

Amended Agenda of Regular Meeting

The Board of Trustees Olton ISD

A Special Meeting of the Board of Trustees of Olton ISD will be held August 24, 2020, beginning at 7:05 PM in the Olton ISD Cafeteria
7th & G
Olton, Texas 79064.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. CALL TO ORDER, DECLARE A QUORUM, INVOCATION, AND PLEDGE
2. BOARD MISSION STATEMENT
3. REVIEW OF BOARD AGREEMENT
4. PUBLIC PARTICIPATION AS ALLOWED BY POLICY BED (Limit to three minutes for each individual)
5. ACKNOWLEDGEMENTS/RECOGNITIONS 3
6. DISCUSSION/ACTION ITEMS
 - A. Consider/Discuss Board Approval of 2020-2021 Employee Handbook. 4
 - B. Consider/Discuss Board Approval of Amendment to the 2020-2021 Student Handbook 109
 - C. Consider Board Approval on the Property Bid from Cherry Rushin for Lot 16, Block 17, Olton, Tx for a total of \$660.00 233
 - D. Consider/Discuss Board Approval to increase the Adult Lunch Price from \$3.85 to \$4.00.
 - E. Consider/Discuss Policy Updates / Amendment(s) With Possible Board Approval. 238
 - F. Discuss/Consider Board Approval of District Decision to Participate in CEP for 2020-2021 School Year.
 - G. Consider/Discuss Board Approval of Resolution Delegating Authority to the Superintendent during the 2020-2021 School Year. 260
 - H. Consider/Discuss Board Approval of Resolution for Extracurricular Activities for the 2020-2021 school year. 264
 - I. Consider / Discuss Board Approval of Supplemental Resolution of the Olton Independent School District Regard Purchasing and Procurement and Delegation of Temporary Purchasing Authority to the Superintendent. 266

J.	Consider/Discuss Board Approval to Authorize the Superintendent to Amend the 2019-2020 Budget.	270
K.	Consider/Discuss Board Approval to Amend the 2019-2020 Budget.	
L.	Consider/Discuss Board Approval to Transfer Funds to Fund 198 for planned projects in the 2019-2020.	
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N.	Consider/Discuss Board Approval of 2020-2021 Tax Rate.	
O.	Consider/Discuss Board Approval to Transfer Funds from Fund 199 to Fund 198 in the 2020-2021 Budget.	
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10.	ACTION TAKEN AFTER CLOSED SESSION	
11.	ADJOURN OR RECESS TO THE FOLLOWING DAY(S) FOR THE COMPLETION OF AGENDA ITEMS	



Office of the President

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August 5, 2020

Olton Independent School District
ATTN: Emma Acker
P.O. Box 388
Olton, Texas 79064

Dear Emma,

Congratulations! We recently heard you attended and competed at the National Junior Shorthorn Association and Youth Conference, as highlighted in the Olton Enterprise (July 10, 2020). I want to personally recognize the hard work you demonstrated to make it happen. Additionally, we noticed you placed sixth with your yearling heifer, Bella Star.

College is just around the corner, and we hope you have a chance to visit campus. We are excited about your eagerness in higher education and the pursuit of your interests. At West Texas A&M University, we are dedicated to providing technology-rich, academically rigorous educational experiences and feature a 150,000 square foot agricultural sciences complex that will further expand opportunities of distinction.

Your community has recognized the leadership in you, and I would be thrilled to have your influence on campus. If there is anything I can do to support your leadership, please let me know.

On, On Buffaloes!

Walter V. Wendler
President

dw

cc Angi Martin, Counselor
Gregg Ammons, Principal
Kevin McCasland, Superintendent
Connie Maxwell, School Board President
Dr. Kevin Pond, Dean of the Paul Engler College of Agriculture and Natural Sciences



EMPLOYEE HANDBOOK

~~**2019-2020**~~

2020-2021

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Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to the Olton ISD Superintendent's Office.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of non contract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. Policy manuals are located in each campus office and the central office and are available for employee review during normal working hours. The district policy manual is available online at <http://www.tasb.org/policy/pol/private/140905>.



EMPLOYEE HANDBOOK RECEIPT

Name

Campus/Department

I hereby acknowledge receipt of a copy of the Olton ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or references in this document.

Employees have the option of receiving the handbook in electronic format or hard copy. The Olton ISD Employee Handbook is available on the Olton ISD website at <http://www.oltonisd.net> under the drop down box under “Personnel” and “Employee Handbook”.

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- I choose to receive a hard copy of the employee handbook and understand I am required to contact the Administration Office to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alternations of at-will employment relationships are intended by this handbook and understand I am required to contact the Administration Office to obtain a hard copy.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the Superintendent if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to the Superintendent's Office.

District Information

Description of the District

Olton is a community of about 2,300 and is located in Lamb Co. on Highway 70 and 24 miles west of Plainview and midway between the cities of Amarillo and Lubbock. The area's industry almost totally revolves around agribusiness. Area farms are very productive due to excellent growing conditions and irrigation. The principal crops include, corn, cotton, wheat, grain sorghum, and various vegetables. Cattle feeding operations are located in the area as well. Excellent teachers provide quality instruction to Olton's students. Approximately 630 students in Pre-K through Grade 12 attend the school. The facilities are a combination of new and old buildings. All are in excellent condition and extremely well kept. The district strongly supports educational technology, computer labs, and a well-trained staff. The district operates three campuses, Webb Elementary, serving grades pre-kindergarten through five, Olton Junior High, serving grades six through eight, and Olton High School, serving grades nine through twelve.

District map – See Appendix A

Mission Statement

Policy AE

DISTRICT MISSION STATEMENT

It is the mission of Olton ISD to provide equal opportunity of high quality education to all its students. To this end, the District will effectively and creatively use its talents, resources, and time to ensure that each student will be challenged to reach his or her highest potential. The ultimate goal of this District is to help students exit this institution with the knowledge, skills, and values necessary to be productive citizens with an enriched quality of life.

BOARD MISSION STATEMENT

The mission of the Board of Olton ISD is to ensure that the people in and affected by the institution have the opportunity to grow and become productive citizens of society. The trustees will delegate operational power, adopt policies, require accountability, evaluate patterns of operation, and ensure flexibility and competence. At all times the Board will maintain accountability to the taxpayers and residents of the District.

DISTRICT BELIEFS

We believe the following:

1. Every employee of the District is important to the success of our educational goals and objectives.
2. Education is a joint venture that requires the involvement of families, churches, and the community.
3. Open communication is essential to student success.
4. All stakeholders should demonstrate respect for self and others.
5. We must educate all students to reach their highest potential and become life-long learners.
6. We should be innovative in the use of all our resources.
7. We must foster an environment which attracts and retains high quality personnel.
8. Discipline must be consistent and fair for all students.
9. We must inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens

District Goals and Objectives

Policies AB, AF

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

GOAL 1: The reading and writing of the English language.

GOAL 2: The understanding of mathematics.

GOAL 3: The understanding of science.

GOAL 4: The understanding of social studies.

Education Code 4.001, 4.002

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, facilities, and expansions. The board has complete and final control

over school matters within limits established by state and federal law and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected at large and serve 3-year terms [by cumulative voting](#). Board members serve without compensation, must be qualified voters, and must reside in the district.

Board Members:

President	Connie Maxwell
Vice-President	Ruben Luera
Secretary	Jesus De La Cruz, Jr.
	Michael Ramage
	Troy Don Alcorn Jay Gorman
	Tullie Struve
	Alicia Sanchez

Board Meetings:

Regular meetings of the Board shall be held monthly and the date, time and location of each regular Board meeting shall be posted in accordance with law. When determined necessary and for the convenience of Trustees, the Board President may change the date or time of a regular meeting. The notice for that meeting shall reflect the changed date or time. In the event that large attendance is anticipated, the board may meet at the school auditorium or the school cafeteria. Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district Web site and outside the administration office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a ~~two~~-[one](#)-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or to consult with attorneys regarding pending litigation.

Board Meeting Schedule for ~~2019-2020~~ [2020-2021](#) - Dates to be determined by School Board

Administration

Superintendent	Kevin McCasland
Federal & Special Programs Coordinator	Terri Sandoval
Athletic Director	Ross Lassiter
High School Principal	Gregg Ammons
High School Counselor	Angela Martin
Junior High School Principal	Brian Hunt Colby Huseman
Junior High Counselor	Marisa Lopez
Elementary Principal	Stacie Ramage
Elementary Counselor	Misty Lassiter

2019-2020 School Calendar is on Back Cover

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

School Department Directory

Superintendent	Kevin McCasland	806-285-2641 ext. 258
Federal & Special Programs Coordinator	Terri Sandoval	806-285-2641 ext. 263
Athletic Director	Ross Lassiter	806-285-2691 ext. 230
High School Principal	Gregg Ammons	806-285-2691 ext. 226
Junior High School Principal	Brian Hunt Colby Huseman	806-285-2681 ext. 236
Elementary Principal	Stacie Ramage	806-285-2657 ext. 265
Business Manager	Fran Trotter	806-285-2641 ext. 223
Payroll/Insurance Clerk	Theresa Williams	806-285-2641 ext. 222
Maintenance Supervisor	Joe Villanueva	806-285-2641 ext. 245
Transportation Supervisor	Manuel Jimenez	806-285-2641 ext. 254

Employment

Equal Employment Opportunity

Policies DAA, DIA

[In its efforts to promote nondiscrimination and as required by law](#), Olton ISD does not discriminate against any employee or applicant for employment because of race, color, religion,

~~gender~~, sex, (including pregnancy, [sexual orientation, or gender identity](#)), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

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

[The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding ~~Employees with questions or concerns relating to~~ discrimination based on sex, including sexual harassment should contact the appropriate Title IX Coordinator as listed below. ~~Kevin McCasland, the district Title IX coordinator Superintendent, 701 6th Street, Olton, TX. 79064, kmccasland@oltonisd.org, \(806\)285-2641 ext. 258.~~ Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.](#)

[The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees concerns regarding discrimination on the basis of a disability: Terri Sandoval, Federal & Special Programs Coordinator, 701 6th Street, Olton, TX. 79064, \[tsandoval@oltonisd.org\]\(mailto:tsandoval@oltonisd.org\), \(806\) 285-2641 ext. 263. ~~Employees with questions or concerns about discrimination on the basis of a disability should contact Terri Sandoval, the district ADA/Section 504 coordinator.~~](#)

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

H.P. Webb Elementary
609 Ave G
Olton, TX 79064
H.P. Webb Elementary Title IX Coordinator - Stacie Ramage
Elementary Principal
sramage@oltonisd.org
805-285-2641 x 265

Olton Junior High
7th St.
Olton, Tx 79064
Olton Junior High Title IX Coordinator - Colby Huseman
Junior High Principal
chuseman@oltonisd.org
806-285-2641 x 236

Olton High School
700 Ave G
Olton, Tx 79064
Olton High School Title IX Coordinator - Gregg Ammons
High School Principal
gammons@oltonisd.org
806-285-2641 x 226

Olton ISD
701 6th St.
Olton, Tx 79064
Olton ISD District Title IX Coordinator - Terri Sandoval
Special and Federal Programs Coordinator
tsandoval@oltonisd.org
806-285-2641 x 263

Olton ISD
701 6th St.
Olton, Tx 79064
Title IX Appeals
Kevin McCasland
Superintendent
kmccasland@oltonisd.org
806-285-2641 x 258

Job Vacancy Announcements

Policy DC

To the extent possible, announcements of job vacancies by position and location are posted on a regular basis and posted at the central administration building, campus offices, and on the district's Web site.

