs;
- Threats to hurt the student, the student's family members, or members of the student's household;
- Destroying property belonging to the student;
- Threats to commit suicide or homicide if the student ends the relationship;
- Threats to harm a student's past or current dating partner;
- Attempts to isolate the student from friends and family;
- Stalking; or
- Encouraging others to engage in these behaviors.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html>).

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12.]

Discrimination

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

Harassment

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

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

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

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

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

- Offensive jokes, name-calling, slurs, or rumors;

- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

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

Reporting Procedures

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

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying** on page 34]

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

Investigation of Report

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

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

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

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

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

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

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

Distance Learning (All Grade Levels)

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

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

[See **Remote Instruction** on page **Error! Bookmark not defined..**]

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

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations** on page 54.] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

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

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

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

School Materials

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

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

Nonschool Materials

From Students

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

The Principal has designated high school reception area as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

With approval from the Principal, party invitations may be distributed to an entire elementary class. Principals will not allow students to distribute in class invitations to only a few students.

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

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

From Others

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

To be considered for distribution, any 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 Superintendent's office for prior review. The Superintendent 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 or GF.]

The Superintendent has designated the high school reception area as the location for approved nonschool materials to be placed for voluntary viewing or collection. Prior review will not be required for:

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

All 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 (All Grade Levels)

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 approved dress code available in the Student Code of Conduct or available at www.g-pisd.org. The Principal may designate special days when students may dress outside the established dress code. Guidelines for dress on special days will be communicated in advance to students.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials** on page 87 for graphing calculator applications on computing devices.]

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

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

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

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

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 85 and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

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

Unacceptable and Inappropriate Use of Technology Resources

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

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

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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

End-of-Course (EOC) Assessments

[See **Graduation** on page 57 and **Standardized Testing** on page 86.]

English Learners (All Grade Levels)

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

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special

programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

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

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

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

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

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation** on page 88.]

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

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

[See [UIL Texas](https://www.uil texas.org/) (<https://www.uil texas.org/>) for additional information on all UIL-governed activities.]

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

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

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of

a grading period, the student may perform with the ensemble during the UIL evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- Students are not allowed to participate in extra-curricular events if not in attendance for the entire school day on the day of the event. Legitimate doctor's appointments will be considered an exception when a written note verifying the appointment is provided. Exceptions will be considered and approved by an administrator in the case of extenuating circumstances. In addition, students are not allowed to leave school to participate in an extra-curricular activity if he/she owes Attendance Recovery hours or has excessive absences in any class.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

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

Offices and Elections

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

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

Fees (All Grade Levels)

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

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.

- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles** on page 88.]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

Grade-Level Classification (Grades 9–12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6.0-11.5	Grade 10 (Sophomore)

12.0-18.5	Grade 11 (Junior)
19+	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** on page 78 for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

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

- English I,
- English II,
- Algebra I,
- Biology, and

- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

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

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

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

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

Foundation Graduation Program

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

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

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

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

A **Personal Graduation Plan** will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for

outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

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

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

Credits Required

The foundation graduation program requires completion of the following credits:

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

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by

the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
- A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

- Science, technology, engineering, and mathematics (STEM),
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

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

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

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite;
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Personal Graduation Plans

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

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

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

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

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

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

Available Course Options for All Graduation Programs

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

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

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

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

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

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

Graduation Activities

Graduation activities may include:

- Senior Robing Ceremony
- Senior Awards Assembly
- Senior Walk
- Baccalaureate Service (Student-Parent-Community event)
- Graduation Ceremony

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year *[Choose the option that aligns with your Student Code of Conduct]* will not be allowed to participate in the graduation ceremony and related graduation activities.

Graduation at Gregory-Portland High School is a formal academic school function. Graduates will only be allowed to wear cords that represent the valedictorian, the salutatorian, top 10%, NHS, college course/certification completion, academically related school recognized organizations, community service recognition, or military service during the graduation ceremony.

Graduation Speakers

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

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

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

[See **Student Speakers** on page 87 for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 55.]

Scholarships and Grants

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

See **College and University Admissions and Financial Aid (All Grade Levels)** on page 40 for more information.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

Hazing (All Grade Levels)

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

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

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

[See **Bullying** on page 34 and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

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

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

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

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

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

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

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

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://dshs.texas.gov/immunize/school/exemptions.aspx\)](https://dshs.texas.gov/immunize/school/exemptions.aspx) online or by writing to this address:

Texas Department of State Health Services
Immunization Section, Mail Code 1946
P.O. Box 149347
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B

- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

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

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

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis** on page 69.

[See the DSHS's [Texas School & Child Care Facility Immunization Requirements](https://www.dshs.state.tx.us/immunize/school/default.shtm) (<https://www.dshs.state.tx.us/immunize/school/default.shtm>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

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

The district does not require or recommend that students be removed from school because of lice or nits.

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

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

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.state.tx.us/schoolhealth/lice.shtm) (<https://www.dshs.state.tx.us/schoolhealth/lice.shtm>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

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

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

In accordance with policy FFAC, authorized employees may administer:

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

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

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

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

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

Asthma and Severe Allergic Reactions

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

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

See also **Food Allergies** on page 69.

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained [*school personnel and/or school volunteers*] at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

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

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

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Mental Health Support (All Grade Levels)

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

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

The district provides guidance counselors and social workers at each school level.

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

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

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

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 11 and **Consent to Provide a Mental Health Care Service** on page 12 for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 44 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 70 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page **Error! Bookmark not defined.** for board-adopted policies and administrative procedures that promote student health.

Physical Activity Requirements

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

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

Felicia Talamantez
 Assistant Athletic Director
 4601 Wildcat Drive, Portland, TX 78374
 ftalamantez@g-pisd.org
 361-777-1091

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

This examination is required to be submitted annually to the district.

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

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at www.g-pisd.org/departments-services/federal-special-programs/school-health-advisory-committee-shac for information regarding meningitis.

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

[See **Immunization** on page 64.]

Diabetes

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

Food Allergies (All Grade Levels)

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

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/) website (<https://www.dshs.texas.gov/schoolhealth/allergiesandanaphylaxis/>)

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

[See **Celebrations** on page 37 and policy FFAF for more information.]

Seizures (All Grade Levels)

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

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 28 and contact the school nurse for more information.]

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

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

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

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the school nurse and/or a counselor.

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at <https://pol.tasb.org/Home/Index/1052>.

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

- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

For further information regarding these procedures and access to the District Improvement Plan, please contact:

Penny Armstrong
Executive Director of Curriculum and Instruction
4600 Wildcat Dr., Portland, TX 78374
361-777-1091

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

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.g-pisd.org/departments-services/federal-special-programs/school-health-advisory-committee-shac.

[See **Consent to Human Sexuality Instruction** on page 11, **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** on page 12, and policies BDF and EHAA. for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the school nurse.

Homework (All Grade Levels)

Teachers may assign outside homework to students. Teachers within individual departments determine homework policies based on the particular needs associated with the course. Students are required to complete outside assignments, projects, and homework. Teachers will communicate their expectations to students regarding homework, late work expectations, and make-up assignment policies. If you have questions about homework, please contact the student's teacher.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school.

- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection.

Students Taken into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or

off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

Remember that student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by his or her parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign him- or herself out of school. Documentation regarding the reason for the absence will be required.

During Lunch

GPHS is a closed campus and students are not allowed to leave during lunch unless accompanied by a parent.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Student who leave the building or campus without permission will be subject to a search of themselves and their vehicle.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

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

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See Attendance for Credit or Final Grade on page 31.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

A student will be permitted to make up tests and to turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9–12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student’s foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Michael Norris, Ed.D.
Executive Director for School Leadership
4600 Wildcat Drive, Portland, TX 78374
mnorris2@g-pisd.org
361-777-1091

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Mich

[See **Requirements for a Diploma.**]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** on page 44.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 361-777-4251 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 78.]
- Becoming a school volunteer. [See **Volunteers** on page 90 and policy GKG for more information.]
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the principal.
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 70 and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay \$3 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.

- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 17.]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

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

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification** on page 56.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 57 and **Standardized Testing** on page 86.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus** on page 73.]

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

At the end of the third and sixth weeks of a grading period, parents will receive a progress report if their child's performance in all courses. Progress reports may be viewed using Skyward Family Access.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines** on page 57 and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

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

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

Required State Assessments

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

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

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

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation** on page 54.]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on STAAR or EOC

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the subsequent school year by:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by using the Anonymous Alerts app.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see:

- [Homeland Security's Stop the Bleed \(https://www.dhs.gov/stopthebleed\)](https://www.dhs.gov/stopthebleed)

- [Stop the Bleed Texas \(https://stopthebleedtexas.org/\)](https://stopthebleedtexas.org/)

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: through television, radio, or social media.

[See **Automated Emergency Communications** on page 42.]

SAT, ACT, and Other Standardized Tests

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

Schedule Changes

Please contact a school counselor regarding schedule changes.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in

the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Lee Roy Gonzalez
Director of Maintenance
lgonzalez1@g-pisd.org
361-777-1091

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Jeff Atkinson
Director of Food and Nutrition
jatkinson@g-pisd.org
361-777-1098

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. **fax:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. See **Nondiscrimination Statement** on page 75 for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the principal.

[See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Lee Roy Gonzalez
Director of Maintenance
lgonzalez1@g-pisd.org
361-777-1091

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the day with a teacher pass, during lunch, before and after school. Operation times are posted on the library doors.

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- hallways
- office area
- cafeteria

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

After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. See **Fees (All Grade Levels)** on page 55 for more information.

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 52 and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

[See **Steroids** on page 67.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 46.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

Denise Blanchard
Director of Special Education
4600 Wildcat Drive, Portland, TX 78374
dblanchard@g-pisd.org
361-777-1091

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** on page 57 for information related to student speakers at graduation ceremonies.]

Summer School (All Grade Levels)

Gregory-Portland High School will be offering summer school in the form of acceleration and credit recovery through the Credit Recovery Learning Lab and classroom instruction. Courses may be taken for a semester or for a full year, but not all courses offered in the regular school year will be offered. Timelines will be announced each spring semester for registration. A fee is charged for summer courses. Scholarship fee reductions are available for students who meet district criteria for financial need. A limited number of classes for acceleration may also be offered. Please see the guidance counselor for full information.

Tardies (All Grade Levels)

A student who is tardy by more than 10 minutes will be counted absent. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)** on page 84.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 23, **Bullying** on page 34, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 25, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 84.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students.

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at 361-777-4254.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the vehicle in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.

- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

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

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

School security cameras are part of the district's security system and the district does not permit viewing of the video from those cameras except in limited circumstances. The cameras are for security and law enforcement purposes and are not in place to monitor student interactions. This protects student privacy as well as the integrity of our security system – for both your child's protection and the protection of all students, staff and members of the public that access our school buildings and vehicles. In rare instances a security video may also be used for a student educational purpose and when that happens the school will work to provide you with access to view the video involving your child. If you identify the date/time that you believe an incident with your child occurred, we will review the security video and determine whether parent access is appropriate.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or assistant principal that the district has designated to coordinate the implementation of and compliance with this law.

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

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 13 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Instructional Hours / School Day: Limited campus visitors are allowed during campus instructional hours. This could include visitors for scheduled parent meetings, or volunteers who meet the District's Volunteer requirements including background checks as addressed by state law. If approved as a volunteer, entry will only be allowed for the purpose of assisting with day-to-day operational and/or instructional needs at the specific request and determination of the campus principal. Visitors must report directly to the campus main office and comply with all applicable district/campus policies and procedures including showing identification and wearing the school issued Visitor's Pass while on campus property. Individuals approved to visit classrooms during campus instructional hours will only be permitted with prior approval of the principal and the classroom teacher. No visitor/volunteer may interfere with instruction or disrupt the normal school environment. All are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted. Events during instructional hours may be considered if an academic benefit exists and increased internal safety protocols can be met.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 13 for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On Career Day and the Academic and CTE Showcase, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the school receptionist for more information and to complete an application.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, also referred to as supplemental instruction, is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

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

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

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines

conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

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

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

Appendix: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/1052?filter=FFI>. Below is the text of *Gregory-Portland ISD's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on 10/18/2017.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

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

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Campus Addendums

Early Childhood Center

**2024-2024 ADDENDUM TO
ELEMENTARY HANDBOOK
Early Childhood Center**



1201 Daniel Moore Ave

Portland, Texas 78374

Phone: (361) 777-4055

Fax: (361) 777-4253

Web address: www.g-pisd.org/gpecc

Mission:

G-PECC **empowers** all Gregory-Portland's prekindergarten and kindergarten children with a foundation for success. We **educate** students with strong early literacy, numeracy and social and emotional skills using experiential, play-based learning and explicit, systematic instruction. We **inspire** our students to wonder constantly, work and play together and to choose kindness.

Grounding Principles:

Wonder Constantly ★ Work and Play Together ★ Choose Kindness

Early Childhood Center Front Office Staff

Principal	Robin Rice
Assistant Principal	Sarah Belaire
Counselor	Tracy Gonzalez
ECC Administrative Asst	Enedelia Grantham
Receptionist	Brianna Cortez
PEIMS/Registrar	Makenzie Viera
Instructional Coach	Anne Merritt
Behavior Specialist	Tawna Strempe
Nurse	AnnMarie Knight, RN
Nurse	TBD, LVN
Diagnostician	Annette Washington

OFFICE HOURS

7:15 a.m. – 3:25 p.m. Office hours

SCHOOL HOURS

7:15 a.m. School doors open / breakfast serving line opens

7:35 a.m. Cafeteria line closes

7:45 a.m. Morning Announcements/Tardy Bell/Classroom instruction begins

3:10 p.m. Dismissal

ARRIVAL PROCEDURES

Parents/guardians are responsible for arranging before and after school care for their children. The school will supervise students beginning at 7:15 a.m. Students arriving before this time must be supervised by their parents/guardians. Upon arrival at school, students should report to their assigned neighborhood or the cafeteria for breakfast.

Parents are welcome to visit our school. For the safety of all students, all visitors must first check in at the office to obtain a Raptor/Visitor badge before visiting any area of the school. Please be prepared to show a valid photo ID.

In the morning, we use a “traffic management system” to ensure the safe arrival of all students. Staff will direct cars to fill both lanes and will then stop traffic. Please remind your child to stay in the car until all traffic has stopped. Staff will assist students in exiting their vehicles from the right-hand side. Please note that NO PARKING is allowed in either lane at any time. Students will exit vehicles and walk into the building. Once all children are safely on the sidewalk, staff will allow traffic to move again and will repeat the process.