Teacher Dress Code

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. Teachers are permitted to wear blue jeans on the last school day of each week and workdays when classes are not in session. Business casual dress will be appropriate on days when students are present. Coaches should only wear coaching attire during Athletics and PE.

Employment After Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment After Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Web Site (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class certification may also be

employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year. For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed online or copies will be provided upon request.

Noncertified Professional and Administrative employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a one-year contract that is not subject to the provisions for nonrenewal or termination under the Texas Education Code.

Paraprofessional and Auxiliary employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to Terri Sandoval in a timely manner. [Employees licensed by the Texas Department of Licensing and Regulations \(TDLR\) must notify Kevin McCasland when there is action against , or revocation of, their license.](#)

A certified employee's contract may be voided without due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate , or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact Terri Sandoval if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy, DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact Theresa Williams if you have any questions regarding reverification of employment authorization.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace, including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, work areas, including the district owned technology resources, lockers, and private vehicles parked on district premises or worksites or used in district business.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an

employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty. See DHE (LOCAL)

All employees required to have a CDL or who otherwise is subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug policies and related educational material should contact Kevin McCasland, Superintendent at (806)285-2641 ext.258

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification in first aid and cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, University Interscholastic League or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification to their campus principal or director by the first day of school with students.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, online training regarding seizure disorder awareness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA (Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by July 1st. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the Superintendent's office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year. Workday for professional staff is from 7:45 a.m. to 3:50 p.m. in the Elementary and Jr. High campuses; and 7:35 a.m. to 3:50 p.m. for the High School campus. Everyone should sign out and back in anytime during the regular work day if they leave their campus.

Classroom teachers will have planning periods for instructional preparation, including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See *Overtime Compensation* on page 18 for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations

for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. NCLB also requires that parents be notified if their child has been assigned, or taught for four or more consecutive weeks by, a teacher does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers includes individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Terri Sandoval, Federal & Special Programs Coordinator at (806)285-2641 ext.263.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

The OISD Board of Trustees in OISD Policy DNA (LOCAL) PERFORMANCE APPRAISAL: APPRAISAL OF TEACHERS has determined that the annual appraisal of teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS). A teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher's most recent full appraisal resulted in a teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified in §150.1002(a) of this title and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in §150.1002(a) of this title or the performance of teachers' student, as defined in §150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years. Teachers are to be appraised by their campus principal. All teacher appraisal observations are to be unscheduled. A teacher may request a second appraiser. Second appraisers are assigned by the superintendent from a Board approved list including Mr. Gregg Ammons, High School Principal, Mr. Brian Hunt, Junior High Principal, and Mrs. Stacie Ramage, HP Webb Elementary School Principal. When a second appraiser is requested, the superintendent has established that the procedure for calculating scores will be to weight the first appraiser's score at 60% and the second appraiser's score at 40% to determine a final score in each domain. The appraisal process is more than just a 45 minute observation and includes cumulative data from periodic walk-throughs, parental communications, professional standards of conduct, the Teacher's Self Report, etc. Cumulative data developed by the first appraiser may be used by the second appraiser in determining the teacher's score in each domain.

Employee involvement

Policies BQA, BQB

At both the campus and district levels, Olton ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from the office of the Federal & Special Programs Coordinator.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional and administrative employees are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page 18)

Salaries and wages are reviewed on an annual basis and adjusted according to the budgeted amounts approved by the board. All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors are paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact Theresa Williams for more information about the district's pay schedules or their own pay.

Early Separation

Policy DEA

If a salaried employee separates from service before the last day of instruction, the employee shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. For purposes of this policy, “separation from service” shall be as defined in IRS regulation CFR 1.409A-1(h). A salaried employee who separates from service on or after the last day of instruction shall be paid as follows:

1. An employee who is retiring under the Texas Teacher Retirement System shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. If the employee is eligible and elects to continue enrollment in the District’s group health coverage for one or more months of the summer, the employee’s share of premiums shall be withheld from the final paycheck.
2. All other employees shall be paid according to the annualized salary provisions above.

Paychecks

All personnel are paid monthly. During the school year, paychecks are delivered to each campus. Paychecks will not be released to any person other than the district employee named on the check without the employee’s written authorization. During summer breaks, paychecks will be mailed unless otherwise instructed.

The schedule of pay dates for the ~~2019-2020~~ 2020-2021 school year are:

September 25	March 25
October 25	April 24
November 22	May 25
December 20	June 25
January 24	July 24
February 25	August 25
<u>September 25</u>	<u>March 25</u>
<u>October 23</u>	<u>April 23</u>
<u>November 25</u>	<u>May 25</u>
<u>December 18</u>	<u>June 25</u>
<u>January 25</u>	<u>July 23</u>
<u>February 25</u>	<u>August 25</u>

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into an account of their choice. A notification period of 30 days is necessary to activate this service. Contact Theresa Williams for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions.
- Temporary and part-time employees who are not eligible for TRS membership must contribute to the district 457 FICA Alternative Plan.
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired in this district after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and the Olton Recreation Club, and TRS buybacks. Employees must provide a written notification to the payroll clerk 30 days prior to any change in salary deductions. Salary deductions are automatically made for unauthorized or unpaid leave.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action.

Overtime is legally defined as all hours worked in excess of 40 hours in a work week and is not

measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:01 a.m. Sunday and ends at midnight Saturday. Employees who must work beyond their normal schedule but less than 40 hours per week will be compensated in straight-time pay or equivalent time off in the same workweek. Employees must work more than 40 total hours in a week to earn overtime compensation. All overtime must be approved by the Superintendent and supervisor.

At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work (i.e. hours beyond 40 in a workweek)

- Employees can accumulate up to 40 hours of comp time.
- Use of comp time may be at the employee's request with supervisor approval as workload permits.
- An employee may be required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time sheets will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and the Superintendent must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district and the Internal Revenue Service. **Employees must submit receipts to be reimbursed for allowable expenses other than mileage.** Pursuant to IRS guidelines, no reimbursement will be made for meals other than for trips that include over-night travel, unless the meal is scheduled to be included as part of the meeting or training activity.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. For the 2019-2020 school year, the district will contribute \$300.00 per month (\$3,600.00 annually) toward employee health insurance coverage for eligible employees who choose to participate in TRS-ActiveCare. For employees who choose not to participate in TRS-ActiveCare, the district will provide a supplemental health insurance package that costs approximately \$50.00 per month (\$600.00

annually). In addition to the local contribution, the state pays a health insurance benefit of \$75.00 per month (\$900.00 annually) toward coverage to each employee who participates in TRS-ActiveCare. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members
- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

TRS retirees who are enrolled in TRS-Care (retiree health insurance program) are not eligible to participate in TRS-ActiveCare.

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact Theresa Williams, Payroll Clerk, for more information

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for themselves and/or their family. Premiums for these programs can be paid by payroll deduction. Employees should contact Theresa Williams, Payroll Clerk for more information. The district provides life insurance coverage with a \$20,000 death benefit for all employees. Employees are to designate a beneficiary by completing the appropriate form in Theresa Williams' office.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., accidental death and dismemberment, cancer or dread disease, vision and dental). A third-party administrator handles employee claims made on these accounts.

Supplemental Local Benefits

- For employees who have been employed and have had membership in a professional organization for 10 consecutive years or more, the district will pay for the cost liability insurance coverage. OISD will provide scholarships to teachers who sponsor UIL Literary events to attend summer workshops that are designed to improve the quality of the UIL Literary program.

- The district in cooperation with the Olton Recreation Club has arranged for school employees to receive membership at the ORC at a reduced rate. The regular family membership fee at the ORC is \$55.00 per month, but the rate for school employees is \$45.00 per month with payroll deduction. The district will deduct \$45.00 monthly from the employee's check and will make a group payment to the ORC.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Claims Administrative Services, effective September 1 through August 31. Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case. All work-related accidents or injuries should be reported immediately to their supervisor or principal. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page 28 for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact Theresa Williams.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify the Superintendent as soon as possible.

Information on the application procedures for TRS benefits are available from Theresa Williams. Additional inquiries should be addressed to: Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the Web (www.trs.texas.gov). See page 10 for information on employment of retirees in Texas public schools.

Other Benefit Programs

Tuition-Free Attendance

Children of nonresident District employees may attend District schools tuition free.

Insurance / Deferred Compensation

Free Athletic Passes

Any District provisions regarding insurance programs and/or deferred compensation programs are found in policies CRD(LOCAL) and CRG(LOCAL), respectively.

Leaves and Absences

Policy DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence.

Employees who expect to be absent for an extended period of more than five days should call Theresa Williams for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in full and half day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local Leave
- State sick leave accumulated before 1995-96 school year.
- State personal leave

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense. Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the district as they were when they were working. Otherwise, the district does not make benefit contributions for employees who on unpaid leave.

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification.

Immediate Family. For purpose of leave other than family and medical leave, immediate family is defined as the following:

- Spouse
- Son or daughter, including a biological, adopted, or foster child, a son-or daughter –in-law, a stepchild, a legal ward, or a child for whom the employee stands in loco parentis.
- Parent, stepparent, parent-in-law, or other individual who stands in loco parentis to the employee.
- Sibling, stepsibling, and sibling-in-law
- Grandparent and grandchild
- Any person residing in the employee’s household at the time of illness or death

For purposes of family and medical leave, the definition of family is limited to spouse, parent, sor or daughter, and next of kin. The definition of these are found in Policy DECA (LEGAL).

Medical Certification Any employee who is absent more than 5 days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and in—the case of personal illness—the employee’s fitness to return to work.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic in-formation of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. ‘Genetic information,’ as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive re-productive services.

Continuation of Health Insurance Employees on an approved leave of absence other than family and medical leave may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the Family and Medical Leave Act will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave. Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee’s unpaid leave extends for mor than six months , the district will provide the employee with notice of COBRA rights. **Note: OISD Policy DEC (LOCAL), COMPENSATION AND BENEFITS: LEAVES AND ABSENCES can be found on <http://www.tasb.org/policy/pol/private/140905>.**

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allows very little, if any, advanced planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below. The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny discretionary use of leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave can be used only in 2-day increments except when coordinated with family and medical leave taken on an intermittent or reduced-schedule basis or when coordinated with workers' compensation benefits. If an employee uses more sick leave than he or she has earned, the cost of unearned sick leave will be deducted from the employee's next paycheck.

State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee’s immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service
- Sick Leave Bank

Local Leave

Employees earn an additional four equivalent workdays of local sick leave per school year concurrently with state personal leave. Local sick leave is noncumulative. Local sick leave days must be taken prior to state leave days as an incentive for employees to accumulate state days which can be traded toward years of service for retirement.

Sick Leave Bank

- OISD operates a sick leave bank program for qualifying employees. See **Appendix D** for guidelines and forms.

Vacation

Policy DED

Family and Medical Leave (FML)—General Provisions

The following text is from the federal notice, *Employee Rights and Responsibilities Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within 1 year of the child’s birth or placement);
- To care for the employee’s spouse, child, or parent who has a qualifying serious health condition;
- For the employee’s own qualifying serious health condition that makes the employee unable to perform the employee’s job;
- For qualifying exigencies related to the foreign deployment of a military member who is the employees spouse, child, or parent.

An eligible employee who is a covered service member's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the service member with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes accrued paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
 - Have at least 1,250 hours of service in the 12 months before taking leave;* and
 - Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.
- *Special hours of service eligibility requirements apply to airline flight crew employees.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection.

Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities,

or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

Local Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee's ability to perform essential job function is required, the district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according to the procedures outlined in policy (see DECA (LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact David Foote or Theresa Williams for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, his or her supervisor should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employees will be reinstated at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Short-Term Paid Leave

An employee not eligible for workers' compensation income benefits who has exhausted all paid leave shall be granted up to two days during the period before the employee is released to return to work.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury, and should be immediately reported to the immediate supervisor or campus principal.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

Policy DEC(Local)

Use of state leave and/or local sick leave for death in the immediate family shall not exceed five workdays per occurrence, subject to the approval of the District.

START HERE

Jury Duty

[Policies DEC, DG](#)

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. [The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance in connection with the service in any court in the United States.](#) Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpeona

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized urban Search and Rescue team is entitled to paid leave when engaged in authorized training or duty ordered by proper authority. Paid military leave is limited to 15 days each fiscal year. In addition, an employee is entitled to use available state and local personal or sick leave during active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force or any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can

be qualified to perform the required duties. Employees returning to work following military leave shall contact the immediate supervisor or campus principal. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Theresa Williams for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district news provided to the local newspapers, and through special events and activities. Recognition and appreciation activities also include service awards at the completion of each 5 years of local service.

District Communications

Throughout the school year, the Superintendent's office will produce memos, calendars, news releases, and other communication materials. During the school year, the superintendent writes an occasional column that is published in the local newspaper. In addition to these publications, the district maintains a web site at <http://www.oltonisd.net> that offers employees and the community information pertaining to school activities and achievements.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees.

Note: OISD Policy DGBA (LOCAL), PERSONNEL-MANAGEMENT RELATIONS: EMPLOYEE

COMPLAINTS/GREIVANCES can be found on <http://www.tasb.org/policy/pol/private/140905>.

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with department and district procedures and policies.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policy and procedures, and ethical standards. Violations of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency* on page 48 for additional information.

Note: The Texas Educators' Code of Ethics, adopted by the State Board for Educator Certification, which all district employees must adhere to is included as Appendix C.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their

employment, employees shall not engage in prohibited harassment of other persons, including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

Note: A copy of OISD Policy DIA (LOCAL) and DIA (REGULATION), EMPLOYEE WELFARE: FREEDOM FROM HARASSMENT can be found on <http://www.tasb.org/policy/pol/private/140905>.

Harassment of Students

Policies DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between student and district employees are prohibited. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page 32 and *Bullying*, page 54 for additional information.

Note: A copy of OISD Policies DHB (LEGAL) and FFH (LOCAL), [and FFH \(REGULATION\)](#), STUDENT WELFARE: FREEDOM FROM HARASSMENT can be found on <http://www.tasb.org/policy/pol/private/140905>.

Reporting Suspected Child Abuse

Policies DG, ~~FFG~~, GRA

All employees are required by state law to report any suspected child abuse or neglect, as defined by Texas Family Code §26.001, to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g.: state agency operating, licensing, certifying, or registering a facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of a child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability. Reports to Child Protective Services can be made online at <https://www.txabusehotline.org/Login/Default.aspx> the campus principal; superintendent or the Texas Abuse Hotline (800-252-5400). State law specifies that an employee may not delegate to or rely on another person to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to report suspected child abuse may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report suspected child abuse may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agencies. In addition, employees must cooperate with child abuse and neglect investigators.

Reporting the concern to the principal does not relieve the employee of the requirement to report to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at <http://www.oltonisd.net>. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or otherwise maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to make a reasonable effort to prevent 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. Maltreatment is defined as abuse or neglect. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need mor or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documentation evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district
- Does not unduly burden the district's technology resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures.

Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and legal action. Employees with questions about computer use and data management can contact their supervisor or campus principal.

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also includes all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other

public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for Web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express, written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See **Policy DH (EXHIBIT)**]
 - Confidentiality of district records, including educator evaluations and private e-mail addresses [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See **Policy DH (EXHIBIT)**]

See *Use of Electronic Communications between Employees, Student, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited.

Employees are not required to provide students with their personal phone number or [e-mail-email](#) address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is a child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization.

An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communication with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, and any communication made through an Internet website, including a social media website or a

social networking website .

- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a *communication*: however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, previous page. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student’s parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message.
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee’s district e-mail address.
- The employee shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).

- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page (“professional page”) for the purpose of communicating with students. The employee must enable administration and parents to access the employee’s professional page.
- The employee shall not communicate directly with any student between the hours of 10:00 p.m. and 6:00 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Educators’ Code of Ethics, including:
 - Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
- Upon written request from a parent or student, the employee shall discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.
- An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
- All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district’s record retention policy.
- An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communications with the employee. The employee should describe the form and content of the electronic communication.

Use of Wireless Communication Devices

- Olton ISD employees will be in compliance with state law regarding the use of wireless communications devices at all times while transporting Olton ISD students in buses, vans, suburbans, cars or any other Olton ISD vehicle.

State law prohibits passenger bus drivers or any school vehicle transporting minors from using wireless communications devices, except in emergencies or when the vehicle is stopped.

- Olton ISD instructional employees are prohibited from using a wireless communications device during instructional time or any other time designated by their campus principal.
- Olton ISD instructional employees are required to inform their supervisors, Gregg Ammons (Olton High School Principal), Ross Lassiter (Athletic Director), Brian Hunt (Olton Junior High Principal), or Stacie Ramage, (H.P. Webb Elementary Principal) regarding family emergencies which may require you to operate a wireless communications device during instructional time or any other time designated by your campus principal.

Public Information on Private Devices

Policy DH

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act.

Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history. SB 9 requires all school districts to incorporate the national background check for all personnel employed by the district that began January 1, 2008.

This process will require the prospective employee to fill out a criminal background check to be processed and to submit to a fingerprinting process as determined by the State Board of Education and the Texas Education Agency. The cost of the procedure is approximately \$50.00. Olton ISD has incorporated the following guidelines:

- A. **Substitutes** (teacher, cafeteria worker, bus driver, custodian, and maintenance) will be reimbursed the cost for the fingerprinting process if the individual is approved as a substitute and works for the district a total of 10 full days.

Substitute Teachers that are enrolled in college as a full-time student will be reimbursed the cost for the fingerprinting process if the individual is approved as a substitute teacher and works for the district one time with proof of full-time college enrollment.

- B. **Temporary Employees** will be reimbursed the cost for the fingerprinting process when they have completed their employment.
- C. **New hire Para-professionals and Auxiliary Personnel** (secretary, teacher aide, technology assistant, computer technician, cafeteria, maintenance, custodian, and transportation) will be reimbursed the cost for fingerprinting process when they have completed one full instructional year with the district. If hired after the school year begins, they will be reimbursed after they have completed 12 months of employment.
- D. **New hire Professional Personnel** (superintendent, business manager, maintenance & operations director, principal, nurse, counselor, librarian, speech therapist, athletic trainer, teacher or coach) will be responsible for the costs of the fingerprinting process

Employee arrests and convictions

Policy DH

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes, but is not limited to, the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)
- Acts constituting abuse or neglect under SBEC rules

If an educator is arrested or criminally charged, the superintendent is also required to report the educators' criminal history to the Division of Investigations at TEA.