During severe weather conditions, please be extra cautious and follow any special procedures mandated for safety. To assist with the safety of your child, please do NOT use the visitor parking area for student drop-off, as there are no monitors to assist your child through moving traffic. Additionally, staff parking is limited.

ATTENDANCE

When a student is absent from school, an excuse is required to document the absence. Students may bring the excuse to their teacher, or parents/guardians may submit the excuse to the Attendance Clerk via email. Students who return to school without documentation will receive an unexcused absence. The district will also use the automated phone message system to contact parents by phone, email, and/or text message.

Late Arrival (Tardy)

A student is considered tardy if they are not in their classroom when the tardy bell rings at 7:45 a.m. All students arriving after 7:45 a.m. should be accompanied by a parent to the front office to check in.

Early Check-Out

To maximize instructional time, early check-outs are discouraged. Anyone checking out a student must be designated in Skyward and must present a photo ID. For safety reasons, except for emergencies, parents should not check their child out after 2:50 p.m. to avoid interrupting the dismissal process.

CAFETERIA

The district follows the federal and state guidelines regarding Smart Snacks in Schools for items served or sold on school premises during the school day. [For more information, see policy CO.]

At the Early Childhood Center, we utilize family-style dining. Rather than receiving a tray through the cafeteria line, students will learn how to serve themselves from serving dishes onto a plate.

More information on the benefits of family-style dining can be found here:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/family-style-dining-tips.pdf>

Cafeteria Expectations

1. Wonder Constantly

- **Explore New Foods:** Be curious and try different foods that are passed around the table. You might find something new that you like!
- **Ask Questions:** If you're curious about the food, how it's prepared, or where it comes from, ask your teacher or cafeteria staff.
- **Learn Table Etiquette:** Observe how to serve food, pass dishes, and use utensils properly. It's a great opportunity to learn good table manners.

2. Work and Play Together

- **Share Responsibly:** Take turns serving and passing food to each other. Make sure everyone gets their fair share.
- **Help Each Other:** Assist your friends in serving food and pouring drinks if they need help. Be supportive and considerate.
- **Collaborate in Clean-Up:** Work together to clean up after the meal. Clear the table, dispose of trash, and help wipe down surfaces.

3. Choose Kindness

- **Use Polite Language:** Say "please" and "thank you" when asking for and receiving food. Compliment the meal and express gratitude.
- **Be Considerate:** Serve yourself reasonable portions so that everyone gets enough. Think about others before taking seconds.
- **Include Everyone:** Make sure all your classmates feel welcome at the table. Engage in friendly conversations and include everyone in the meal.

General Guidelines

- **Eat Safely:** Sit properly in your seat and chew your food carefully. Use utensils correctly and avoid playing with food.
- **Keep it Clean:** Be mindful of spills and crumbs. Use napkins and help keep the dining area tidy.

- **Use Inside Voices:** Speak softly so everyone can enjoy a pleasant mealtime without too much noise.

PLAYGROUND EXPECTATIONS

1. Wonder Constantly

- **Explore New Things:** Use the playground to discover new games and activities. Be curious about your surroundings and try out different equipment safely.
- **Ask Questions:** If you're unsure how to use something or want to know more about a game, ask a teacher or a friend.
- **Observe and Learn:** Watch how others play and learn from them. Notice how different equipment works and how games are played.

2. Work and Play Together

- **Share Equipment:** Take turns on the swings, slides, and other playground equipment. Make sure everyone has a chance to play.
- **Cooperate in Games:** Join in group games and work together to have fun. Listen to each other's ideas and include everyone who wants to play.
- **Help Each Other:** If someone falls or needs help, offer a hand. Be a team player and support your friends.

3. Choose Kindness

- **Speak Kindly:** Use kind words with your friends and teachers. Compliment others and encourage them in their play.
- **Be Patient:** Wait your turn patiently and respect others' space. Understand that everyone wants to have fun and be fair.
- **Resolve Conflicts Gently:** If you have a disagreement, talk it out calmly. Ask for help from a teacher if needed, and always aim to resolve problems peacefully.

General Guidelines

- **Safety First:** Always use the playground equipment as intended. Follow the rules to keep everyone safe.
- **Respect Boundaries:** Stay within the designated playground area and follow the rules set by your teachers.
- **Clean Up:** Keep the playground clean. Pick up any litter and take care of the equipment.

DISCIPLINE/CONSEQUENCES

At the Early Childhood Center, we believe that a safe, respectful, and nurturing environment is essential for the learning and development of our youngest students. Our approach to discipline is centered on positive reinforcement, teaching appropriate behavior, and fostering self-regulation skills. We aim to guide children in making good choices and understanding the impact of their actions on themselves and others.

1. **Positive Reinforcement:** We emphasize recognizing and rewarding positive behavior. Children will be praised for their efforts, kindness, cooperation, and respect towards others.
2. **Clear Expectations:** We set clear, age-appropriate expectations for behavior. These expectations are communicated regularly through classroom discussions, visual aids, and role-playing activities.
3. **Consistent Routines:** Consistent daily routines help children feel secure and understand what is expected of them. Predictable structures minimize disruptions and promote positive behavior.
4. **Social-Emotional Learning:** We integrate social-emotional learning into our curriculum to help children develop empathy, manage their emotions, and build strong interpersonal skills.

Consequences for Misbehavior

When misbehavior occurs, we use it as an opportunity for teaching and growth. Consequences are designed to be fair, age-appropriate, and constructive. They are intended to help children understand their mistakes, learn from them, and make better choices in the future.

1. **Redirection:** Teachers will guide children towards more appropriate behaviors by redirecting their attention and providing alternatives.
2. **Calm-Down Area:** A brief time away from the group in a designated calm-down area allows children to regain control of their emotions and reflect on their behavior. The duration is short and appropriate to the child's age.
3. **Natural Consequences:** Whenever possible, natural consequences will be used to help children understand the impact of their actions. For example, if a child spills water, they will be involved in the cleanup process.
4. **Problem-Solving Discussions:** Teachers will have age-appropriate conversations with children to discuss the behavior, its effects, and better choices for the future. This may include simple problem-solving strategies and role-playing scenarios.
5. **Parental Involvement:** We believe that collaboration with parents is crucial. In cases of repeated misbehavior, parents will be informed, and we will work together to support the child in improving their behavior.

6. Behavior Support Plans: For children who need additional support, individualized behavior support plans may be developed in collaboration with parents, teachers, and specialists.

Campus administration and Behavior Specialist will assist staff and students as appropriate. We are committed to helping each child develop the skills they need to succeed in school and in life. By fostering a positive and respectful school environment, we ensure that all students have the opportunity to thrive.

DISMISSAL PROCEDURES

We ask for your support and cooperation regarding our procedures, which may be adjusted as needed to ensure student safety and security. The following procedures must be observed by all to ensure a safe and secure dismissal of all our students. As a reminder, cell phone usage in a school zone is illegal.

At the Early Childhood Center, we utilize the dismissal system School Pass. This system allows us to ensure our dismissal process is streamlined and secure.

Every student will have a “dismissal number” assigned to them. Siblings will share the same number. Each family will receive an RFID tag to be placed in the lower right-hand corner of their windshield. Please ensure you have received your child’s RFID tag before the first day of school and inform their teacher of their primary mode of dismissal.

Students will begin exiting the classroom for dismissal at 3:10 p.m.

Bus/Daycare Students (GPISD, Legacy, First Baptist, Little Reigns, etc.): Students will be picked up at the side of the building (Dallas St.). Dismissal begins for bus/daycare at 3:10 p.m.

Kidz Klub Students: Kidz Klub students will report to designated rooms according to the direction of the Early Childhood Center/Kidz Klub staff. They will relocate to the cafeteria after dismissal.

Walkers: If an adult would like to designate their student as a “walker” to walk their student home, they will arrive at the side entrance of the school (Dallas St.) by 3:10 p.m. No students will be allowed to walk without an adult. The adult picking up the student will check the student out with the staff member on duty via the School Pass parent app.

Car Riders: Kindergarten students and student groups (students riding in the same carpool) will be dismissed from the front of the school. These students will remain in their class neighborhoods until their adult has been scanned into the car rider line. Prekindergarten students will be dismissed from the back of the school (cafeteria).

Parent/Guardian Procedures for Car-Riders

1. Follow all directions from school staff.

2. Ensure the RFID tag is visible in the lower right-hand corner of your windshield.
3. Remain in your vehicle during pickup.
4. For safety and security, parents will not be permitted to obtain their children via the front office once the dismissal process has begun. Should this occur, you may be asked to return to your vehicle and/or wait until the completion of the dismissal process, allowing for proper and safe dismissal procedures to conclude.
5. Kindergarten students and student groups (students riding in the same carpool) will be picked up at the front of the school.
6. Prekindergarten students will be picked up at the back of the school.

*Specific dismissal information will be communicated directly with the families of enrolled students.

Changes in Dismissal Plans

Any changes in dismissal procedures for a student must come via the School Pass parent app, phone call, or note from the parent. Dismissal changes must be communicated by 2:00 p.m. to ensure adequate time before the dismissal process begins. As a safety precaution, school personnel will NOT take a child's word for dismissal changes. Without notification from you, your child will go home via their "normal" mode.

Early Check Out

If you need to check your child out early for an appointment or other reasons, please complete the process before 2:50 p.m. This will ensure your child's safety and proper security during dismissal. To ensure safety and efficiency, visitor parking lot entry and exit is discontinued beginning at 2:50 p.m. through the completion of the dismissal process.

Dismissal Reminders

Students are expected to be picked up promptly after school. If students are not picked up by the end of the dismissal process, the following procedures will be followed:

1. Students will wait for their parents in the office waiting room and must be signed out. There is NO supervision after 4:00 p.m. A staff member will supervise students only up to 4:00 p.m. due to faculty meetings, district meetings, UIL practices, club practices, parent conferences, tutorials, curriculum meetings, and other school responsibilities.
2. Students participating in after-school extracurricular activities or tutorials must also be picked up promptly after their practice or tutoring session. The teacher for the event/tutorial will supervise them and make parent contact if necessary.

Suggestions for those who find it difficult to pick up their children by 3:10 pm:

1. Arrange with another parent, caregiver, or relative to pick up your child/children. Please notify your child's teacher or the front office with updates or changes.
2. The City of Portland Parks and Recreation Department and Gregory-Portland ISD co-sponsor the Kidz Klub after-school program for children 5 years old and older. This

program is licensed by the Texas Department of Family and Protective Services and will occur on the campus of the Early Childhood Center. Your child must be registered prior to attending the program. Please register before the beginning of the school year. Call the Portland Community Center at (361) 777-3301 to enroll your child in this program. Compliments, suggestions, or concerns need to be expressed to the Kidz Klub director at the number noted above and not to GPISD administrative personnel and/or teaching staff.

3. Some of our childcare centers in Portland, TX, will provide afterschool bus pickup at the Early Childhood Center. If you are interested in registering your child at any of the following childcare centers, please reach out directly to them:

- a. **Little Reigns Preschool Academy (All Ages)**

400 Land Rd, Portland, TX 78374

361-547-1479

littlereignspreschoolacademy@gmail.com

- b. **Legacy Preschool of Portland (Ages 4 and 5)**

902 Moore Avenue, Portland, TX 78374

361-643-3043

- c. **First Baptist Preschool (Kindergarten Only)**

1305 Wildcat Dr, Portland, TX 78374

361-643-4644

fbp@fbcportlandtx.org

[First Baptist Preschool](#)

General provisions to be mindful of:

- Be your child's best example. Please be courteous and follow all safety guidelines at all times.
- Follow all directions from school safety personnel. They can see potential problems you may not.
- Devote more time, be early, and be extra cautious and patient on rainy/inclement weather days.
- Please drive slowly and watch out for the children! Use crosswalks to cross streets and loading zone lanes.
- Students who are "car pickups" need to be picked up no later than 3:35 p.m.

Your child's safety is important to us. Thank you in advance for your continual understanding, cooperation, support, and compliance with our school's operational procedures to ensure our students' security and safety at all times!

EMERGENCY MEDICAL INFORMATION

Parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse/front office to update any information.

GRADES

Prekindergarten Grading Procedures

Gregory-Portland ISD offers a balanced approach in its Prekindergarten academic program. Students are routinely assessed and re-assessed to determine mastery of the state's Prekindergarten Guidelines. Teachers assess a student's performance level through observation, work samples, dialogue, performance tasks, checklists and other informal and formal measures to determine a student's demonstration of progress. In addition to parent/guardian conferences where progress is shared, assessment reports demonstrating the student's growth and proficiency are provided to parents/guardians three times annually (fall, winter and spring).

Kindergarten Grading Procedures

Performance Codes	
1	Does not meet expectations of standards: Shows little to no evidence of applying skill/concept including with significant support
2	Does not meet expectations of standards: Shows some evidence of applying skill/concept with significant support
3	Meets and applies expectations or standards: Shows evidence of applying skill/concept with minimal support
4	Meets and applies expectations or standards: Shows evidence of applying skill/concept independently.
*	Blank grade indicates a concept not yet assessed

Performance Level 1: The student does not have understanding of the entire concept/standard as expected for the grading period, even with support from the teacher. The student is not on track for meeting grade level expectations.

Performance Level 2: The student demonstrates inconsistent or partial understanding of the entire concept/standard as expected for the grading period, even with support from the teacher.

Performance Level 3: The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply the knowledge consistently but with support from the teacher. The student is on track for meeting grade level expectations for this skill.

Performance Level 4: The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply knowledge consistently and independently. The student is considered on or above grade level expectations for this skill.

01

GIFTED-TALENTED PROGRAM

The district G/T program is for academically gifted students in an inclusion model within the general education classroom. It is an enrichment program stressing creativity and critical

thinking skills through problem-solving and research. The school will inform parents of nomination procedures for the G/T program during the school year.

Gifted and Talented (G/T) services are delivered in the classroom. G/T identified students will be taught by a certified G/T teacher. Students will participate in a year-long Texas Performance Standards Project. After-school work sessions may be scheduled for additional support and focus on this project. An annual G/T event will be held at the end of the year to support/enrich students.