Alcohol- and Drug-Abuse Prevention

Policy DH

Olton ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

Note: A copy of OISD Policy DH (LOCAL) can be found in <http://www.tasb.org/policy/pol/private/140905> or www.olttonisd.net under District – School Board Policy

Tobacco Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco products, or e-cigarettes on all district-owned property and at school- related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district- owned vehicles are prohibited from smoking, using tobacco products or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Fraud and Financial Impropriety

Policy CAA

All Employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety includes the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets, including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties

- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district
- Inappropriately destroying, removing, or inappropriately using records, furniture, fixtures, or equipment
- Failing to provide financial records required by state or local entities
- Failure to disclose conflicts of interest as required by policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Nonschool employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials, such as maps or worksheets, that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual work, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources, including work time, for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fund raiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fund raiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for

responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page 44 for additional information.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules
- Keep work areas clean and orderly at all times
- Immediately report all accidents to their supervisor
- Operate only equipment or machines for which they have training and authorization

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgement on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact their principal or supervisor.

START HERE

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or the superintendent immediately.

Visitors in the workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos management plan

Policy CKA

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the superintendent's office and is available for inspection during normal business hours.

Pest control treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located in each campus office. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written or electronic means. Pest control information sheets are available from campus principals or facility managers upon request.

General Procedures

~~Bad weather~~ Emergency School closing

Policy CKC

The district may close schools because of ~~bad~~ severe weather, epidemics, or other emergency conditions. When such conditions exist, the superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to cancel school,

schedule a late start or release students early, or to cancel school, district officials will post a notice on the district's Web site and notify the following television stations will be notified by school officials:

TV Stations:

KMAC (ABC, Channel 28)	KCBD (NBC, Channel 11)
KLBK (CBS, Channel 13)	KJTV (FOX, Channel 34)
Olton ISD FaceBook	SchoolReach

The district will also send out a telephone message through the SchoolReach messaging service to notify all employees and parents by phone within minutes of an emergency, unplanned event, or bad weather that may cause early dismissal, school cancellation or late start. The central office must have a current phone number on file to be able to update the SchoolReach list in order for the employee to be contacted. **If you have a change please notify us as soon as possible so that we can update that information.**

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing procedures

Policy CH

All requests for purchases must be submitted to the campus principal. The district utilizes electronic purchase orders that are initiated at the direction of the campus principal in each campus office. Submission of an electronic purchase order will create a purchase order (PO) number. **No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization.** Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Bills are paid twice a month, on the 10th and 25th of each month. Contact Business Manager, Fran Trotter

for additional information on purchasing procedures.

March 20, 2020 will be the cutoff date for submitting requisitions for **classroom supplies** from the general fund, (199). It is encouraged that everyone plan ahead and submit requisitions as quickly as possible in order to get your supplies from now through the end of August. After March 20, 2020 requisitions will be approved on an emergency basis only. In addition, please remember that an approved purchase order is valid until paid or canceled during the fiscal year in which it is issued. After 08/31/2020 purchase orders issued during the 2019-2020 budget are no longer valid. Having a cutoff date allows ample time for goods to be delivered and approved for payment prior to the summer break. It allows budgeted funds to be encumbered and spent on students during the present instructional year and it insures that expenditures made in this fiscal year do not get charged into next year's budget. If you have any questions please do not hesitate to call Fran Trotter, Business Manager. Exceptions after the deadline will be made for Maintenance, Transportation, and Administration.

Activity funds / fund raising activities

The professional and ethical handling of student activity funds is a very important issue. Mishandling or misappropriation of student activity funds will allow the integrity of the sponsor to be publicly questioned and in some cases may lead to employee termination. School employees who handle activity funds should adhere strictly to the guidelines below to ensure that documentation concerning the handling of activity funds is maintained should a student, parent, or administrator question expenditures, revenues, or activity fund balance. Failure to follow these guidelines leaves an employee with no paper trail to support their position and defend themselves, should the need arise. Failure to follow guidelines results in the mishandling of student funds. There is no presumption of innocence regarding this issue. It cannot be overstressed that appropriate documentation and the adherence to guidelines will provide the only acceptable evidence supporting an employee concerning the handling of activity funds. **EACH SPONSOR SHOULD PURCHASE A DUPLICATE RECEIPT BOOK TO BE USED FOR FUNDS TURNED IN (FUNDRAISER MONEY, CLUB OR CLASS DUES, ETC.)**

Olton ISD Activity Fund Guidelines

1. Account for all incoming total revenue

- a. **Maintain a log** or Excel spreadsheet that accounts for all sources of revenue. If students are involved in the sale of fund raising items, require students to provide accurate information concerning sources of revenue including lists of customers, quantities, etc. Include this information in the log. When students are issued products to sell, a record should be kept with the student's name and the amount of products issued to sell. When the students return the money and/or unsold products a receipt should be written to the student

accounting for the money and products returned. All checks written must be payable to the organization and must include the person's driver's license number.

- b. **Count funds** in the presence of witness/witnesses.
- c. **Sign and have witness/witnesses sign** and verify total amounts. Complete a cash tally form and sign form.
- d. Bring **all revenue**, cash tally form and copies of receipts for funds turned in to the business office for deposit, as soon as possible.
- e. **Do not keep any activity funds in classrooms, deposit activity funds into a personal account or take any activity funds home.** Funds can be locked in the vault in the Administration Office for safekeeping.

2. Account for All Expenditures

- a. The district utilizes electronic purchase orders that are initiated at the direction of the campus principal in each campus office. Submission of an electronic purchase order will create a purchase order (PO) number. **No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchase made without authorization.**
- b. Attach receipts or invoice to gold copy of PO and return promptly to the Business Office for payment.
- c. Maintain records that answer the question of what, when, where, and why.

Fund Raising Activities require prior administrative approval. Sponsors of school organizations who wish to conduct a fund raising activity should discuss the plan with the building principal for approval prior to initiating any fund raising activity.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the superintendent's office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from Theresa Williams.

Personnel records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal e-mail is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number

- Social Security number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information may be made at any time by submitting a written request to Theresa Williams. New or terminating employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under the law applies. An employee is responsible for notifying the district if her or she is subject to any exception for disclosure of personal or confidential information. (See *Public Information Access Form*, page 61.)

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities during and after school hours must follow established procedures. Each campus principal will be responsible for scheduling the use of facilities in their own campus. Please contact your principal to schedule usage of facilities. The superintendent's office will only be responsible for scheduling the use of facilities after school hours for the community. A facilities use form can be obtained in the superintendent's office and also information on the charge fees.

Termination of Employment

Resignations

Policy DFE

Contract employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the Superintendent. Contract employees may resign at any other time only with the approval of the Superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation [within seven business days](#) following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency on page 48*. The superintendent will notify SBEC when an employee resigns and reasonable evidence exists to indicate that the employee has engaged in of the same acts.

Noncontract employees. Noncontract employees may resign their positions at any time. A written notice of resignation should be submitted to the Superintendent at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the Superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct or abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The Superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policy DF Series

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The time lines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee. Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the time lines and procedures can be found in the DF series policies that are provided to employees or are available on line.

Dismissal of Noncontract Employees

Policy DCD

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, color, religion, **gender**, **sex**, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page 30)

The principal is required to notify the Superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The Superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property including intellectual property, and equipment must be returned upon separation from employment.

Exit Interview Form & Employee Separation Questionnaire

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

These forms are included as Appendix E. When an employee separates from service these forms can be filled out and returned to superintendent's office for your input on your tenure with the school district and the reason for your leaving. This information will hopefully help us

provide a better work place for our employees in the future. Your response will be considered confidential.

Reports to the Texas Education Agency

Policies DF, DHB, [DHC](#)

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigation at TEA if there is evidence that the employee was involved in any of the following:

- A reported criminal history
- Any form of sexual or physical abuse of a minor or any other unlawful conduct with a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the District must be reported to the Division of Investigations at TEA by the Superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination

- Employee’s last known address
- Name and address of the employee’s new employer, if known

Student issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law Olton ISD does not discriminate on the basis of race, color, religion, national origin, age, gender, or disability in providing education services, activities, and programs, including ~~vocational~~ Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to Kevin McCasland, the district’s Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to Terri Sandoval, Federal & Special Programs Coordinator, 701 6th Street, Olton, TX, 79064, tsandoval@oltonisd.org, (806) 285-2641 ext. 263.. All other questions and concerns relating to discrimination based on any other reason should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student’s records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of postsecondary education. A district is not prohibited from granting the student access to the student’s records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus counselor for assistance.

Academic Achievement: Grading/Progress Reports to Parents

Policy EIA (Regulations)

GRADING GUIDELINES:

The following grading guidelines will apply:

1. If final exams are given, the principal will keep the final examination papers on file for 6 weeks after the exam is administered.
2. A student receiving an incomplete for a grading period has 5 school days to convert the incomplete grade to an earned grade.

ELECTRONIC GRADE BOOKS:

Each teacher must maintain accurate, up-to-date electronic grade books. Electronic grade books will be updated each Monday or the first day of the school week by 8:00 am. The following information must be recorded in the grade book:

Quiz and exam grades, and any daily grades and project grades, identified with a notation at the column heading.

Grade books will be available for examination by administrators at all times, and will be filed with the principal at the end of the school term.

SECONDARY SIX-WEEK AND SEMESTER NUMERICAL GRADE AVERAGES:

Six-week and semester numerical grades will be averaged according to the following weights:

High School:

- | | | | |
|----|------------------------------------|--|--------|
| 3. | A. Six-week: (No Six Weeks Test) | Daily grades | -60% |
| | | Tests | - 40% |
| | B. Six-week (Six Weeks Test Given) | Daily Grades | -60% |
| | | Tests | -30% |
| | | Six-Weeks Test | -10% |
| 4. | Semester: | Six-week grades | - 85% |
| | | Semester test | - 15% |
| | | Six-weeks grades | - 100% |
| 5. | Final Average: | Yearly Average (Semester 1 + Semester 2/2) | |

Junior High School:

- | | | | |
|----|-----------|-----------------|--------|
| 1. | Six-week: | Daily grades | – 70% |
| | | Tests | – 30% |
| 2. | Semester: | Six-week grades | – 100% |

Elementary School:

Assignments which are done independently by students will count 60 percent of a student's grade, with all other assignments counting 40 percent of a student's grade. Independent assignments are those which are done under state assessment condition, and may include all prescribed accommodations for individual students.

NUMBER OF GRADES PER SIX-WEEK PERIOD:

High School:

A minimum of 6 daily grades and 2 test grades must be recorded for each student during the six-week grading period.

Junior High School:

A minimum of 6 daily grades and 2 test grades must be recorded for each student during the six-week grading period.

Elementary School:

Grade 1: No less than 1 recorded grade per week or 6 grades per 6 weeks per subject. No less than 3 grades recorded by progress report time and 6 grades by the end of each 6 weeks.

Grades 2-5: No less than 2 grades recorded per week or 12 grades per 6 weeks per subject. No less than 4 grades recorded by progress report time and 12 grades by the end of the 6 weeks.

PROGRESS REPORTS TO PARENTS:

Teachers will use the following techniques, as applicable, in maintaining communication with parents:

6. Report cards, with comments as appropriate.
7. Written notices regarding excellent or unsatisfactory performance, attendance, conduct, and the like.
8. Personal conferences.
9. Telephone communication.

Teachers will notify parents immediately upon ascertaining that a student is performing below a level that will permit him or her to meet promotion requirements in accordance with EIE(LOCAL).

REPORT CARDS:

Secondary report cards are normally mailed to parents on the Wednesday following the close of each six-week period during the school year. At the close of each school year, the final report card is issued at a time and in a manner designated by each school principal.

Elementary report cards are normally sent home with students on the Thursday following the end of each 6 weeks. The last report card of the school year is sent home with the student on the last day of the school year.

INTERIM REPORTS: Campuses must issue interim reports at the midpoint of each grading period to the parents of all students. [See EIA (LOCAL)]

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the self-administration of asthma medication, medication for anaphylaxis (e.g., EpiPen®), and medication for diabetes management, if the medication is self-administered in accordance with district policy and procedures. A student who must take any other prescription medication during the school day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic drugs

Policy FFAC

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

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student, upon returning to school, must

bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 years or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by TEC §37.0832. All employees are required to report student complaints of bullying, including cyber bullying, to the campus principal. The district's policy that includes definitions and procedures for reporting and investigating bullying of students and is reprinted below:

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

3. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
4. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student 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, counselor, principal, or other District employee.

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.

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, 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

DISTRICT ACTION

BULLYING

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.

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the

DISCIPLINE

District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

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 if 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
CONFIDENTIALITY

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.

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
RECORDS
RETENTION

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Hazing
Policy FNCC

Students must have prior approval from the principal or designee for any type of "initiation rites" of a school club or organization. While most initiation rites are permissible, engaging in or permitting "hazing" is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Computer Network and Internet Access and Safety Policies

Olton Independent School District offers network access to all employees that have signed the Computer Network and Internet Access and Safety Policies. Access to the network will provide you with Internet access in addition to other resources. The Internet is an international computer network of networks and is the communication and information highway of tomorrow. Through the network you will have access to thousands of databases, libraries, and computer services from all over the world. Please note that the Internet is an association of diverse communication

and information networks. It is possible that you may run across areas of adult content and some material you might find objectionable. Prior to being issued an account, you will be required to sign a contract stating, among other things, that you will not access these areas of the Internet. Please keep in mind that it will be impossible for us to totally limit access to these areas. Recently, there has been much publicity concerning the adult content areas of the Internet. In reality, less than 3 percent of the Internet is adult content. It is unlikely that you will come across such material by accident while using the network for valid educational purposes. Nevertheless, we must recognize that the possibility does exist. We have attempted to reduce this possibility to a minimum by monitoring the network at all times, and also by participating in an internet access filtering program called BESS. Among other items, BESS currently filters and blocks:

Adults Only	Porn site	Hate/Discrimination	Sex	Illegal
Violence	Alcohol	Tasteless/Gross	School Cheating Info	Weapons
Chat	Profanity	Nudity	Suicide/Murder	Drugs
Gambling	Lingerie	Tobacco	Personals	

Questions regarding this issue please should be directed to the District Superintendent, or any district administrator.

Guidelines for Employee Computer Network Use

The District computer network exists for the primary purpose of supporting and enhancing learning and teaching by providing information resources. The network offers users complete access within and between District buildings to the following services:

1. Internet access.
2. Device sharing - Users will be able to utilize various networked devices such as printers and CD-ROM towers District-Wide.
3. Access to Software installed on the District's file server, i.e. Plato, Accelerated Reader or Star.
4. Email

It is essential for each user on the network to recognize his/her responsibility in having access to vast services, sites, systems, and people. The user is ultimately responsible for his/her actions in accessing network services. All users must observe the acceptable use policy of other networks while utilizing the services of those networks. The use of the network is a privilege, not a right, which may be temporarily or permanently revoked at any time for abusive conduct. Any violation of the rules stated here or posted in labs, classrooms, libraries, login scripts, or daily bulletins could result in loss of network access privileges as well as further disciplinary action. In

some cases appropriate legal action may be taken. The Internet is far from private and may be monitored at any time.

Unacceptable uses of the network include, but are not limited to the following:

1. Violating the rights to privacy of students and employees of the District.
2. Using profanity, obscenity, or other language, which may be offensive to another user.
3. Reposting personal communications without the author's prior consent.
4. Copying commercial software in violation of copyright law.
5. Using the network for financial gain or for any commercial or illegal activity.
6. Users must avoid spreading computer viruses. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.
7. Downloading, storing, or printing files or messages that are profane, obscene, or that use language that offends or tends to degrade others.
8. Sharing or giving your network account password to others, or using someone else's password. This could lead to severe consequences.
9. Altering any computer configuration that will damage the programs or equipment in any way so as to create problems for future use.
10. Using web-mail or web-based e-mail systems (e.g. Hotmail, Mail.com, Rocketmail, Yahoo, etc.).
11. Instant messenger programs (e.g. ICQ, Yahoo Pager, MSN Instant Messenger, AOL Instant Messenger, etc.).
12. Using programs like but not limited to Napster, Launch, or Morpheous to download MP3 or other music/video files.
13. Participating in any type of chat room.

Computer Network and Internet Access and Safety Policies

Employee Signature Form:

I understand that this access is designed for educational purposes and that reasonable precautions have been taken to limit access to controversial material. However, I also recognize it is impossible for the School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I agree to follow all guidelines stated here-in.

Signature: _____

Date: _____

PERMISSION FOR THE PUBLICATION OF EMPLOYEE WORK/PICTURES

I understand that from time-to-time the school may wish to publish examples of employee projects, photographs, and other work on an Internet accessible world wide web server.

My work and photographs can be published on the Internet.

I would prefer that my work and picture not be published on the Internet

Signature _____

DATE: _____

**OLTON INDEPENDENT SCHOOL DISTRICT
COUNTRY CLUB MEMBERSHIP - \$45.00 PER MONTH
2019-2020**

Name:

Campus:

I **choose** to join the Olton Country Club.

I **choose not** to join the Olton Country Club.

Signature

Date

Please return this form to your campus office by Friday, August 16th.

**OLTON INDEPENDENT SCHOOL DISTRICT
PUBLIC INFORMATION ACCESS FORM**

Name _____ Employee number _____

The Texas Public Information Act allows employees, officials, and former employees and officials to elect whether to keep certain information about them confidential. Unless you choose to keep it confidential, the following information about you may be subject to public release if requested under the Texas Public Information Act. Therefore, please indicate whether you wish to allow public release of the following information.

	Public Access?
Address	No <input type="checkbox"/> Yes <input type="checkbox"/>
Phone Number, including personal cell phone number	No <input type="checkbox"/> Yes <input type="checkbox"/>
Social Security number	No <input type="checkbox"/> Yes <input type="checkbox"/>
Emergency contact information	No <input type="checkbox"/> Yes <input type="checkbox"/>
Information that reveals whether you have family members	No <input type="checkbox"/> Yes <input type="checkbox"/>
Personal e-mail address	No <input type="checkbox"/> Yes <input type="checkbox"/>

This form should be completed and signed by the employee no later than the 14th day after the date the employee begins employment, the public official is elected or appointed, or a former employee or official ends employment or service.

Employee Signature _____

Date _____

Your Emergency Contact Information

In the event that you are involved in an accident or other emergency while on campus, it is very important that we have on file the name(s) of the person(s) you would want to be contacted. We, therefore, urge you to complete the information requested. Return the completed form to your campus office as soon as possible. It will then be forwarded to the personnel office for your file.

Please print.

Employee's Name:

Physical Address:

Mailing Address:

Home Phone #: () -

Work Phone #: () -

Cell Phone #: () -

Primary person to be notified in case of an emergency or accident:

Name:

Relationship to You:

Home Phone #: () -

Work Phone #: () -

Cell Phone #: () -

Secondary person to be notified in case of an emergency or accident:

Name:

Relationship to You:

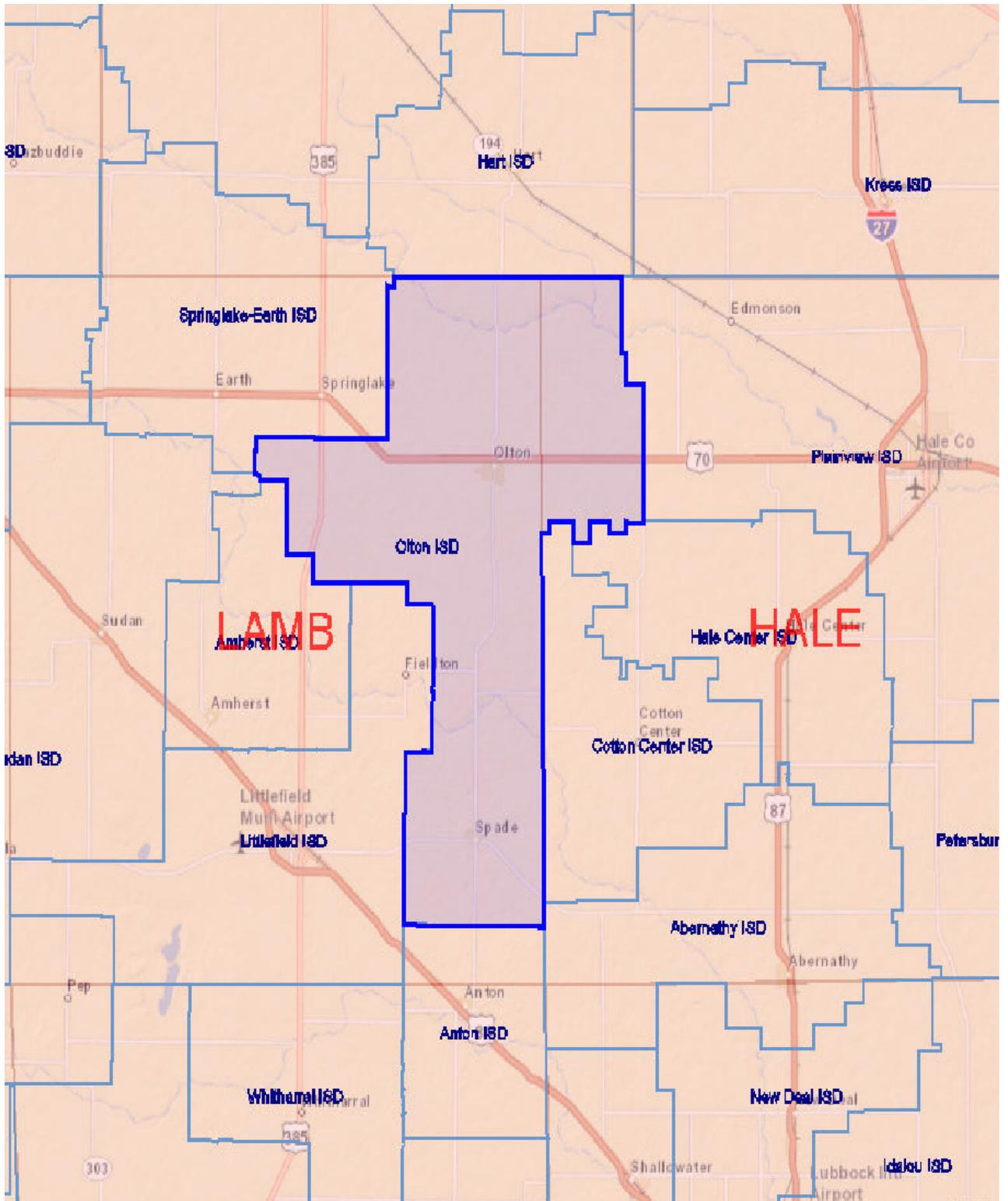
Home Phone #: () -

Work Phone #: () -

Cell Phone #: () -

Additional names and numbers: _____

This information is confidential. It will only be used for the reasons stated above. Thank you for your cooperation.



Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educational preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or [that are used](#) to obtain special advantage. This standard shall not restrict the

acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, [abuse](#), of distribution of controlled substances ~~and/or abuse of~~ prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct Toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

[Standard 2.8](#) [The educator shall not intentionally or knowingly subject a colleague to sexual harassment.](#)

3. Ethical Conduct Toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or a minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or a minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

**OLTON INDEPENDENT SCHOOL DISTRICT
SICK LEAVE BANK GUIDELINES**

I. Purpose

The purpose of the sick leave bank is to provide additional sick leave days to members of the bank in the event of an unexpected extended critical illness; unexpected critical surgery; or a temporary disability due to a critical and/or debilitating injury.

II. Definition of sick leave days for members

Sick leave days from the bank are those days granted to a member who through an unexpected extended critical illness; unexpected critical surgery; or critical and /or debilitating injury and is unable to perform the duties of his/her position. In special cases sick leave days may be granted for use with the illness of a family member.

III. Eligibility

All full-time employees of the district shall be eligible for membership. "Full-time employees" shall be defined as those employees who are classified as full-time by OISD.

Participation is voluntary, but requires contribution to the bank.

IV. Procedure for joining the sick leave bank

During the initial year of the bank's operation, any employee who is eligible to join the sick leave bank may do so by donating two (2) days from his/her local leave for the current school year. These days will be subtracted from the member's local sick leave record. The two (2) days donated become the property of the OISD Sick Leave Bank. All donations will remain in force and cannot be returned even upon cancellation of a membership.

There will be two enrollment periods for membership during the initial year:

- (1) September 1-30, 1999, employees may join by contributing two (2) days.

(2) January 5-14, 2000, employees may join by contributing two (2) days of local leave. In order to continue membership, these members must contribute an additional one (1) day during the September 1 - 30, 2000, enrollment period.

After the 1999 enrollment, the enrollment period for current employees and new employees hired prior to the opening of the school year shall be September 1 through September 30. New employees hired after the enrollment period are eligible to join immediately. Such personnel must join within thirty (30) days of beginning employment. All new personnel employed after the enrollment period must be able to earn at least two (2) days of local sick leave during the current school year to be eligible for membership.

Eligible employees who elect not to join the sick leave bank at the first opportunity afforded to them shall not be permitted to join until the subsequent annual open enrollment period.

V. Administration

The sick leave bank shall be administered by a seven-member committee, all of whom are members of the bank and who have been employed by the school district for at least three (3) consecutive years. The SLB committee shall be elected from the membership as follows: one professional staff person (teacher, counselor, librarian, nurse, speech therapist, diagnostician, etc.) shall be elected from each of the three campuses; three auxiliary employees shall be elected by the auxiliary employee members; and one administrator member shall be elected by the district administrator members.

The term of office shall be two (2) years, with initial members drawing lots for two or three year terms in order to establish staggered terms. Four members shall receive a three year term, and three members shall serve for two years during the initial term. The term of office shall run from June 1 to May 31.

Election of committee members will be held on the first Monday in September. Only members of the bank are eligible to vote.

Members of each group named above may nominate candidates from their group. Nominations must be submitted by Sept. 1 of each year. A form will be provided.

Voting will be by secret paper ballot. Ballots will be distributed through the school mail and collected in each campus office. Ballots will be returned by school mail on the Wednesday following the election. A meeting of the committee shall be called to tabulate the ballots no later than one week following the election.

Counselors, librarians, nurses, speech therapists, diagnosticians, etc. will be eligible to vote and/or be elected as representatives per the "home campus" assignment.

In the event no nominations are filed for one or more of the positions on the committee, the committee shall fill such positions by appointment at the first committee meeting following the nomination deadline. The selection will be made from the group which would be represented by the vacant position.

At the first meeting of the year for the newly elected committee members, the committee shall select from its group a chairperson, a vice chairperson, and a secretary.

All applications for sick leave bank days shall be reviewed individually by the committee in a called meeting. A quorum shall consist of at least four (4) committee members. Vacancies on the committee that arise during the school year will be filled by appointment by the committee members. The selection will be made from the group which was represented by the member who resigned.

The SLB committee shall be responsible for receiving requests, verifying the validity of requests, recommending approval or denial of requests, and communicating decisions to the member and the business office. The committee shall meet as the need arises.

VI. Contributions

For bank purposes the school year will be from September 1 to August 31.

After the initial enrollment periods of September 1 - 30, 1999 and January 5 - 14, 2000, to become a member of the bank an employee must contribute three (3) days from his/her accrued or anticipated local sick leave for the current school year.

If a member uses three (3) or more days from the bank during the school year, he/she will be required to donate an additional three (3) days the following school year in order to have continuing membership in the bank. If the member uses fewer than three (3) days, he/she will donate the number of days actually used.

Contributions shall be made between September 1 and September 30 each new school year except for members returning from extended leaves that included the enrollment period. Employees returning from disability leave shall be permitted to contribute to the bank only upon approval of the SLB committee.

If the bank falls below two times (2x) the number of participating members on September 30, each continuing participant must contribute one (1) extra day effective October 1 of the current school year. If it falls below one time (1x) the number of members, he/she must contribute two (2) days. Participants who join in September will donate a maximum of three (3) days for the current school term.

If a member decides to cancel his/her membership in the bank, any days contributed for membership remain the property of the bank. If, at a later date, this individual wishes to rejoin the bank, he or she may do so during the enrollment period by donating three (3) days.

VII. Loss of membership rights

A member of the bank shall lose the right to use the benefits of the bank by:

1. termination of employment with the district; (Personnel who resign a dual position and rehired without a break in employment will retain their membership.)
2. the member's voluntary cancellation of membership in the bank, as of the effective date of the cancellation;
3. any abuse or misuse of the rules of the bank.

VIII. Granting of days from the SLB

Conditions known to exist by the employee on or before the date of joining the SLB will not be covered under provisions of the SLB until one year from the date of enrollment. This waiting period is waived for the 1999 initial enrollment period and for new employees at their first opportunity to join the bank.

Sick leave days and bereavement days from the bank shall granted only after the member has exhausted all accumulated state leave and current local leave days.

Days from the bank shall be granted only for unexpected extended critical illness; unexpected, critical surgery*; or critical and/or debilitating injury which necessitates an absence from work for five (5) consecutive days or longer.

*Days requested for Caesarian deliveries will be considered only for first-time occurrence and on a case-by-case basis. Requests will not be accepted until all accumulated sick leave is exhausted.

Pregnancy will not be considered as a catastrophic illness except in the event of complications which endanger the applicant or fetus.

Days granted from the Sick Leave Bank shall be in units of not more than thirty (30) consecutive working days. A member may apply for an extension(s) by submitting an updated statement from the physician on the proper form. The committee will make the determination for approving extension(s) based individual circumstances, the balance of days in the bank, and the time of the year the request is made. All extensions granted must be upon the unanimous vote of the committee.

Sick leave days from the bank may not be granted for the period of disability when monies are paid to the member under the Worker's Compensation Act.

Members must use all available state and local leave (not including extended sick leave) before receiving any days from the bank. In order to qualify, the employee must have been out five consecutive workdays with the current illness. Applications for use of the bank shall be made on

the required forms and submitted to the SLB committee through the business office employee designated in charge of SLB accounting. If a bank member does not use all of the days granted from the bank, the unused sick leave bank days shall be returned to the bank.

The SLB may be used for the contributor's own personal illness or to enable the contributor to remain away from his/her position in order to assist a member of his/her immediate family who has suffered catastrophic illness or injury. Immediate family will be as specified in categories 1, 2, and 3 of the OISD definitions of immediate family. For the purposes of the sick leave bank, the term "immediate family" shall include:

1. spouse;
2. son or daughter, including a biological, adopted or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands in *loco parentis* and
3. parent, stepparent, parent-in-law, or other individual who stands in *loco parentis* to the employee.
4. in cases where the committee determines the employee is the primary caregiver.