For more information regarding the G/T program, please contact the school counselor. Additionally, please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

DECENTRALIZED LIBRARY

Rather than a traditional school library, the Early Childhood Center utilizes a decentralized library system. Each neighborhood holds a collection of books dedicated to the experiences and themes found within that neighborhood. Students will receive library books in a book bag every two to three weeks. These books can be taken home so families can read and explore the materials together. Book bags should be returned to school within the designated time frame. Parents will be contacted if any materials are missing from the book bags. Ensuring our book bag resources are properly cared for is a joint effort between families and school staff.

LOST AND FOUND

Items left in classrooms or found on school grounds are turned into the lost and found area located in the front office. Please mark all personal items with the student's name. At the end of each nine-week period, any remaining items in the lost and found will be donated to the GPISD Clothes Closet or a children's charity. Advance notice will be given before donations are made.

PARTIES/SNACKS/FUNDRAISING

For safety reasons and to avoid disruption of the learning environment, the office does not deliver flowers, balloons, or other arrangements to students.

1. Foods and beverages may not be sold to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company or organization during the school day until 30 minutes after the dismissal bell, unless in compliance with the Smart Snacks Policy. The state allows each school to designate six waiver days in which goodies may be sold.
2. Classroom snacks are permitted within the following guidelines:
 - Elementary classrooms may allow nutritious snacks per day under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as the regular meal periods for that class. The snack may be provided by the school food service, the teacher, parents or other groups and should be at no cost to students.

- Students may bring their own snacks for their own consumption.
3. At a teacher's discretion, parents may choose to use the class snack time to provide treats for birthdays. As a reminder, snacks and treats may not be shared during lunch. **All items brought in must be store-bought with the ingredients label present.** The School Nurse will review all ingredients due to allergies a student may have in the classroom.

*(The District School Health Advisory Council will continue to review the regulations regarding "Smart Snacks" that were put into place for the 2014-2015 school year.)

PERSONAL PROPERTY

The school, or its personnel, cannot be and is not responsible for any theft, loss, or damage to any student's personal property. All student storage areas and automobiles on school grounds are subject to search at any time.

SAFETY - PETS

In an effort to maintain safety, we kindly ask that pets (leashed/unleashed) are left at home and off school grounds.

SCHOOL HOURS

The school assumes responsibility of the supervision of students at 7:15 a.m. Students are encouraged **NOT** to arrive on campus prior to 7:15 a.m., unless they are under parental supervision. The supervision and safety of students who arrive on campus prior to 7:15 a.m. is the responsibility of the parent/guardian.

Students **MUST** leave the campus promptly after being dismissed from school. Parents/guardians need to ensure that proper arrangements are made for after-school care. A Latchkey program is offered through the City of Portland. Contact the City of Portland Latchkey program at (361) 777-3301. Only students who are enrolled in Kidz Klub, tutorials, or have been requested to stay after school by a teacher will be allowed to remain on campus. The intent of these rules is to ensure student safety and to clarify the responsibility of who is supervising the children.

REMIND MESSENGER APP

The ECC encourages parents to sign up to receive communication via text message from the school and their child's teacher. These communication applications are used to remind parents of school events and classroom activities. Participating classrooms have an individual code for parents to text and sign up to receive messages.

If you receive an automated voice message from the school, please be sure to listen to the message in its entirety. District updates, G-P News, and Press Releases can be viewed at <https://www.g-pisd.org/departments-services/communications>.

STUDENT SOLICITATION/FUNDRAISING

Gregory-Portland elementary school students are not to participate in any door-to-door school fundraising solicitation. Parents are requested to help enforce this.

TELEPHONE PRIVILEGES

The use of the telephone in the office is restricted to school business. Students may use the school telephone in an emergency situation. Students may not use the school telephone to call home for forgotten school supplies or lunches. The cafeteria will provide lunch for students who forget their lunches. After-school arrangements must be made prior to coming to school. Only emergency messages from parents/guardians will be delivered to students during the day. As a reminder, the office will not deliver flowers, balloons, or other arrangements to students for any reason.

VISITORS TO THE SCHOOL/ VISITOR MANAGEMENT SYSTEM (AKA THE RAPTOR SYSTEM)

Parents and others are welcome to visit our school. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the office. Our district has provided additional security measures for our growing student population. The computerized system - known as the Raptor Visitor Management Security System - allows school officials to screen all our visitors to our school. Upon entering the building, please report to the office. Visitors are required to swipe a valid government-issued identification card such as a driver's license. Once approved, the software prints an identification tag for visitors to wear. The tag includes the visitor's photograph, name, time of arrival and destination within the school.

Visits to individual classrooms during instructional time are permitted with the approval of the principal or teacher. The frequency and duration of these visits should not interfere with the delivery of instruction or disrupt the normal school environment.

It is encouraged to have your ID scanned at the beginning of each school year, prior to the occurrence of large campus events.

VOLUNTEERS

Volunteers that have an approved volunteer application are welcome at the Early Childhood Center. **An application for volunteers is required every year** if parents and/or community members plan to volunteer at school or chaperone a field trip.

Volunteer applications may be picked up in the school office. The following administrative procedures are to be followed:

1. A potential volunteer completes the Volunteer Application Form and Criminal History Form either at the campus or at Central Office.
2. The "date submitted" information is recorded on the volunteer application. The application is then forwarded to the GPISD Personnel Department.
3. The Personnel Department completes a Criminal History check annually.

4. Based on the criminal history report, the Personnel Department records the date in the appropriate blank next to "Approved/Date" or "Not Approved/Date."
5. The Personnel Department returns the Volunteer Application to the campus, marked "Approved" or "Not Approved."
6. The approved Volunteer Application list is forwarded to all campuses by the Personnel Department.
7. The Criminal History Application and corresponding report are kept on file in the Personnel Department.
8. The Personnel office periodically sends an updated list of volunteers to the campuses.

Upon arriving at the school, please be prepared to present a photo ID to obtain a Volunteer badge from the front office, which should be worn on the shoulder so that it may be easily seen. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruption to instruction. All non-employees should sign out before leaving the campus. See GPISD Student Parent Handbook for further guidelines.

PARENT WILDCAT WATCHERS

This organization is open to all parents, guardians, grandparents, and other family members. Upon arriving at the school, please be prepared to present a photo ID to obtain a Volunteer badge from the front office, which should be worn on the shoulder so that it may be easily seen. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruption to instruction. All non-employees should sign out before leaving the campus. See GPISD Student Parent Handbook for further guidelines. family members of ECC students. An organizational meeting is held in the Fall of each school year. Wildcat Watchers are encouraged to volunteer at least one day a year. A volunteer application must be completed annually to participate. For more information or to schedule a date to volunteer, please contact the office.

***Updates to the Early Childhood Center addendum will be made as logistical and operational decisions are made and revised.

2024-2025 ADDENDUM TO DISTRICT HANDBOOK EAST CLIFF ELEMENTARY



1140 Broadway Blvd.
Portland, Texas 78374
Phone: (361) 777-4255
Fax: (361) 777-4256

Web address: <https://www.g-pisd.org/ec>

MISSION:

**AT EAST CLIFF, WE WILL SERVE IN THE ROLES
NECESSARY TO HELP OUR STUDENTS SUCCEED.**

VISION:

**ENCOURAGE
CHALLENGE
EMPOWER
STUDENTS FOR SUCCESS!**



OFFICE HOURS

7:30 a.m. – 4:00 p.m. Office hours

SCHOOL HOURS

7:30 a.m. School doors open / breakfast serving line opens

7:50 a.m. Cafeteria line closes

7:50 a.m. 1st bell rings

8:00 a.m. Morning Announcements/Tardy Bell

8:00 a.m. Classroom Instruction Begins

3:30 p.m. Dismissal

ARRIVAL PROCEDURES

Parents/guardians need to ensure that proper arrangements are made for before and after school care. The school assumes responsibility for the supervision of students at **7:30 a.m.** The supervision and safety of students who arrive to campus prior to 7:30 a.m. is the responsibility of the parent/guardian. Upon arrival at school, students will report to their grade level hallway or cafeteria for breakfast.

Parents are welcome to visit our school. For the safety of all students, all visitors must first report to the office to obtain a Raptor/Visitor badge before visiting any area of the school. Please be prepared to show identification/picture ID.

In the morning, we use a “traffic management system.” Staff will direct cars to fill both lanes. They will then stop the traffic. If you use the inside lane, please remind your child to stay in the car until **all** traffic has stopped. Make sure your child is prepared to exit the vehicle on the right-hand side promptly. Students will exit vehicles and walk into the building. After all children are safely on the sidewalk, the staff will help the students cross and then allow traffic to move again and will repeat the process.

Please note that **NO PARKING** is allowed at any time in either lane. Visitor parking is available in the parking spaces in front of the school. During severe weather conditions, be extra cautious and follow any special procedures mandated at that time for safety. To assist us with the safety of your child, we ask that you **do NOT use the visitor parking area for student drop off**. We do not have monitors to assist your child through the moving traffic.

ATTENDANCE

Students who are absent must bring an excuse to document the absence. The student should take the excuse to the Front Office upon returning to school. Excuses will be accepted beginning at 7:30 each morning. Students who return to school without documentation will receive an unexcused absence. The district will also utilize the automated phone message system to contact parents by phone, email, and/or text message. Our district website also provides a section for parents to submit attendance documentation. <https://www.g-pisd.org/departments-services/school-leadership/attendance-matters>

Perfect Attendance

Students must have NO absences, early check-outs, or tardies to be considered for perfect attendance. The attendance reporting will occur at 9:50 a.m. each day. Perfect attendance will be calculated through the eighth week of the final 9-week period.

Late Arrival (Tardy)

A student is considered tardy if he/she is not in an assigned seat when class begins at 8:00 a.m.

Early Check-Out

To maximize instructional time, it is discouraged for students to be checked out of school early. Anyone checking out a student must be designated on Skyward. A photo identification is required to check out a student. For safety reasons, except for emergencies, parents should not check their child out after 3:00 p.m. to avoid interruption of the dismissal process.

CAFETERIA

The district follows the federal and state guidelines regarding Smart Snacks in Schools for items served or sold on school premises during the school day. [For more information, see policy CO.] Parents are strongly encouraged to continually monitor their child's cafeteria account balance. Although school lunches are free, the students must have money in their account or bring money to purchase additional food. Visit the following website for the most current pricing: www.wildcatcafe.org or use the link at www.g-pisd.org.

Cafeteria Expectations

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none">• Always walk.• Stand in line.• Stay seated.• Eat only your food	<ul style="list-style-type: none">• Follow directions.• Make healthy lunch choices.• Clean up after yourself.	<ul style="list-style-type: none">• Use inside talking voices.• Use manners• Raise your hand, if you need assistance.

DISCIPLINE/CONSEQUENCES

Detention

Detention may be held for violations of the Code of Conduct before or after school. A student assigned morning detention will report to the office at 7:45 a.m. or 3:30 p.m. for after-school detention and remain for the assigned time. It is the parent's responsibility to pick up their child. Parents will be notified prior to their child's assignment to detention.

In School Suspension (ISS)

In-School Suspension (ISS) is an alternative education/alternative discipline management program. All academic assignments are forwarded by the teacher to ISS. If rules are violated in ISS, an additional day may be assigned, and the parent will be notified.

Misconduct that Requires DAEP (Disciplinary Alternative Education Placement)

A student will be placed in the District DAEP for serious misconduct.

*For more information see the Student Code of Conduct.

DISMISSAL PROCEDURES

We ask for your support and cooperation regarding our procedures if/when adjustments need to be made to improve procedures as needed to ensure student safety and security. (These procedures are subject to change.) The following procedures must be observed by all to ensure a safe and secure dismissal of all our students. As a reminder, cell phone usage in a school zone is illegal. We will continue to utilize our staff/student safety patrol this 2024-2025 school year.

Every student will have a “dismissal number” assigned to them. If students are siblings, they will be assigned the same number with the letter “M” (for multiple students). Each student will receive two (2) backpack tags and parents will receive two (2) car tags/placards for each child to be displayed on the car’s rear-view mirror at dismissal time. **Please ensure you have received your child’s/children’s number(s) before the first day of school and inform their teacher of their primary mode of dismissal, including an alternate “rainy day” dismissal mode. Let the front office know if additional or replacement tags are needed.**

Bike students: Bikers will be supervised as they exit the 2nd grade wing at approximately 3:25 p.m. toward the bike racks and then toward the crosswalk. Students must “walk” their bikes/scooters at all times on campus and when crossing any crosswalk. For student safety, rollerblades and skates should not be used while on campus.

Bus/daycare students (G-PISD, Legacy, First Baptist, Tiger Rock etc.): Students will be picked up at the side of the building by the staff parking lot. Dismissal begins for bus/daycare at approximately 3:30 p.m.

Kidz Klub students: Kidz Klub students will report to designated rooms according to the direction of the East Cliff/Kidz Klub staff. They will relocate to the cafeteria after dismissal.

Walkers: Students who walk home will report to the gym where they will exit outside supervised by staff after bikers have passed, all the way to the crosswalk. (Once walkers leave the campus, they are not permitted to return to school, unless there is an emergency. **Parents, please ensure your child knows what to do if you are not at your designated spot to meet /pick-up your child once they leave the campus.)**

Car riders: These students will remain in the cafeteria until their car tag number is called. Students will begin loading by 3:30 pm. Students will be directed to the loading zone (designated cone based on car tag). **Students will only be released to those in vehicles with visible car tags.**

Parent/Guardian Procedures for Car-Riders

1. In the morning and afternoon, parking is not permitted along Broadway from the Walmart Supercenter to the G-PISD Administration Building to the entrance of the school driveway. This part of the road closest to the curb will be used to form the carpool/drive through lane.
2. When entering the driveway, cars making a right turn will stay closest to the sidewalk curb and cars making a left turn off Broadway will stay to the left closest to the visitor parking lot.
3. Numbered Safety Patrol Stations (cones) will be on the driveway sidewalk indicating where vehicles must stop for children’s loading/unloading. We ask that **the adult driving remain in the car**, proceed forward through the entire drive through lane and stop at a designated cone/marked area.

4. In the morning and afternoon, children should unload/load on the right-hand side. Parents must always remain in their vehicles.
5. For safety and security, parents will not be permitted to obtain their children via the front office once the dismissal process has begun. Should this occur, you may be asked to return to your vehicle and/or wait until the completion of the dismissal process, allowing for proper and safe dismissal procedures to conclude.
6. Left hand turns are NOT allowed as you exit the parking lot.
7. Later pickups will be brought to the front foyer of the office. Parents must come into the building to pick up students.