All regulations pertaining to the issue and issuing of sick leave days will also be applied to the illness or injury of the family member. The term "catastrophic" implies an emergency situation of a serious nature.

An employee may use up to five (5) consecutive days from the sick leave bank for bereavement leave for the death of the employee's spouse, child (including biological, adopted, foster or stepchild), and parent or stepparent.

IX. Rules and Procedures

Each application for a request from the bank must ***be submitted to the SLB no later than 30 calendar days after returning to work and*** include a new physician's statement on the appropriate bank form. The form shall include authorization by the employee to release medical reports to the SLB committee. The SLB committee shall review and forward to the business office its decision on all requests to draw on the bank within 5 working days after such request is received by the chairperson of the SLB committee.

All requests to draw upon the bank must be accompanied by a physician's statement confirming the cause of illness or confinement and certifying the existence of an inability to perform assigned duties. The form shall be personally signed by the physician. The SLB committee shall not honor any physician's statement unless it is on or attached to the official SLB physician's statement form.

An applicant may be required to undergo at any time a second opinion medical review by a physician of the SLB committee's choice, at the expense of the applicant upon approval of the Superintendent. This physician's report shall be sent directly to the SLB committee before any action on the member's application for a grant from the bank shall be taken.

In case a contributor's incapacity is such that the member cannot personally apply for a grant, application may be submitted to the SLB by the school principal, immediate supervisor, or department head at the request of the family.

All forms for application for participation in the bank, withdrawal of sick leave days, and membership cancellation forms shall be available in the principal's office on each district campus and in the district business office and shall be sent to any member upon request.

Copies of all SLB donations, sick leave grant requests, and SLB membership cancellation forms shall be marked for approval or denial by the SLB committee. Following such action, the SLB committee shall disperse copies of the forms to the bank member and the district business office.

The district business office shall maintain all records regarding the operation of the SLB:

1. The district business office shall report the status of the SLB upon request of the SLB committee.
2. The district business office shall provide information to the SLB committee upon request for any data maintained in the business office files with regard to an applicant's use of, or investment in, the bank. The Superintendent shall advise committee members of their responsibility to maintain confidentiality requirements.

Any questions concerning membership, regulations, or application for sick leave days that may arise after adoption of this plan and are not specifically covered herein shall be submitted to the SLB committee which will make a final decision.

SICK LEAVE BANK DEFINITION OF CATASTROPHIC

A member of the sick leave bank may withdraw leave from the bank under the following conditions:

Must have a catastrophic mental or physical illness or injury defined as follows:

1. must be of a serious nature, not a passing disorder or temporary ailment
2. must require treatment by certified health care provider
3. the illness must be chronic or debilitating
4. it must result in the employee's temporary or permanent incapacity to perform his/her job functions for an extended period of time

Examples of illnesses which may enable a member to withdraw leave from the bank include but are not limited to cancer, heart disease or stroke.

For the purpose of withdrawals from the sick leave bank, normal pregnancies with no serious complications and routine surgeries with no serious complications are not considered

to be catastrophic.

Days from the bank shall be granted only for unexpected extended critical illness; unexpected, critical surgery*; or critical and/or debilitating injury which necessitates an absence from work for five (5) consecutive days or longer.

*Days requested for Caesarian deliveries will be considered only for first-time occurrence and on a case-by-case basis. Requests will not be accepted until all accumulated sick leave is exhausted

Pregnancy will not be considered as a catastrophic illness except in the event of complications which endanger the applicant or fetus.

The Sick Leave Bank Committee has complete authority to determine whether an employee's illness or injury is considered to be catastrophic by the definition in this regulation.

**OLTON INDEPENDENT SCHOOL DISTRICT
SICK LEAVE BANK ENROLLMENT FORM
2019-2020**

NEW EMPLOYEES:

I **choose** to participate in the Olton I.S.D. Sick Leave Bank and allow contribution of two (2) of my local sick days.

I **choose not** to participate in the Olton I.S.D. Sick Leave Bank at this time.

CURRENT EMPLOYEES:

I **choose to participate again** in the Olton I.S.D. Sick Leave Bank and allow contribution of one (1) of my local sick days.

_____ I **have not participated** in the Olton I.S.D. Sick Leave Bank and I **choose to participate now** and allow contribution of three (3) of my local sick days.

I **choose not to participate** in the Olton I.S.D. Sick Leave Bank at this time.

EMPLOYEES THAT HAVE USED DAYS FROM THE SLB:

I **choose to participate again** in the Olton I.S.D. Sick Leave Bank and contribute three (3) of my local sick days.

I **choose not to participate** in the Olton I.S.D. Sick Leave Bank at this time.

Signature

Date

**OLTON INDEPENDENT SCHOOL DISTRICT
SICK LEAVE BANK CANCELLATION FORM
2019-2020**

I **choose** to cancel my participation in the Olton I.S.D. Sick Leave Bank with the full understanding that I lose the days of my local sick days that I contributed to the SLB when I joined at an earlier date.

Signature

Date

**OLTON INDEPENDENT SCHOOL DISTRICT
Olton, Texas**

Sick Leave Bank Request for Days

Name:

Date:

Address:

Social Security No.:

Position/Assignment:

Campus/Dept.:

Length of time employed by OISD: _Years __Months

Reasons for requesting days from the Sick Leave Bank:

I have donated the required days of my local sick leave, and I am a member of the OISD SLB. I have exhausted all my available state and local leave days, and/or accrued vacation leave for this year and am requesting sick leave days because of:

Personal illness

Illness of a member of my family (Please attach Family Information Form 1a.2)

Bereavement of spouse, child or parent (Please attach Family Information Form 1a.3)

Number of sick leave days requested:

Number of days requested from the Bank:
(not to exceed more than 5 days for bereavement)

Sick Leave Bank days should begin:

(Month)

(Day)

(Year)

Please describe the purpose for which these days are needed:

Signature of member

Date

A statement from the attending physician must be attached.

.....
FOR COMMITTEE USE ONLY

Approval status:

Approval for days No. of days to be reimbursed:

Denied

Reason for denial:

Chairperson

Date

Members present:

A statement from the attending physician must be attached.

.....

FOR COMMITTEE USE ONLY

Approval status:

Approve for days

No. of days to be reimbursed:

Denied

Reason for denial:

Chairperson

Date

Members present:

(Form 1 a.2)

(Form 1 a.3)

**OLTON INDEPENDENT SCHOOL DISTRICT
OLTON, TEXAS**

Sick Leave Bank
Family Bereavement Information Form

This sheet should be filled out by members who are requesting sick leave days because of **bereavement** of an immediate family member. Please attach this form to the completed "Request for Days from Sick Leave Bank" form.

The immediate family should include and be limited to:

1. spouse,
2. son or daughter, including a biological, adopted or foster child, a stepchild, or
3. parent or stepparent

Name of family member:

Date of Death: / /

Relation:

Please attach a published obituary notice and/or a hospital/death certificate to this form.

Signature of Member

Date

**OLTON INDEPENDENT SCHOOL DISTRICT
P.O. BOX 388
OLTON, TEXAS 79064**

**ATTENDING PHYSICIAN'S STATEMENT
THIS FORM MUST BE RETURNED TO O.I.S.D.**

TO BE COMPLETED BY PATIENT/EMPLOYEE

Name:

Address:

Job Title/Description:

AUTHORIZATION TO RELEASE INFORMATION:

I hereby authorize the undersigned physician to release any information during the course of my examination or treatment.

Employee Signature

Date

TO BE COMPLETED BY PHYSICIAN

Name of patient:

Name of OISD employee: (if different from the name of patient)

Nature of sickness or injury, medical diagnosis of condition(s) causing disability:

Referral Doctor (if applicable):

Dates hospitalized, if any, and name and address of hospital:

Date admitted: / / Date discharged: / /

Name of Hospital:

Address:

Was injury or illness job related? Did incidence of injury occur on job?

To your knowledge, what is the earliest date the patient was treated for this condition?

Is patient still under your care? Yes No

For what period of time will the patient be unable to work?

For what reason(s) would the patient need to miss work for this long?

Date patient can return to work?

Typed or printed name of physician

Address and Phone Number

Signature of physician

Date

**Olton Independent School District
Employee Separation Questionnaire
(For use with voluntary separations)**

Campus or Department

- High school Middle school Elementary school Other _____

Position

- Administrator Teacher Paraprofessional Auxiliary Other _____

Length of employment in the district

- Less than 1 year 1–4 years 5–9 years More than 10 years

Reason for leaving (check all that apply)

- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Better opportunity | <input type="checkbox"/> Dissatisfaction with co-workers | <input type="checkbox"/> Dissatisfaction with supervisor | <input type="checkbox"/> Lack of recognition |
| <input type="checkbox"/> Better compensation | <input type="checkbox"/> Health or family circumstances | <input type="checkbox"/> Relocation | <input type="checkbox"/> Working conditions |
| <input type="checkbox"/> Career change | <input type="checkbox"/> Return to school | <input type="checkbox"/> Retirement | <input type="checkbox"/> Other _____ |

Are you leaving to go to work for another district? Yes No

If you are leaving to work at another district, why did you choose that district?

- | | | | |
|--|-----------------------------------|--|---|
| <input type="checkbox"/> Advancement opportunity | <input type="checkbox"/> Pay | <input type="checkbox"/> The commute | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Working conditions | <input type="checkbox"/> Benefits | <input type="checkbox"/> Work schedule | <input type="checkbox"/> Other _____ |

How would you rate your supervisor in regard to the following?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Needs Improvement</i>
Treated employees fairly and equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided recognition on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developed cooperation and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged and listened to suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolved complaints and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Followed policies and practices

How would you rate your experience in the district in regard to the following?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Needs Improve ment</i>
Cooperation within your campus or department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation between campuses or departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication within your department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication within the district as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication between you and your supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morale at your campus or in your department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training and information to do your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies and equipment provided to do your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My workload was:

Too much

About right

Too light

What did you like most about your job?

What did you like least about your job?

Do you have any suggestions for improvement?

Would you return to work for the district?

Yes, without reservation

Yes, under different circumstances

Not at all

Would you recommend the district to others as a place to work?