Changes in Dismissal Plans

Any changes in dismissal procedures for a student must come via phone call or note from the parent. Dismissal changes must be communicated by 2:45 p.m. to ensure adequate time before the dismissal process begins. It is best to send a note or a message to the child's teacher AND make a phone call to the front office. As a safety precaution, school personnel will NOT take a child's word for dismissal changes.

Without notification from you, your child will go home via their "normal" mode.

Early Check Out

If you need to check your child out early for an appointment, other, etc., please complete the process before 3:00 p.m. This will ensure your child's safety and proper security during dismissal. To ensure safety and efficiency, visitor parking lot entry and exit is discontinued starting at 3:00 p.m. through the dismissal process.

Dismissal Reminders

Students are expected to be picked up promptly after school. If students are not picked up within the completion of the dismissal process, the following procedures will be followed:

1. Students will wait for their parents in the office waiting room and must be signed out. There is NO supervision after 3:45 p.m. A staff member will supervise students only up to 3:45 p.m. (due to faculty meetings, district meetings, UIL practices, club practices, parent conferences, tutorials, curriculum meetings, and other school responsibilities).
2. Students participating in after-school extracurricular activities or tutorials must also be picked up promptly after their practice or tutoring session. The teacher for the event/tutorial will supervise them and make parent contact if necessary.

Suggestions for those who find it difficult to pick up their children by 3:30 pm:

1. Arrange with another parent, caregiver or relative to pick up your child/children. Please notify your child's teacher or the front office with updates or changes in pick-up.
2. Enroll your child/children in the afterschool latchkey program, Kidz Klub. (For more information regarding the Kidz Klub After-School Program, parents need to directly contact the Portland Parks and Recreation Department at 361-777-3301.)

General provisions to be mindful of:

1. Be your child's best example. Please be courteous and follow all safety guidelines.
2. Follow all directions from school safety personnel. They can see potential problems you may not.
3. Devote more time, be early, and be extra cautious and patient on rainy/inclement weather days.
4. Please drive slowly and watch out for the children! Use crosswalks to cross streets and loading zone lanes.
5. Students who are "car pickups" need to be picked up no later than **3:30** pm.

Your child's safety is important to us. Thank you in advance for your continual understanding, cooperation, support, and compliance with our school's operational procedures to ensure our student security and safety!

EMERGENCY MEDICAL INFORMATION

Parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse/front office to update any information.

GIFTED-TALENTED PROGRAM

The G-PISD G/T program is for academically gifted students in an inclusion model within the general education classroom. It is an enrichment program stressing creativity and critical thinking skills through problem solving and research. The school will inform parents of nomination procedures for the G/T program during the school year.

G/T services are delivered in the classroom. G/T identified students will be taught by a certified G/T teacher. Students will participate in a year-long Texas Performance Standards Project. After schoolwork sessions may be scheduled for additional support and focus on this project. An annual event will be held at the end of the year to support/enrich students.

For more information regarding the G/T program, please contact the school counselor. Additionally, please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

HONOR ROLL:

Students in grades 1-5 are eligible for Honor Roll.

All "A" Honor Roll Criteria

Students with an average of 90 or above ("A") in each core content, will be awarded the all A Honor Roll.

"A-B" Honor Roll Criteria

Students with any combination of "A" and "B" averages (80-100) in each core content, will be awarded the "A-B" Honor Roll.

KIDZ KLUB PROGRAM

The City of Portland operates an after-school program at East Cliff Elementary at a nominal cost. Call the Portland Community Center at (361) 777-3301 to enroll your child in this program. Compliments, suggestions, or concerns need to be expressed to the Kidz Klub director at the number noted above and not to G-PISD administrative personnel and/or teaching staff.

LIBRARY CHECK-OUT PROCEDURES

Students may check out books for two weeks. The library is a learning laboratory with books, Playaways (portable media player with book), computers, magazines, audio-visual materials, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library has more than 22 titles per student of library books, reference books, and audio-visual materials. Lost or damaged items must be paid for promptly. The library is open during regular school hours, except during lunch.

LOST AND FOUND

Objects left in the classrooms or on the school grounds are turned into the lost and found rack in the school's entrance hallway. Students are asked to check the rack regularly for items that have been lost. Please mark all personal items with the student's name. At the end of a nine-week period, items remaining in the lost and found will be donated to G-PISD Clothes Closet or a children's charity. Advance notice will be given.

PARTIES/SNACKS/FUNDRAISING

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 - Students may bring their own snacks for their own consumption.
 - Teachers/Room Moms may coordinate with campus cafeteria personnel for possible purchase of classroom snacks.
3. At a teacher's discretion, parents may choose to use the class snack time to provide treats for birthdays. As a reminder, snacks and treats may not be shared during lunch. **All items brought in must be store-bought with the ingredients label present.** The School Nurse will review all ingredients due to allergies a student may have in the classroom.

*(The District School Health Advisory Council will continue to review the regulations regarding “Smart Snacks” that were put into place for the 2014-2015 school year and updated in 2021.)

PLAYGROUND EXPECTATIONS

Be Safe	Be Responsible	Be Respectful
<ul style="list-style-type: none">• Place safely in assigned areas.• Be aware of surroundings.• Line up when your teacher calls you.	<ul style="list-style-type: none">• Pick up trash and personal belongings.• Follow directions right away.• Enter the building quietly.	<ul style="list-style-type: none">• Use kind words.• Play fairly and include everyone.• Respect each other's space.• Listen to your teachers.

PERSONAL PROPERTY

The school, or its personnel, cannot be and is not responsible for any theft, loss, or damage to any student's personal property. All student cubbies, other storage areas, and automobiles on school grounds are subject to search at any time.

SAFETY - PETS

To maintain safety, we kindly ask that pets (leashed/unleashed) are left at home and off school grounds.

SCHOOL HOURS

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The intent of these rules is to ensure student safety and to clarify the responsibility of who is supervising the children.

SCHOOL MESSENGER

As a service to parents and students, the district uses **the School Messenger** notification service to send important information to families through phone calls and emails. The service will be used to notify you of your student's absences, negative balances in cafeteria accounts and information regarding a campus or district emergency.

If you receive an automated voice message from the school, please be sure to listen to the message in its entirety before its entirety. These messages may take a few minutes to arrive.

REMIND/CLASS DOJO

East Cliff encourages parents to sign up to receive communication via text message from the school or their child's teacher. These communication applications are used to remind parents of school events and classroom activities. Participating classrooms have an individual code for parents to text and sign up to receive messages.

STUDENT SOLICITATION/FUNDRAISING

Gregory-Portland elementary school students are not to participate in any door-to-door school fundraising solicitation. Parents are requested to help enforce this.

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It is encouraged to have your ID scanned at the beginning of each school year, prior to the occurrence of large campus events.

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Volunteers that have an approved volunteer application are welcome at East Cliff Elementary. **An application for volunteers is required every year** if parents and/or community members plan to volunteer at school or chaperone a field trip.

Volunteer applications may be picked up in the school office. The following administrative procedures are to be followed:

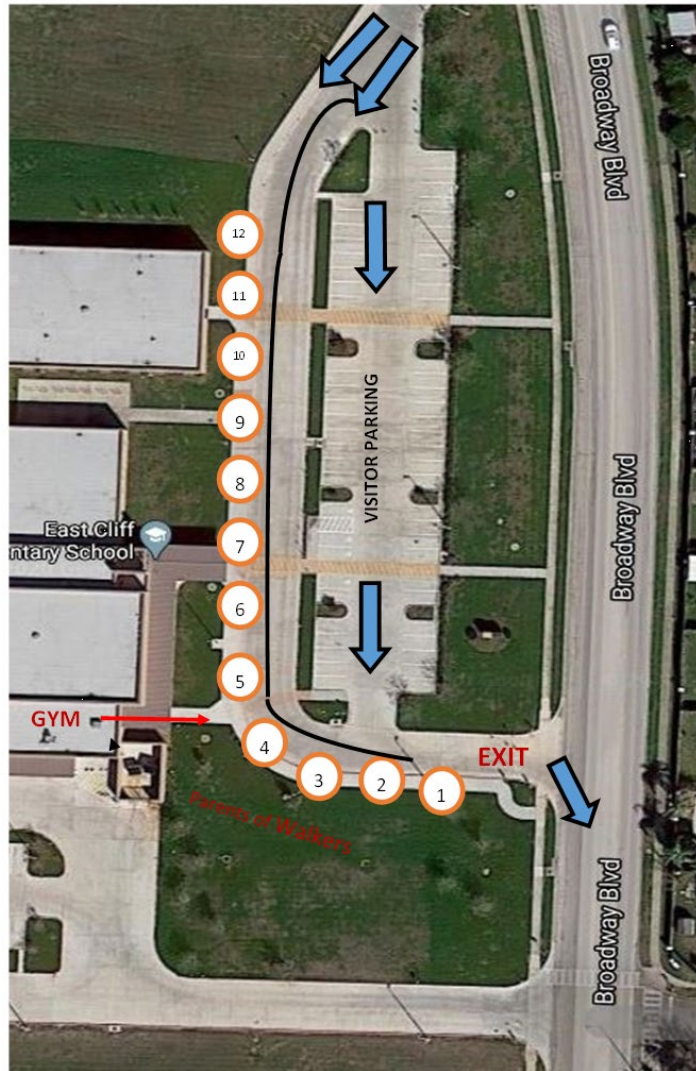
1. A potential volunteer completes the Volunteer Application Form and Criminal History Form either at the campus or at the Central Office.
2. The "date submitted" information is recorded on the volunteer application. The application is then forwarded to the G-PISD Human Resources.
3. The HR Department completes a Criminal History check annually.
4. Based on the criminal history report, the Personnel Department records the date in the appropriate blank next to "Approved/Date" or "Not Approved/Date."
4. The Personnel Department returns the Volunteer Application to the campus, marked "Approved" or "Not Approved."
6. The approved Volunteer Application list is forwarded to all campuses by the HR Department.
7. The Criminal History Application and corresponding report are kept on file in the HR Department.
8. The HR office periodically sends an updated list of volunteers to the campuses.

Upon arriving at the school, please be prepared to present a photo ID to obtain a Volunteer badge from the front office, which should be worn on the shoulder so that it may be easily seen. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruption to instruction. All non-employees should sign out and return the badge before leaving the campus. See G-PISD Student Parent Handbook for further guidelines

PARENT WILDCAT WATCHERS

This organization is open to all parents, guardians, grandparents, and other family members. Upon arriving at the school, please be prepared to present a photo ID to obtain a Visitor badge from the front office, which should be worn on the shoulder so that it may be easily seen. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruption to instruction. All non-employees should sign out before leaving the campus and return their printed badge to the front office. See G-PISD Student Parent Handbook for further guidelines. An organizational meeting is held in the Fall of the new school year. Wildcat Watchers are encouraged to volunteer at least one day a year. A volunteer application must be completed annually to participate. For more information or to schedule a date to volunteer, please contact the office.

SCHOOL PARKING LOT MAP



PROCEDURES

Cars must have a number placard(s). If there is more than one family, there will be one for each. These should be displayed preferably on the rear-view mirror where it can be easily seen by dismissal staff.

“C” = Car (8-12 cars will be taken alternately between right and left lanes) In normal circumstances, our traffic circle takes 10-13 minutes to clear!

Each lane will move up to cones, at the direction of the staff.

Cars must exit by making a RIGHT TURN ONLY on Broadway St. for morning arrival and afternoon dismissal.

PARENT PICK UP FOR WALKERS

In an effort to ensure safety, parents who walk up to pick up their “walker” will be directed to do so in the grassy area on the left side of the school. Parents are welcome to stand under the awning until the dismissal process begins.

Once dismissal begins, the monitors will walk the students on the sidewalk and parents may pick them up from this area. The monitors will continue walking students to the crosswalk.

SAFETY NOTES FOR DISMISSAL

If your child is considered a “walker”, please ensure your child knows what to do if you are NOT at the agreed upon meeting.

Please also note that if a child is being escorted by a staff member and the child is unable to locate you, they will be walked back to the front office.

Additionally, on this note, even if your child is NOT a walker, please stress the importance never to walk or leave campus without you if you have not made plans for this.

COMMUNICATION is the key.

***THANK YOU IN ADVANCE FOR YOUR UNDERSTANDING AND SUPPORT AS WE
WORK TOGETHER TO ENSURE YOUR CHILD’S SAFETY.***

2024-2025 ADDENDUM TO DISTRICT HANDBOOK S. F. AUSTIN ELEMENTARY



Mission: The mission of SFA is to.....

Believe. Empower. and Elevate our students to achieve academic and personal growth.

Vision: SFA will.....

BELIEVE. EMPOWER. ELEVATE our students

The text of the elementary handbook is consistent with all schools in Gregory-Portland ISD. The following is information that is specific to S.F. Austin Elementary.

Custodian of records for currently enrolled students:

Tycee Sanchez, Principal

308 N. Gregory Ave., Gregory, TX 78359

Phone: (361) 777-4252

tsanchez@g-pisd.org

School Hours - General

8:00 a.m. – 3:30 p.m. Instructional Day

7:35 a.m. – 4:00 p.m. Office Hours

School Hours – Specific

7:35 a.m. Students who ride the bus are permitted to enter the school

7:35 a.m. Front doors open to students

8:00 a.m. Breakfast in the Classroom

8:00 a.m. School Day Begins - Morning Announcements

8:05 a.m. Tardy Bell - Students must be in their seat

9:50 a.m. Attendance Bell
3:30 p.m. Dismissal Bell - Grade 1st-5th

Parents/guardians need to ensure that proper arrangements are made for before and after school care.

ARRIVAL / DISMISSAL PROCEDURES

ARRIVAL

The school assumes responsibility for the supervision of students at 7:35 a.m. The supervision and safety of students who arrive to campus prior to 7:35 a.m. is the responsibility of the parent/guardian. At 7:35 a.m., students will report to their designated area hallway, cafeteria, library, or gym. Students who ride the bus are allowed into the cafeteria when they arrive at school.

- Please do not use cellphones or text while in the parking lot or drop off lanes.
- Please note that parking is not allowed at any time in either drive through lane. These lanes **MUST** be kept open for safety purposes. Visitor parking is available in the parking spaces in the visitor parking lot.
- If dropping your child off at school, use the front visitor parking lot to park and escort your child past the cross walk or use drive through lanes

DISMISSAL

Students must leave the campus promptly after being dismissed from school. All students should exit the school grounds within 10 minutes of dismissal.

Parents/guardians need to ensure that proper arrangements are made for after- school care. Only students who are enrolled in tutorials, or have been requested to stay after school by a teacher will be allowed to remain on campus.

- Please do not use cellphones or text while in the parking lot or pick up lanes.
- Please do not park in the teacher parking lot during afternoon dismissal. This is the parking lot on the cafeteria side of the building.
- Please do not bring pets to school grounds.

During severe weather conditions, be extra cautious and follow any special procedures mandated at that time for safety.

1st - 2nd, and SIBLINGS

Car riders will go out the front doors and wait with the grade level teacher(s) on duty. Older siblings will wait with younger siblings.

3rd - 5th GRADE

Students will dismiss from the side of the building located by the cafeteria and teacher's parking lot.

WALKERS/BIKE RIDERS

Students are dismissed to their designated area (memorial tower or tree area). Staff member(s) on duty will ensure students safety by walking students to the crosswalk. Students will not be able to cross road unless through a crosswalk. Students must "walk" their bikes/scooters at all times on campus and when crossing any crosswalk. For student safety, rollerblades and skates should be avoided.

BUS RIDERS

Students who ride the bus in the morning must report directly to the designated area in the cafeteria, library, hallway, or gym. Students who ride the bus are not allowed to wait outside the building. Students who ride the bus in the afternoon are required to be escorted by the grade level teacher on duty.

PARENT/GUARDIAN CAR RIDERS

- Please have a sign with student's name and grade level showing in windshield.

- We have a single file line.
- Teacher will call students name with walkie talkie and then your child will be brought out to an assigned cone and you will keep pulling forward until you get to your child.

PARENTS/GUARDIANS PICK-UPS

- Parking is available in front of the school.

BEHAVIOR PROCEDURES

Morning Procedures for Entering Classroom

The student should:

1. Greet teacher.
2. Put away belongings, and go to his/her seat.

Hallway Procedures

The student should:

1. Walk silently in a straight, single file line on the right side of the hallway.
2. Face forward, and practice self-control.
3. Keep hands, feet, and objects to himself/herself.
4. Be courteous.

Procedures for Lining Up and Waiting in Line

The student should:

1. Wait until the teacher calls group to stand in line.
2. Walk to the line, and face the front.
3. Not cut in line, or allow others to cut.
4. Wait quietly, and keep hands, feet, and objects to himself/herself.

Cafeteria Procedures

The student should:

1. Only speak to adults in serving line.
2. Stay in seat, and raise hand if help is needed.
3. Keep your hands, feet, and food to himself/herself (no sharing food).
4. Talk quietly.
5. Keep your area clean and pick up any trash.

*Visitor table is reserved for students with approved visitors (visitors must be in Skyward & complete Safety Training).

Playground Procedures

The student should:

1. Treat others in a respectful manner.
2. Handle rocks properly, and always leave bark on the ground.
3. Choose games that do not include fighting (real or pretend).
4. Touch and release when playing tag.
5. Take turns on equipment, and use equipment properly. (*See Playground Safety*)
6. Keep hands, feet, and objects to himself/herself.
7. Stay inside fenced area.

Bathroom Procedures

The student should:

1. Respect the privacy of others.
2. Keep hands, feet and objects to himself/herself.
3. Wash hands.
4. Dispose of trash properly.
5. Avoid climbing bathroom partitions.

Assembly Procedures

The student should:

1. Follow line procedures when entering the cafeteria.
2. Sit quietly on bottom in criss-cross fashion while waiting for the assembly to begin.
3. Be silent when a speaker is speaking or a person/group is performing.
4. Show appreciation by clapping – not screaming or yelling.
5. Refrain from talking during transitions.
6. Wait for teacher's instructions to leave.
7. Use the restroom before assembly begins.

EMERGENCY DRILLS

Drills at SFA will be conducted in coordination with the GPISD Command Center, the Gregory Fire Department, and the alarm company. Everyone on campus, including visitors, is expected to participate in the drills. We train the students to react in as calm a manner as possible. Other drills such as, but not limited to, severe weather, active shooter, and evacuation will all be conducted throughout the school year in order to prepare the students for emergency events when needed.

GIFTED-TALENTED PROGRAM

Gifted and Talented (G/T) classes are available at each elementary campus in an inclusion model within the regular classroom. All G/T identified students will be taught by a certified G/T teacher.

The district G/T program is for academically gifted students. It is an enrichment program stressing creative and critical thinking skills with problem solving and research.

Nominations for the 2024-2025 school year will be reviewed and packets will be made available to first through fifth in the spring.

Please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

HONOR ROLL

Students in grades 1-5 are eligible for honor roll. The A-B Honor Roll will be awarded to students with any combination of A's and B's on the report card. Students with all A's will be awarded the A Honor Roll.

IN-SCHOOL SUSPENSION

The In-School Suspension (ISS) is an alternative education/alternative discipline management program. Students are assigned to ISS after many other discipline strategies have been attempted, or if a serious discipline violation occurs. The student will be supervised. All the student's assignments are forwarded to the office. A staff member works with the student to ensure that he/she stays current on all assignments. The school discipline rules and standards are strictly enforced. If rules are violated in ISS, the student is subject to out of school suspension.

MISCONDUCT THAT REQUIRES DAEP (DISCIPLINARY ALTERNATIVE EDUCATION) PLACEMENT

A student must be placed in the District DAEP for serious misconduct. See Code of Conduct.

KIDZ KLUB PROGRAM

The City of Portland operates an afternoon Kidz Klub program at the TM Clark campus for S. F. Austin Elementary students at a nominal cost. Call the Portland Community Center at 361-777-3301 to enroll your child in this program. Compliments, suggestions, or concerns need to be expressed to the Kidz Klub director at the number noted above.

LIBRARY CHECK-OUT PROCEDURES

For Grades 2-5, books may be checked out for a period of two weeks. For first grade students, books may be checked out for one week.

If a book is not returned or is lost and not paid for, the student may not check out a book until the book is returned or paid for.

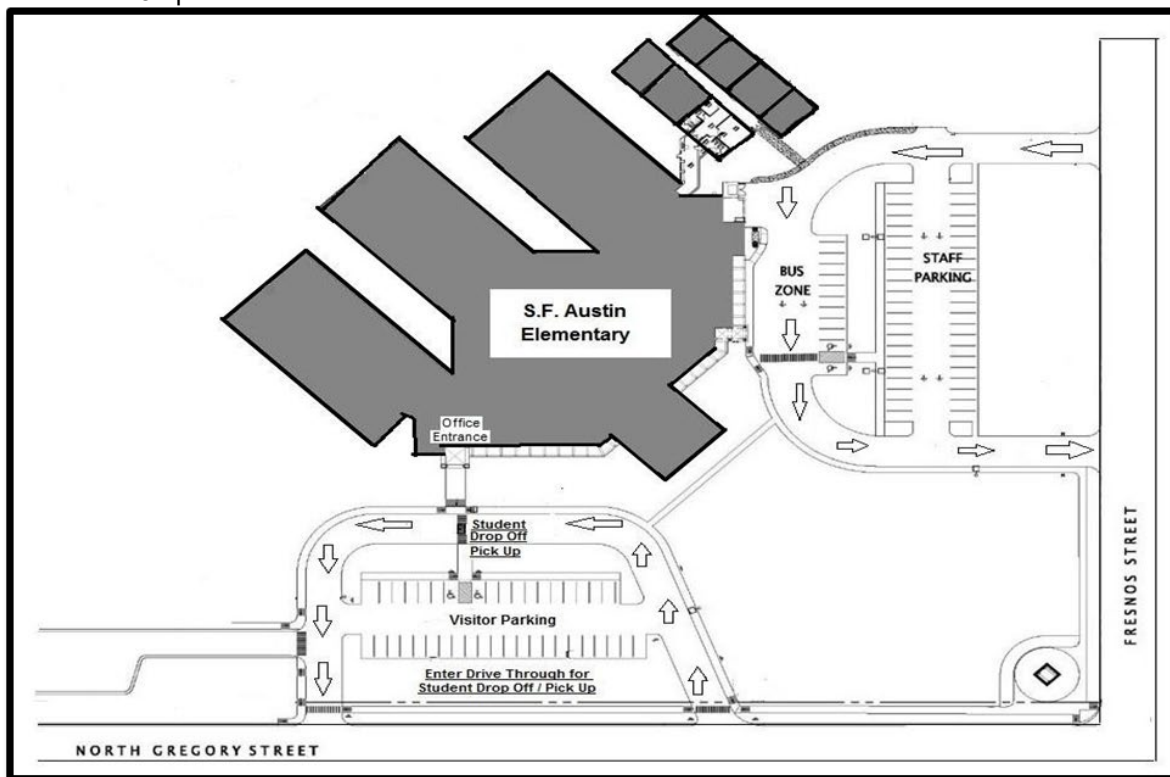
The library is a learning center with books, computers, magazines, audiovisual materials, and other materials available for classroom assignments, projects, and reading or listening pleasure. Lost or damaged items must be paid for promptly. The library is open during regular school hours.

LOST AND FOUND

Objects which are found on the school grounds are turned into the Lost and Found box. Students are asked to check the designated lost and found box regularly for items that have been lost. Please mark all personal items with the student's name. At the end of a nine- week period, items remaining in the lost and found will be donated to a charity.

PARKING AND SAFETY MAP

1. Everyone's cooperation is needed for the safety of our children.
2. Please do not park in the Faculty Parking Lot area.
3. Buses will drop off students by the cafeteria in the Faculty parking lot.
4. Special Education buses will drop off and pick up students in the front drive.
5. The Visitor Parking/Student Drop Off is where all students need to be dropped off in the morning and picked up in the afternoon. This parking lot is located on North Gregory Avenue. The drive through lanes are for dropping off and picking up students. The visitor parking lot is for parking and escorting students past the cross walk.
6. Refrain from talking on your cell phone or any other activities that may distract you while driving on campus. Talking on phone in a school zone is illegal. Maximum speed in the parking lot and front drive is 5mph.



PARTIES/SNACKS/FUNDRAISING

Gifts and flowers delivered to school for students are given to the student at the end of the day. Classroom snacks are permitted within the following guidelines:

- Elementary classrooms may allow nutritious snacks per day under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as the regular meal periods for that class. The snack may be provided by the school food service, the teacher, parents, or other groups and should be at no cost to students if given in the classroom.
- Students may bring their own snacks for their own consumption.
- Teacher/Room Moms may coordinate with campus cafeteria personnel for possible purchase of classroom snacks.

Birthdays may be celebrated at school. At a teacher's discretion, parents may choose to use their class's snack time to provide healthy treats for birthdays and other celebrations. Birthday snacks will be shared during the last 15 minutes of class or during recess time. All items must be store bought with the ingredients label present.

PLAYGROUND RULES

SEE BEHAVIORAL PROCEDURES FOR THE PLAYGROUND. THE FOLLOWING ADDITIONAL PROCEDURES ARE SAFETY GUIDELINES FOR USING THE EQUIPMENT PROPERLY.

Swings

1. No jumping out of swings
2. Swing straight
3. No running through swings
4. Do not climb on poles of swings

Slides

1. Slide down feet first, one student at a time
2. Do not push or pull others on the slide
3. No gravel on the slides
4. No climbing on slides

Merry Go Round

1. No standing while moving
2. No pushing or shoving
3. Wait for a complete stop before getting on or off
4. Do not hang off the edge or hold on with feet only

Monkey Bars

1. No walking or standing on monkey bars
2. Take turns
3. No pulling on each other's legs

DISCIPLINE/CONSEQUENCES

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 as well as on district vehicles-and consequences for violations of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct, as well as campus and classroom rules.

School Detention

Detention will be held afterschool. A student assigned to after school detention will report to the office or classroom at 3:45 p.m. - 4:15 p.m. It is the parent's responsibility to pick up their child once detention is over at 4:15 p.m. Parents will be notified prior to their child's assignment to detention.

Lunch Detention

Lunch detention may be assigned for violations of the Student Code of Conduct and will be served during the student's lunch time.

In-School Suspension (ISS)

In-School Suspension (ISS) is assigned by campus administrators. All academic assignments are forwarded by the teacher to ISS. If rules are violated in ISS, an additional day may be assigned, and parents will be notified.

P.T.O. – PARENT-TEACHER ORGANIZATION

The PTO is the parent organization of the school. The purpose of this organization is to promote cooperative, coordinated involvement among parents, their children, their teachers, and the school. Officers are elected in the spring. The PTO operates under an adopted constitution and by-laws. Meetings are scheduled periodically during the school year. Our school has a very active PTO which does many things to make our school a better place for your child. For more information, please contact the office or plan to attend our Fall Title 1 Open House.

RECESS – MEDICAL NOTES

Students who have a note excusing them from PE will also sit out during recess. If a student has a medical excuse, he/she must get a medical release to resume activities. Students visiting the nurse during the day may be required to sit out at PE and/or recess, depending on the nature of the clinic visit.

STUDENT SOLICITATION

Gregory-Portland elementary students are not to participate in any door-to-door school fundraising solicitation. Parents are requested to help enforce this.

VOLUNTEERS

Volunteers are welcome at Stephen F. Austin. We have a volunteer form that needs to be filled out explaining the campus expectations for volunteers. Visitors and/or volunteers MUST complete the Safety Training and have completed a background check prior to attending on campus activities. Upon arriving to volunteer please be prepared to present a photo ID to obtain a visitor's badge from the front office, which should be worn so that it may be easily seen. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruptions to instruction.

TM Clark

2024-2025 ADDENDUM TO ELEMENTARY HANDBOOK T.M. CLARK ELEMENTARY



2250 Memorial Parkway
Portland, TX 78374
Phone: (361) 777-4045

Web address: <https://www.g-pisd.org/tmc>

“Safe, Responsible, Respectful”
Our goal at T.M. Clark Elementary School is to provide a safe, comprehensive, innovative educational program to prepare students to be successful and responsible citizens.

OFFICE HOURS

7:30 a.m. – 4:00 p.m.

SCHOOL HOURS

7:30 a.m. School doors open / breakfast serving line opens

7:55 a.m. Cafeteria line closes

8:00 a.m. 1st bell rings

8:00 a.m. Morning Announcements/Tardy Bell

8:00 a.m. Classroom Instruction Begins

3:30 p.m. Dismissal

ARRIVAL

The school assumes responsibility for the supervision of students at 7:30 a.m. The supervision and safety of students who arrive to campus prior to 7:30 a.m. is the responsibility of the parent/guardian. Upon arrival to school:

- 1-3rd grade report to the gym.
- 4th grade reports to their hallway.
- 5th grade report to the library.

Circle Drives Arrival

In the morning, we follow a traffic management system. Traffic monitors will direct cars to fill both lanes, they will then stop the traffic. Please remind your child to stay in the car until all traffic has stopped. Please ensure your child is prepared to exit the car in a timely manner. Students will exit vehicles and walk into the building. The traffic monitors will allow traffic to move again and will repeat the process.

Please note that parking is not allowed at any time in the circle drive lanes. Lanes must be kept open for safety purposes. Visitor parking is available in the parking spaces in the front circle drive and in the first two rows of the teacher parking lot (Entrance A). During severe weather conditions, be extra cautious and follow any special procedures mandated at that time for safety.

BUS

Students who ride the bus in the morning must report directly to their designated area. Students who ride the bus in the afternoon must report directly to the designated bus rooms for dismissal.

DISMISSAL PROCEDURES

Students must leave the campus promptly after dismissal. All students should exit the school grounds within 10 minutes of dismissal. Students who loiter on school property are subject to disciplinary action. Parents/guardians need to ensure that proper arrangements are made for after-school care.

Kidz Klub/Bus & Day Care Riders:

1. Students will be dismissed by their teacher at designated times.
2. 1st grade students will be escorted to designated rooms.
3. 2nd - 5th grade students will be dismissed to designated rooms.

Walkers and Bike Riders:

1. Students will be dismissed by their teacher to leave campus immediately.
2. The bike-rack is now located directly in front of Entrance B by the front circle.

Parent/Guardian Car Riders:

2. 1st-2nd grade students are dismissed from the teacher parking lot, Entrance A.
3. 3rd - 5th grade students are dismissed from the front circle, Entrance B.
4. Older Siblings will report to the youngest sibling's dismissal area.
5. Both lanes of the circle drives will have moving traffic. Teachers and staff will escort students to their parent's vehicle. Parents, please do not get out of your cars or park in the pick-up lanes.
6. All students should exit the school grounds within 10 minutes of dismissal.
7. Please remind your child to only cross at designated crosswalks.

ATTENDANCE

Students who are absent must bring an excuse to document the absence. The student should take the excuse to the Front Office upon returning to school. Excuses will be accepted beginning at 7:30 each morning. Students who return to school without documentation will receive an unexcused absence. The district will also utilize the automated phone message system to contact parents by phone, email, and/or text message. Our district website also provides a section for parents to submit attendance documentation. <https://www.g-pisd.org/departments-services/school-leadership/attendance-matters>

PERFECT ATTENDANCE

Students must have NO absences, early check-outs, or tardies to be considered for perfect attendance. The attendance reporting will occur at 9:50 a.m. each day. Perfect attendance will be calculated through the eighth week of the final 9-week period.

LATE ARRIVAL: TARDY

A student is considered tardy if he/she is not in class when class begins at 8:00 a.m.

SCHOOL DETENTION

Detention will be held before or after school. A student assigned detention will report to the office at 7:15 a.m.–7:45 a.m. for morning detention, or 3:30 p.m.–4:00 p.m. for afternoon detention, and remain for the assigned time. It is the parent's responsibility to pick up their child. Parents will be notified prior to their child's assignment to detention.

LUNCH DETENTION

Lunch detention may be assigned for violations of the Code of Conduct and will be served during the student's lunch time.

IN-SCHOOL SUSPENSION

In-School Suspension (ISS) is assigned by a campus administrator. All academic assignments are forwarded by the teacher to ISS. If rules are violated in ISS, an additional day may be assigned, and parents will be notified.

EMERGENCY MEDICAL INFORMATION

Parents are asked to complete an emergency care consent form each year. Parents should keep emergency care information up to date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information.

EXTRA-CURRICULAR ACTIVITIES

All students are encouraged to participate in extracurricular activities. T.M. Clark has a variety of before and after school activities for all students. Extra-curricular activities and clubs will be posted on our school webpage.

SAFETY DRILLS

Fire drills at TMC will be conducted using the actual fire alarm equipment. We utilize the fire alarm so that the students will become familiar with the sound and react in a calm manner.

Safety drills will be practiced regularly which include Lockdown, Secure, Evacuation, Shelter, and Hold.

GIFTED and TALENTED PROGRAM

The district G/T program is for academically gifted students. It is an enrichment program stressing creativity and critical thinking skills through problem solving and research. The school will inform parents of nomination procedures for the G/T program during the school year.

Gifted and Talented (G/T) services are delivered in the classroom. Students identified as G/T will be taught by a certified G/T teacher. Students will participate in a year-long Texas Performance Standards Project. After-school work sessions could be scheduled for additional support for this project. An annual GT/TPSP Fair will be held to showcase student projects.

For more information regarding the G/T program, please contact the school counselor. Additionally, please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

HONOR ROLL – GRADES 1st through 5th

All “A” Honor Roll Criteria:

1. Students must have a grade of 90 or above in every subject.

“A-B” Honor Roll Criteria:

1. To qualify for A-B Honor Roll a student must have a grade of 90 or above in at least one subject and an 80 or above in all other subjects.

LIBRARY CHECK-OUT PROCEDURES

For grades 2nd – 5th, books may be checked out for a period of two weeks. For 1st grade, books may be checked out for one week. The library is a learning center which encourages students to read, explore, and access educational resources. Lost or damaged items must be paid for promptly.

LOST AND FOUND

The Lost and Found is located outside our campus building. Students are reminded to check the cart regularly for items that have been lost. **Please mark all personal items with the student’s name.** At the end of each month, items remaining in the lost and found will be donated to a non-profit organization.

PARTIES/SNACKS

For safety reasons, the office does not deliver flowers, balloons, or other arrangements to students.

1. Parents may choose to provide treats for birthdays to be distributed at the end of the school day. As a reminder, snacks and treats may not be shared during lunch. All items brought in must be store bought with the ingredients label present. The school Nurse will review all ingredients due to potential student allergies.
2. Classroom snacks are permitted within the following guidelines:
 - Elementary classrooms may allow nutritious snacks under the teacher’s supervision. The snack may be in the morning or afternoon but cannot be served at the same time as the regular meal periods for that class. Snacks may be provided by the school food service, teachers, parents, or other groups and should be at no cost to students if given in the classroom.
 - Students may bring snacks for their own consumption.

PERSONAL PROPERTY

School personnel are not responsible for any theft, loss, or damage to students’ personal property. All student lockers and other storage areas are subject to search at any time.

P.T.O. (Parent Teacher Organization)

This organization promotes cooperative, coordinated involvement among parents, their children, their teachers, and the school. The PTO operates under an adopted constitution and by-laws. Meetings are scheduled periodically during the school year. For more information, please contact the office or plan to attend our Fall PTO/Title I Open House.

REMIND APP

T.M. Clark encourages parents to sign up to receive communication via text message from the school and their child's teacher. It is used to remind parents of school events and classroom activities. Each teacher has an individual code for parents to text and sign up to receive messages.

SAFE, RESPECTFUL, RESPONSIBLE

	Safe	Respectful	Responsible
Classroom	<ul style="list-style-type: none">-Walk into class-Follow directions from adult-Push in chairs before exiting-Follow directions during emergency drills	<ul style="list-style-type: none">-Use inside voices-Be positive in your words and actions-Respect the learning rights of others-Keep hands, feet, and other objects to yourself-Be an active listener-Follow directions the first time they are provided	<ul style="list-style-type: none">-Keep locker and desk clean and organized-Arrive to class on time-Turn completed homework in on time-Turn completed homework in on time-Come to class with all books and materials-Stay focused
Hallway	<ul style="list-style-type: none">-Keep hands, feet, and other objects to yourself-Walk at all times-Stay in line-Wait for your turn-Look for loose shoelaces	<ul style="list-style-type: none">-Use inside voices-Use appropriate and positive words-Wait your turn-Be kind to each other-Respect school property (i.e. Bulletin boards)-Think before speaking/acting-Help others in need	<ul style="list-style-type: none">-Move from room to room quickly & quietly-Arrive to class on time-Walk on the right side of the hallway-Remain in a straight line with your class-Make sure to use a hall pass when in the hall by yourself-Follow all instructions given by adults-Place trash in trash can
Cafeteria	<ul style="list-style-type: none">-No sharing of food-Sit at table when finished until dismissed by lunchroom staff-Stand quietly in lunch line-Wait patiently-Follow all instructions given by adults	<ul style="list-style-type: none">-Use inside voices-Throw trash away-Clean up after yourself-Keep food on your tray-Follow all instructions given by adults-Raise hand for questions	<ul style="list-style-type: none">-Keep feet under the table-Lunch monitor walks around cafeteria-Keep hands to yourself

Playground	<ul style="list-style-type: none"> -Choose games that do not include fighting. -Touch and release when playing tag. -Follow directions the first time -Keep hands, feet, and other objects to yourself -Wait your turn -Play fairly -Stay on school grounds -Throwing rocks and mulch is prohibited 	<ul style="list-style-type: none"> -Use school property and equipment appropriately -Demonstrate good sportsmanship -Do not look into classroom windows and disturb classes -Share equipment -Help others -Follow all instructions given by adults -Speak kindly to others 	<ul style="list-style-type: none"> -Throw trash in trash cans -Report accidents to the playground monitors
Restroom	<ul style="list-style-type: none"> -Go directly to the bathroom and return to class -Wait your turn -Keep water in the sinks 	<ul style="list-style-type: none"> -Flush the toilet -Throw paper towels in waste basket -Respect other's privacy while using the restroom -Pull only two times for a paper towel 	<ul style="list-style-type: none"> -Wash your hands -Keep water in the sinks -Report vandalism to an adult -Use toilet appropriately -Make sure to use a hall pass when in the restroom by yourself
Bus	<ul style="list-style-type: none"> -Stay seated -Follow safety instructions -Keep backpacks closed -Keep head and arms inside the bus -Cell phones are prohibited 	<ul style="list-style-type: none"> -Use inside voices -Respect the bus driver -Respect neighborhood property -Follow all instructions given by adults -Share seat when instructed to do so -Speak kindly and politely to others -Practice your manners 	<ul style="list-style-type: none"> -Enter and exit the bus single file -Keep hands, feet, and other objects to yourself -Be courteous -Wait your turn -Stay seated until your stop
Assemblies	<ul style="list-style-type: none"> -Enter and exit quietly -Remain in line -Follow all instructions given by adults -Keep hands, feet, and other objects to yourself 	<ul style="list-style-type: none"> -Focus on the speaker -Remain seated -Be quiet during the presentation -Applaud appropriately -Use school manners 	<ul style="list-style-type: none"> -Stay with the class -Follow directions the first time -Remain seated until dismissed

SCHOOL MESSENGER

The district uses School Messenger notification service to send important information to parents through phone calls and emails. The service is used to notify parents about student's absences, negative balances in cafeteria accounts, and information regarding campus or district safety/emergency.

S.R.O. (SCHOOL RESOURCE OFFICER)

A school resource officer is available each day. Sergeant Tom Laughlin is the lead SRO for the district.

STUDENT FUNDRAISING

Gregory-Portland elementary students are not to participate in door-to-door school fund raising solicitation. Parents are asked to help enforce this safety expectation.

VOLUNTEERS

See the *Volunteer* section of the GPISD Student-Parent Handbook for further guidelines.

An application for volunteers is required every year if parents and/or community members plan to volunteer at school or chaperone a field trip. Applications may be picked up in the school office.

RECESS-MEDICAL NOTES

Students who have a note excusing them from P.E. will also sit out during recess. If a student has a medical excuse, they must get a medical release to resume activities. Students visiting the nurse during the day may be required to sit out at P.E. and/or recess, depending on the clinic visit.

WC Andrews

2024-2025 ADDENDUM TO ELEMENTARY HANDBOOK WC ANDREWS ELEMENTARY



4015 Moore Ave.
Portland, TX 78374
Phone: (361) 777-4048

Web address: <https://www.g-pisd.org/wca>

FOCUS * PRACTICE * DO THE WORK THERE ARE NO SHORTCUTS TO SUCCESS!

SCHOOL HOURS

7:35 AM-4:00 PM Office Hours
7:35 School doors open / breakfast serving line opens
8:00 Morning Announcements begin
8:05 Classroom Instruction Begins/Tardy Bell Rings
3:30 Dismissal

ARRIVAL/DISMISSAL PROCEDURES

Parents/guardians need to ensure that proper arrangements are made for before and after school care. The supervision and safety of students who arrive to campus prior to 7:35 AM is the responsibility of the parent/guardian.

Walkers – Will be dismissed at 3:30 PM. The crossing guard manages the crosswalk, stopping traffic to permit parents and students to cross the parking lot safely. Students in grades Pre-K through 1st grade may not walk home unless accompanied by a sibling in an older grade.

Bus riders – Will be dismissed at 3:30 PM.

Students **MUST** leave the campus promptly after being dismissed from school. All students should exit the school grounds within 10 minutes of dismissal. Parents/guardians need to ensure that proper arrangements are made for after-school care. Only students who are enrolled in Kidz Klub/Latchkey, tutorials, detention, or have been requested to stay after school by a teacher, will be allowed to remain on campus. Students who loiter on school property are subject to disciplinary action. The intent of these rules is to ensure student safety and to clarify the responsibility of who is supervising the children.

During severe weather conditions, be extra cautious, and follow any special procedures mandated at that time for safety.

Walkers and Bike Riders:

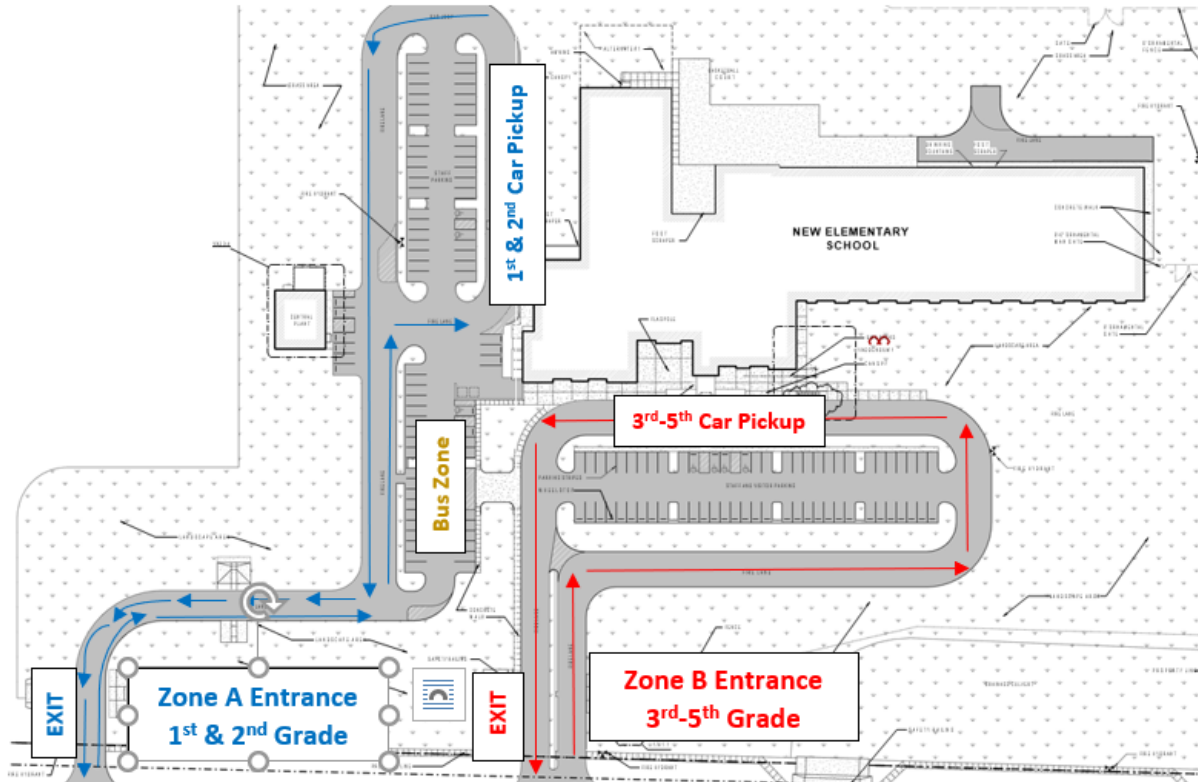
1. Students will be dismissed via intercom to report to the assigned hallway to meet a staff member.
2. The staff member will wait for all students to assemble.
3. Students will leave campus on the side of the building. Students must “walk” their bikes/scooters at all times on campus and when crossing any crosswalk. For student safety, rollerblades and skates should be avoided.

Bus Riders/Daycare Van Riders:

1. Students will be dismissed via intercom and will report to the designated hallway. They will be supervised by school personnel until the transportation arrives. Daycare vans are permitted to utilize the faculty/bus entrance.

Parent/Guardian Car Riders:

We work very hard to ensure the safety of your children while at school. The following procedures will apply to **students who are picked up in the drive-through lane after school**.



If your students are in grades 1st-2nd grade, you must enter the “Zone A” entrance which is indicated on the attached map. 3rd – 5th grade students will be picked up from Zone B. In order to maintain a safe yet swift dismissal, please ensure the following:

- School issued car tags must be visible at all times while traveling through the parking lot. Parents who do not have a sign will need to present a valid ID and a staff member will verify the identification of the party picking up the student. Any person picking up a student must be on the student’s emergency contact list.
- Continue to drive all the way up to the numbered cones to collect your student(s). Please do not stop to pick up your, do not get out of your car, nor motion for your child to get into your car unattended.
- We enjoy fostering communicative relationships with each of our families. However, if you would like to speak to your student’s teacher, please schedule a conference with them during their scheduled conference time rather than have discussions during dismissal.
- Please do not park in the line. If you need to park, please park in one of the staff parking lots.

ATTENDANCE

Early Check-Outs

To maximize instructional time, it is discouraged for students to be checked out of school early. Anyone checking out a student must be designated as an emergency contact on Skyward. A photo identification is required to check out a student. For safety reasons, except for emergencies, parents should not check their child out after 3:00 P.M. to avoid interruption of the dismissal process. **No checkouts are allowed after 3:15 p.m.**

Excuses

Students who are absent must bring an excuse to document the absence. The student should take the excuse to the Front Office upon returning to school. Excuses will be accepted beginning at 7:35 each morning. Students who return to school without documentation will receive an unexcused absence. The district will also utilize the automated phone message system to contact parents by phone, email, and/or text message. Our district website also provides a section for parents to submit attendance documentation. <https://www.g-pisd.org/departments-services/school-leadership/attendance-matters>

Perfect Attendance

Students must have NO absences, early check-outs, or tardies to be considered for perfect attendance. The attendance reporting will occur at 9:50 a.m. each day. Perfect attendance will be calculated through the eighth week of the final 9-week period.

Late Arrival (Tardy)

A student is considered tardy if he/she is not in an assigned seat when class begins at 8:00 a.m.

BEHAVIOR PROCEDURES

Morning Procedures for Entering Classroom

The student should:

1. Greet teacher.
2. Put away belongings and go to his/her seat.

Hallway Procedures

The student should:

1. Walk silently in a straight, single file line on the right side of the hallway.
2. Face forward, and practice self-control.
3. Keep hands, feet, and objects to himself/herself.
4. Be courteous.

Procedures for Lining Up and Waiting in Line

The student should:

1. Wait until the teacher calls the group to stand in line.

2. Walk to the line and face the front.
3. Not cut in line or allow others to cut.
4. Wait quietly, and keep hands, feet, and objects to himself/herself.

Cafeteria Procedures

The student should:

1. Only speak to adults in the serving line.
2. Stay in seat and raise hand if help is needed.
3. Keep your hands, feet, and food to himself/herself (no sharing food).
4. Talk quietly.
5. Keep your area clean and pick up any trash.

Playground Procedures

The student should:

1. Treat others in a respectful manner.
2. Handle rocks properly, and always leave bark on the ground.
3. Choose games that do not include fighting (real or pretend).
4. Touch and release when playing tag.
5. Take turns on equipment, and use equipment properly.
6. Keep hands, feet, and objects to himself/herself.
7. Stay inside fenced area.

Bathroom Procedures

The student should:

1. Respect the privacy of others.
2. Keep hands, feet and objects to himself/herself.
3. Wash hands.
4. Dispose of trash properly.
5. Avoid climbing bathroom partitions.

Assembly Procedures

The student should:

1. Follow line procedures when entering the cafeteria.
2. Sit quietly while waiting for the assembly to begin.
3. Sit on bottom in a criss-cross fashion.
4. Be silent when a speaker is speaking or a person/group is performing.
5. Show appreciation by clapping – not screaming or yelling.
6. Refrain from talking during transitions.
7. Wait for teacher's instructions to leave.
8. Use the restroom before assembly begins.

EMERGENCY DRILLS

Drills at WCA will be conducted in coordination with the G-PISD Command Center, the Portland Fire Department, and the alarm company. Everyone on campus, including

visitors, is expected to participate in the drills. We train the students to react in as calm a manner as possible.

GIFTED-TALENTED PROGRAM

Gifted and Talented (G/T) classes are available at each elementary campus in an inclusion model within the regular classroom. All G/T identified students will be taught by a certified G/T teacher. The district G/T program is for academically gifted students. It is an enrichment program stressing creative and critical thinking skills with problem solving and research. Nomination procedures will be e-mailed out when the district's nomination window opens.

Please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

HONOR ROLL

Students in grades 1-5 are eligible for honor roll. The A-B Honor Roll will be awarded to students with any combination of A's and B's on the report card. Students with all A's will be awarded the A Honor Roll.

IN-SCHOOL SUSPENSION

The In-School Suspension (ISS) is an alternative education/alternative discipline management program. Students are assigned to ISS after many other discipline strategies have been attempted, or if a serious discipline violation occurs. The student will be supervised. All the student's assignments are forwarded to the office. A staff member works with the student to ensure that he/she stays current on all assignments. The school discipline rules and standards are strictly enforced. If rules are violated in ISS, the student is subject to out of school suspension.

Misconduct that Requires DAEP Placement

A student must be placed in the District DAEP for serious misconduct. See Code of Conduct.

KIDZ KLUB PROGRAM

The City of Portland operates an after school childcare program at the WC Andrews campus for a nominal cost. Call the Portland Community Center at (361) 777-3301 to enroll your child in this program. Compliments, suggestions, or concerns need to be expressed to the Kids Klub director at the number noted above and not to G-PISD administrative personnel and/or teaching staff.

LIBRARY CHECK-OUT PROCEDURES

The library is open during school hours. Books may be checked out for a period of two weeks. Books previously checked out must be returned before new books are checked out. Fines for lost or damaged books must be paid. Replacement books will not be accepted in lieu of the fine, as library bound books cannot be purchased from conventional book sellers.

PARKING AND TRAFFIC REGULATIONS

Visitor parking is in the parking lot across from the school's main entrance. The east side parking lot is reserved for employees. Remember, no parking is allowed in the travel lanes during arrival and dismissal.

PARTIES/SNACKS/FUNDRAISING

Please refrain from having gifts and flowers delivered to school for students.

1. Foods and beverages may not be sold to students on school premises by school administrators or staff (principals, coaches, teachers, etc.), students or student groups, parents or parent groups, or any other person, company, or organization during the school day until 30 minutes after the dismissal bell. The state allows each school to designate six waiver day in which goodies may be sold.
 - If you are selling items on campus property 30 minutes after the end of the regular school day, you must comply with the Smart Snacks Policy.
2. Classroom snacks are permitted within the following guidelines:
 - Elementary classrooms may allow nutritious snacks under the teacher's supervision. The snack may be in the morning or afternoon but may not be at the same time as the regular meal periods for that class. The snack may be provided by the school food service, the teacher, parents, or other groups and should be at no cost to students if given in the classroom. The snack should be store bought, with the ingredients clearly labeled.
 - Students may bring their own snacks for consumption.
 - Teachers/Room Moms may coordinate with campus cafeteria personnel for possible purchase of classroom snacks.
3. Birthdays may be celebrated at school. At a teacher's discretion, parents may choose to use the class snack time to provide treats for birthdays. Birthday treats may not be distributed during lunch. All items brought in must be store bought with the ingredients label present. The School Nurse will review all ingredients due to allergies a student may have in the classroom.

PTA

The WCA PTA is comprised of supportive, hard-working, and energetic parents. Please join and become an active member of this important organization.

RECESS – MEDICAL NOTES

Students who have a note excusing them from PE will also sit out during recess. If a student has a medical excuse, he/she must get a full medical release to resume activities. Students visiting the nurse during the day may be required to sit out at PE and/or recess, depending on the nature of the clinic visit.

STUDENT SOLICITATION

Gregory-Portland elementary students are not to participate in any door-to-door school fund raising solicitation. Parents are requested to help enforce this.

VISITORS/VOLUNTEERS

Visitors/volunteers must complete the district's safety training, have an approved background check on file, sign in at the front desk, present a valid ID, and wear the provided Visitor Badge when walking through the building. All Visitor Badges need to be returned to the office before leaving the building. Volunteers in the classroom must arrange a time to volunteer that will be of maximum benefit to the students and minimum interruption to instruction. Teacher conferences of any duration are not allowed during instruction. See G-PISD Student Parent Handbook for further guidelines.

Middle School

2024-2025 ADDENDUM TO DISTRICT HANDBOOK Gregory-Portland Middle School



Mission: The mission of G-PMS is to....

Provide a safe, supportive environment that stimulates intellectual curiosity, fosters a love of learning, and empowers our students to be lifelong learners.

Dr. John Trevino, Principal
4200 Wildcat Dr., Portland, TX 78374
Phone: (361) 777-4042
jtrevino@g-pisd.org

School Hours - General

8:30 a.m. – 4:00 p.m. Instructional Day
7:45 a.m. – 4:10 p.m. Office Hours

School Hours – Specific

8:00 a.m. Front doors open to students
8:00 a.m. Breakfast
8:30 a.m. Instructional Day Begins - Students must be in their seat
2:20-3:08 PM- E.I.E. Advisory
9:50 a.m. Average Daily Attendance (ADA)
4:00 p.m. Dismissal Bell

ARRIVAL / DISMISSAL PROCEDURES

ARRIVAL

The school assumes responsibility for the supervision of students at 8:00 a.m. The supervision and safety of students who arrive to campus prior to 8:00 a.m. is the responsibility of the parent/guardian. At 8:00 a.m., students will report to their designated area hallway or cafeteria.

- For parent drop-offs, please use the front main entrance.
- For bike riders, please secure bikes at the two bikes racks located in the front of the building.

DISMISSAL

Students must leave the campus promptly after being dismissed from school. All students should exit the school grounds within 10 minutes of dismissal.

Parents/guardians need to ensure that proper arrangements are made for after- school care.

Only students enrolled in tutorials, extracurricular activities, or have been asked to stay after school by a teacher/admin will be allowed to stay on campus.

- Please do not bring pets to the school grounds.

During severe weather conditions, be extra cautious and follow any special procedures mandated at that time for safety.

BUS RIDERS

Students who ride the bus in the morning must report directly to the designated area at the bus drop-off. Students who ride the bus in the afternoon are required to report immediately to the cafeteria for bus pick-up.

BEHAVIOR PROCEDURES

Hallway Procedures

The student should:

2. Proceed to class in an orderly manner.
3. Not wear earbuds or headphones in the hallway for safety purposes.
4. Keep hands, feet, and objects to himself/herself.
5. Be courteous.

Cafeteria Procedures

The student should:

1. Keep their hands, feet, and food to himself/herself (no sharing food).
2. Use inside voices.
3. Keep their area clean and pick up any trash/throw away all trash. Any food left behind will result in disciplinary actions.

Restroom Procedures

The student should:

2. Respect the privacy of others. Do NOT take pictures or record videos while in the restroom.
3. Not vape or use any other illegal drugs. Use of vapes and/or illegal drugs will not be tolerated.
4. Keep hands, feet and objects to himself/herself.
5. Wash hands.
6. Dispose of trash properly.
7. Avoid climbing over and crawling under restroom partitions.

Assembly Procedures

The student should:

8. Not leave their classroom to any assembly until instructed to do so.
9. Use the restroom before attending assemblies.
10. Be respectful when a speaker is speaking or a person/group is performing.
11. Show appreciation by clapping – not screaming or yelling, with the exception of pep rallies.
12. Wait for instructions to leave the assembly.

EMERGENCY DRILLS

Drills at G-PMS will be conducted in coordination with the GPISD Command Center, the Portland Fire and Police Departments. Everyone on campus, including visitors, are expected to participate in the drills. We train the students to react as calmly as possible. Other drills such as, but not limited to, severe weather, active shooter, and evacuation will all be conducted throughout the school year in order to prepare the students for emergency events when needed.

GIFTED-TALENTED PROGRAM

The district G/T program is for academically gifted students. It is an enrichment program stressing creative and critical thinking skills with problem solving and research.

Nominations for the 2024-2025 school year will be reviewed and will be made available in a timely manner.

Please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

LOST AND FOUND

Objects which are found on the school grounds are turned into the Lost and Found location. Students are asked to check the designated lost and found location regularly for items that have been lost. Please mark all personal items with the student's name. At the end of a nine- week period, items remaining in the lost and found will be donated to a charity.

PARKING AND SAFETY

7. Everyone's cooperation is needed for the safety of our children.
8. Buses will drop-off students in the back parking lot.
9. Special Education buses will drop-off and pick up students in the back parking lot.
10. The Visitor Parking/Student Drop Off is where all students need to be dropped off in the morning and picked up in the afternoon. The drive-thru lanes are for dropping off and picking up students.

PARTIES/SNACKS/FUNDRAISING

Gifts and flowers delivered to school are not allowed for any occasion. Items will not be delivered to the student, they must come and pick up at the end of the day or it will be disposed of.

Classroom snacks are permitted within the following guidelines:

- Students may bring their own snacks for their own consumption, but cannot be sold for profit.

DISCIPLINE/CONSEQUENCES

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 as well as on district vehicles-and consequences for violations of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct, as well as campus and classroom rules.

Lunch Detention

Lunch detention may be assigned for violations of the Student Code of Conduct and will be served during the student's lunch time.

In-School Suspension (ISS)

The In-School Suspension (ISS) is an alternative education/alternative discipline management program. Students are assigned to ISS after many other discipline strategies have been attempted, or if a serious discipline violation occurs. The student will be supervised. Student's assignments are directly assigned to students. A staff member works with the student to ensure that he/she stays current on all assignments. The school discipline rules and standards are strictly enforced. If rules are violated in ISS, additional consequences may be assigned.

MISCONDUCT THAT REQUIRES DAEP (DISCIPLINARY ALTERNATIVE EDUCATION) PLACEMENT

A student must be placed in the District DAEP for serious misconduct. **See Code of Conduct.**
Students placed at DAEP can not participate or attend any school related activities or events.

MEDICAL NOTES

If a student has a medical excuse (Dr. note, parent note, etc...), he/she must submit excuse to Attendance Clerk (Ms. Wilburn – ms_attendance@g-pisd.org)

If a student has a medical release, he/she must get a medical release to resume activities and submit to the G-PMS Nurse (Mrs. Rodriguez) and the Athletic Trainer (Mrs. Winder).

STUDENT SOLICITATION

Gregory-Portland Middle School students are not to participate in any door-to-door school fundraising solicitation. Parents are requested to help enforce this.

High School

2024-2025 ADDENDUM TO DISTRICT HANDBOOK Gregory-Portland High School



Mission: The mission of G-PHS is to....

Educate, Inspire and Empower our students to succeed in life and become the next generation of leaders.

Monica Waggoner, Principal
4601 Wildcat Dr., Portland, TX 78374
Phone: (361) 777-4251
mwaggoner@g-pisd.org

School Hours - General

8:30 a.m. – 4:00 p.m. Instructional Day
7:45 a.m. – 4:10 p.m. Office Hours

School Hours – Specific

8:00 a.m. Front doors open to students
8:00 a.m. Breakfast
8:30 a.m. Instructional Day Begins
8:35 a.m. Tardy Bell - Students must be in their seat
10:18-10:48 AM- Flexible Learning Time (CAT Time)
11:00 a.m. Average Daily Attendance (ADA)
4:00 p.m. Dismissal Bell

ARRIVAL / DISMISSAL PROCEDURES

ARRIVAL

The school assumes responsibility for the supervision of students at 8:00 a.m. The supervision and safety of students who arrive to campus prior to 8:00 a.m. is the responsibility of the parent/guardian. At 8:00 a.m., students will report to their designated area hallway, cafeteria, or library.

- Please do not use cellphones or text while in the parking lot or drop off lanes.
- Please note that parking is not allowed at any time in either drive-thru lane. All student drop off will happen in the front of the building in the drive-thru lanes. These lanes MUST be kept open for safety purposes. Visitor parking is available in the parking spaces in the visitor parking lot.
- Student drivers will park in the designated student parking lot and MUST have a student parking pass. Student parking passes can be obtained before or after school or during CAT time in the front office. Parking passes are \$5.00 and can be paid via cash or check.

DISMISSAL

Students must leave the campus promptly after being dismissed from school. All students should exit the school grounds within 10 minutes of dismissal.

Parents/guardians need to ensure that proper arrangements are made for after- school care.

Only students enrolled in tutorials, extracurricular activities, or have been asked to stay after school by a teacher/admin will be allowed to stay on campus.

- Please do not use cellphones or text while in the parking lot or pick up lanes.
- Please do not park in the teacher parking lot during afternoon dismissal. This is the parking lot on the cafeteria side of the building.
- Please do not bring pets to the school grounds.

During severe weather conditions, be extra cautious and follow any special procedures mandated at that time for safety.

BUS RIDERS

Students who ride the bus in the morning must report directly to the designated area at the student entrance. Students who ride the bus in the afternoon are required to report immediately to the faculty parking lot for bus pick-up.

BEHAVIOR PROCEDURES

Hallway Procedures

The student should:

3. Students should proceed to class in a orderly manner.
4. No earbuds or headphones in the hallway for safety purposes.
5. Keep hands, feet, and objects to himself/herself.
6. Be courteous.

Cafeteria Procedures

The student should:

4. Keep your hands, feet, and food to himself/herself (no sharing food).
5. Use inside voices.
6. Keep your area clean and pick up any trash/throw away all trash. Any food left behind will result in discipline actions.

Restroom Procedures

The student should:

4. Respect the privacy of others. Do NOT take pictures or record videos while in the restroom.
5. Vaping or any other use of illegal drugs will not be tolerated. All restrooms are equipped with vape detectors.

6. Keep hands, feet and objects to himself/herself.
7. Wash hands.
8. Dispose of trash properly.
9. Avoid climbing restroom partitions.

Assembly Procedures

The student should:

13. Do not leave your classroom to any assembly until instructed to do so.
14. Use the restroom before attending assemblies.
15. Be respectful when a speaker is speaking or a person/group is performing.
16. Show appreciation by clapping – not screaming or yelling, with the exception of pep rallies.
17. Wait for instructions to leave the assembly.

EMERGENCY DRILLS

Drills at G-PHS will be conducted in coordination with the GPISD Command Center, the Portland Fire and Police Departments. Everyone on campus, including visitors, are expected to participate in the drills. We train the students to react as calmly as possible. Other drills such as, but not limited to, severe weather, active shooter, and evacuation will all be conducted throughout the school year in order to prepare the students for emergency events when needed.

GIFTED-TALENTED PROGRAM

The district G/T program is for academically gifted students. It is an enrichment program stressing creative and critical thinking skills with problem solving and research. Gifted and Talented is served through, Pre-AP, AP, Dual Credit, and Honors courses.

Nominations for the 2024-2025 school year will be reviewed and packets will be made available to first through fifth in the spring.

Please reference Board Policy EHBB (LOCAL) for more information on the identification for Gifted/Talented services.

LOST AND FOUND

Objects which are found on the school grounds are turned into the Lost and Found box located in the front office. Students are asked to check the designated lost and found box regularly for items that have been lost. Please mark all personal items with the student's name. At the end of a nine- week period, items remaining in the lost and found will be donated to a charity.

PARKING AND SAFETY MAP

11. Everyone's cooperation is needed for the safety of our children.
12. Please do not park in the Faculty Parking Lot area.
13. Buses will drop off students by the student parking lot.
14. Special Education buses will drop off and pick up students in the staff parking lot.
15. The Visitor Parking/Student Drop Off is where all students need to be dropped off in the morning and picked up in the afternoon. The drive-thru lanes are for dropping off and picking up students.
16. Refrain from talking on your cell phone or any other activities that may distract you while driving on campus. Talking on phone in a school zone is illegal. Maximum speed in the parking lot and front drive is 5mph.

PARTIES/SNACKS/FUNDRAISING

Gifts and flowers delivered to school for students will be kept in the front office until the end of the day. Items will not be delivered to the student, they must come and pick up at the end of the day or it will be disposed of.

Classroom snacks are permitted within the following guidelines:

- Students may bring their own snacks for their own consumption, but can not be sold for profit.

DISCIPLINE/CONSEQUENCES

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 as well as on district vehicles-and consequences for violations of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct, as well as campus and classroom rules.

School Detention

Detention will be held afterschool on Tuesdays and Thursdays. A student assigned to after school detention will report to the cafeteria at 4:05 p.m. - 4:35 p.m. It is the parent's responsibility to pick up their child once detention is over at 4:35 p.m. Parents will be notified prior to their child's assignment to detention.

Lunch Detention

Lunch detention may be assigned for violations of the Student Code of Conduct and will be served during the student's lunch time.

In-School Suspension (ISS)

The In-School Suspension (ISS) is an alternative education/alternative discipline management program. Students are assigned to ISS after many other discipline strategies have been attempted, or if a serious discipline violation occurs. The student will be supervised. All the student's assignments are forwarded to the office. A staff member works with the student to ensure that he/she stays current on all assignments. The school discipline rules and standards are strictly enforced. If rules are violated in ISS, the student is subject to out of school suspension.

In-School Suspension (ISS) is assigned by campus administrators. All academic assignments are forwarded by the teacher to ISS. If rules are violated in ISS, an additional day may be assigned, and parents will be notified.

MISCONDUCT THAT REQUIRES DAEP (DISCIPLINARY ALTERNATIVE EDUCATION) PLACEMENT

A student must be placed in the District DAEP for serious misconduct. **See Code of Conduct.** Students placed at DAEP cannot participate or attend any school related activities or events.

MEDICAL NOTES

If a student has a medical excuse, he/she must get a medical release to resume activities.

STUDENT SOLICITATION

Gregory-Portland High School students are not to participate in any door-to-door school fundraising solicitation. Parents are requested to help enforce this.

District Parent and Engagement Policy

Gregory-Portland ISD District Parent and Family Engagement Policy 2024-2025

It is the goal of Gregory-Portland ISD to continue to build a strong, positive relationship with parents of the students in our schools. Parent and Family Engagement is an important step in obtaining increased student achievement for Gregory-Portland ISD students. The home/school cooperative system will help each student arrive at his/her academic potential as well as develop responsibility and self-discipline. This combined effort of home and school assists the student in extending learning beyond the classroom and in improving classroom accomplishments.

1. **Gregory-Portland ISD** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
 - Annual meetings will be held at all Title I campuses in the fall to explain the programs and activities provided, discuss parent and family engagement aspects of the program, solicit parent participation, and discuss a school-parent compact. All parents of participating students will be invited and encouraged to attend this meeting.
 - An annual parent meeting will be held in the spring each year for the specific purpose of consultation with parents about the ESSA Title I projects for the next fiscal year and to conduct an evaluation of the Parent and Family Engagement Program.
2. **Gregory-Portland ISD** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - The ESSA Title I program will conduct annual meetings in the fall for consultation with parents about the ESSA Title I project for the next fiscal year and conduct an evaluation for the ESSA Title I parental involvement program. These meetings will be conducted according to the following procedures:
 - o An annual parent meeting will be held at each individual Title I school in the fall for the specific purpose of consultation with parents about the Title I Program.
 - o An evaluation of the Title I program will be completed by each campus utilizing survey and feedback results from parents and staff.
 - o Title I Parent-School compacts will be completed in the fall.
3. **Gregory-Portland ISD** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
 - Provide parents and staff information and material on required and effective parent and family engagement policies and practices.
 - Provide resource materials for parent and family engagement activities.
 - The ESSA Title I Program will conduct and/or support other activities as appropriate and feasible designed to help parents become full partners in the education of their children.
4. **Gregory-Portland ISD** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under other programs.
5. **Gregory-Portland ISD** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Title I parents with limited English proficiency, literacy difficulties, economically disadvantaged, or other disabilities will be offered the same opportunities for participation as other parents, and to the extent possible will be provided information concerning parent programs, meetings, and other activities in a language and form that the parent can understand.

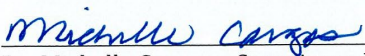
6. **Gregory-Portland ISD** will build the schools' and parent's capacity for strong parental and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - o the State's student academic achievement standards,
 - o the State and local academic assessments including alternate assessments,
 - o the requirements of Title I, Part A,
 - o how to monitor their child's progress, and
 - o how to work with educators:
 - Schools will provide training for parents on the topics listed above.
 - The district will provide parent support materials and/or services.
 - Schools will provide meetings as they relate to student achievement.
- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - o The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing training on the value and utility of the contributions of parents.
 - o The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with activities associated with other programs that encourage and support parents in more fully participating in the education of their children to the extent feasible and possible by:
 - coordinating and integrating parental involvement strategies with other programs
 - providing mutual parent and family engagement, training and information for parents
 - collaborating with other programs.
- The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - o Gregory-Portland ISD and school campuses will facilitate information in a clear and understandable and uniform format to parents regarding parent programs, meetings, and activities. This will be accomplished through calendars, newsletters, teacher notes, phone calls, campus websites and Family Access.

By working together and making suggestions to improve our schools, we can make all the students in our schools successful learners.

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting documentation.

This policy was adopted by Gregory-Portland ISD on June 6, 2024 and will be in effect for the period of one year. The school district's plan to distribute this policy is to post it on the district and campus websites and student handbooks to all parents of participating Title I, Part A children on or before September 27, 2024. The Gregory-Portland ISD will distribute the District Parent and Family Engagement Policy 2024-2025 in the Student Handbook and on the District's webpage @ <https://www.g-pisd.org/departments-services/federal-special-programs/title-i>.


Dr. Michelle Cavazos, Superintendent of Schools


Date