Yes

Yes, with reservations

No

Employee signature

Date

**Olton Independent School District
Employee Exit Report**

Name _____ Dates employed _____

Position _____ Department/campus _____

Forwarding address _____

Phone _____

Check appropriate type of termination:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Dismissal | <input type="checkbox"/> Retirement |
| <input type="checkbox"/> Nonrenewal | <input type="checkbox"/> Reduction in force |
| <input type="checkbox"/> Resignation | <input type="checkbox"/> Extended disability |
| _____ With notice | <input type="checkbox"/> Other |
| _____ Without notice | |

Check all reasons for leaving (to be completed for all voluntary resignations):

- | | | |
|---|---|--|
| <input type="checkbox"/> Moving from district | <input type="checkbox"/> Family circumstances | <input type="checkbox"/> Took a new position |
| <input type="checkbox"/> Returning to school | <input type="checkbox"/> Dissatisfied with type of work | <input type="checkbox"/> Position w/other district |
| <input type="checkbox"/> Other: _____ | | |

Comments: _____

Check-out procedures

Where applicable, review and discuss the following items:

- | | | |
|---|--|--|
| <input type="checkbox"/> Health insurance | <input type="checkbox"/> Return of district property | <input type="checkbox"/> Authorization for release of employment information |
| <input type="checkbox"/> Group life insurance | _____ Keys _____ Equipment | |
| <input type="checkbox"/> Unemployment insurance | _____ Books _____ Other | |
| <input type="checkbox"/> Disability insurance | <input type="checkbox"/> Notification to court and recipient of child or spousal support | |
| <input type="checkbox"/> Compensatory time | | |

Comments _____

Interviewed by

Date

OLTON INDEPENDENT SCHOOL DISTRICT



2020-2021 STUDENT HANDBOOK

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

Olton Independent School District Board of Trustees

Connie Maxwell – President

Ruben Luera– Vice-President

Jesus DeLaCruz, Jr. – Secretary

Jay Gorman

Alicia Sanchez

Michael Ramage

Tullie Struve

MISSION STATEMENT

Empowering every child to succeed tomorrow by inspiring and creating pathways today

The mission of the Board of Olton ISD is to ensure that the people in and affected by the institution have the opportunity to grow and become productive citizens of society. The trustees will delegate operational power, adopt policies, require accountability, evaluate patterns of operation, and ensure flexibility and competence. At all times the Board will maintain accountability to the taxpayers and residents of the District.

We believe the following:

1. Every employee of the District is important to the success of our educational goals and objectives.
2. Education is a joint venture that requires the involvement of families, churches, and the community.
3. Open communication is essential to student success.
4. All stakeholders should demonstrate respect for self and others.
5. We must educate all students to reach their highest potential and become life-long learners.
6. We should be innovative in the use of all our resources.
7. We must foster an environment, which attracts and retains high quality personnel.
8. Discipline must be consistent and fair for all students.
9. We must inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens.

Administration

Superintendent – Kevin McCasland	285-2641
Federal and Special Programs Coordinator – Terri Sandoval	285-2641
High School Principal – Gregg Ammons	285-2691
High School Counselor/At-Risk Coordinator –Angi Martin	285-2691
Junior High School Principal – Colby Huseman	285-2681
Junior High School Counselor – Marisa Lopez	285-2681
Elementary School Principal – Stacie Ramage	285-2657
Elementary School Counselor- Misty Lassiter	285-2657

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PREFACE

To Students and Parents:

Welcome to the 2020-2021 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Olton ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Olton ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.oltonisd.net and is available in hard copy upon request

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the Student Handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and

parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

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

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://pol.tasb.org/Home/Index/792>

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.

If you or your child has questions about any of the material in this handbook, please contact your child's principal.

Also, please complete and return to your child's campus the following required forms provided in the forms packet distributed at the beginning of the year or upon the student's enrollment.

1. Acknowledgment of Electronic Distribution of Student Handbook;
2. Notices Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities and
4. Parent Statement Prohibiting Corporal Punishment (if applicable to your child)
5. Release form for display of student work and personal information

[See **Objecting to the Release of Directory Information** on page 15 and **Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** on page 16 for more information.]

NOTE: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the superintendent's office and an unofficial electronic copy is available at www.oltonisd.net

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact your child's campus principal at 806-285-2641 (follow the automated menu)

SECTION I: PARENTAL RIGHTS

This section of the Olton ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

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

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 students' artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication.

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

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the

Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Prohibiting the Use of Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in this handbook noting your refusal to allow the school district to administer corporal punishment ***Or*** submit a written statement to the campus principal stating this decision]. A signed statement must be provided each year.

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

NOTE: If the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student's caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities, as described by district guidelines. For example, a teacher may set up a social networking page for his or her class that has information related to class work,

homework, and tests. As a parent, you are welcome to join or become a member of such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity or other responsibility as deemed necessary by the campus principal needs to communicate with a student participating in the extracurricular activity or principal designated activity.

Communication with a student in any form is expected to follow all professional, ethical, and legal guidelines. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please 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 child’s education records without written consent.

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

- A student’s photograph for publication in the school yearbook;
- A student’s name and grade level for purposes of communicating class and teacher assignment;
- 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 a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

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.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and the second for all other requests. For all district publications and announcements, the district has designated the following as directory

information: all District publications—directory information shall include student name; photograph; degrees, honors, and awards received; grade level; participation in officially recognized activities and sports; and weight and height, if a member of an athletic team.

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.

Also review the information at **Authorized Inspection and Use of Student Records** on page 20.

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

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

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF (LEGAL).]

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

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. NOTE: This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

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

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

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and

- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Olton Junior High School and Olton High School have adopted programs regarding human sexuality instruction. To view these programs and/or the curriculum, please contact the campus principal.

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

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

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

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

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

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

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

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

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

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 at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC for more information.]

PRAYER (All Grade Levels)

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

Religious or Moral Beliefs

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

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.]

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

Instructional Materials

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

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

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

Notices of Certain Student Misconduct to Noncustodial Parent

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

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

You may request information regarding any state or district policy related to your child's participation in assessments required by federal law, state law, or the district.

Student Records

Accessing Student Records

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

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

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records.

For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at **Objecting to the Release of Directory Information** on page 15 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.
- File a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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

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 any 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 primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that 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, 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, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff);
 - A person or company with whom the district has contracted or allowed to provide a particular 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 school committee 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.

“Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- 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, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school, school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.

- To organizations conducting studies for, or on behalf of, the school, in order 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 information it has designated as directory information [see **Objecting to the Release of Directory Information** on page 16 for opportunities 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 Superintendent is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides 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 these records. The address of the superintendent’s office is 701 6th Street Olton TX.

The addresses of the principals’ offices are: 701 6th Street Olton TX 79064

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 in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record.

Although improperly recorded grades may be challenged, contesting a student’s grade in a course or on an examination is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. [See FINALITY OF GRADES at FNG (LEGAL), **Report Cards/Progress Reports and Conferences**, and **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at policy FL is available from the principal's or superintendent's office [or on the district's website at www.oltonisd.net].

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

Teacher and Staff Professional Qualifications

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

STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES

Children of Military Families

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

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

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at

[Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom if your child has been determined by the district to have been a victim of bullying, which includes cyber bullying, as defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the campus principal for information.
- Consult with district administrators if your child has been determined by the board to have engaged in bullying and the district decides to transfer your child to another classroom.

[See **Bullying** on page 36 policy FDB, and policy FFI.]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL).]
- Request the transfer of your child to a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing 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.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

[See also **Credit by Examination For Advancement/Acceleration** on page 50, **Course Credit** on page 50, and **Students in Foster Care** on page 105 for more information.]

Students Who Are Homeless

Children who are 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;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

Federal law also allows a student who is homeless to remain enrolled in what is called 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 school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

[See also **Credit by Examination for Advancement/Acceleration** on page 50, **Course Credit** on page 50, and **Students who are Homeless** on page 105 for more information.]

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

For those students who are having difficulty in the regular classroom, all school districts 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 person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is *Kelli Welch* at 806-285-2641 ext 289.

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 *Terri Sandoval* at 806-285-2641 ext 263

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

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

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

Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student in General Education

The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies

Students Who Receive 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, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL).]

Students Who Speak a Primary Language Other than English

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

Students With Physical or Mental Impairments Protected under Section 504

A student determined to have 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 if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See policy FB.]

[See also **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services** on page 26 for more information.]

SECTION II: OTHER INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your child's principal.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

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

Ages 6 - 18

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

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

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

Age 19 and Older

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

Exemptions to Compulsory Attendance

All Grade Levels

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) 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.

As listed in Section I at **Children of Military Families**, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments. [See page 24 for that section.]

Secondary Grade Levels

In addition, a junior or senior student's absence of up to two days related to visiting a college or university or principal approved shadowing opportunity will be considered an exemption, provided this has been authorized by the board under policy FEA(LOCAL), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

- 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; and
- An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials 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 committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a re-evaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student from ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is the campus principal. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA (LEGAL).]

Age 19 and Older

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

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

For students participating in asynchronous remote learning, attendance for course credit will be determined by the student's completion of required activities currently offered by the district, completion of other remote assignments, or other communication with the teacher in furtherance of online learning. Daily progress will be monitored for each course in order to determine the student's attendance for course credit purposes. Students who do not show progress in their online learning on at least 90% of the days the course is offered will not receive credit for that course.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences.

[See policy FEC.]

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to the TEA reflecting attendance at a specific time each day.

Official attendance is taken every day during the second instructional hour at OHS and OJH. Official attendance at HP Webb Elementary is taken at 9:30 a.m.

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

When a student is absent from school, the student—upon arrival or return to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Note: Unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

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

Upon return to school, a student absent for more than 4 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be 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 student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy FEC (LOCAL).]

Other attendance guidelines:

- Student absences will be excused when approved through participation in an approved extracurricular activity or public performance .
- Students who are more than 15 minutes late to a class period will be considered absent from that class.
- Because class time is important, parents should attempt to schedule medical appointments at times that will prevent the student from missing instructional time.
- More than three unexcused absences per semester may result in disciplinary action by the principal.
- The District shall not impose a grade penalty for make-up work after an unexcused absence. [See policy EIAB Local]

Open/Closed Campus

Students attending District schools shall not be allowed to leave campus during the lunch period except as follows:

1. Students may accompany their parents or guardian for lunch if their parents or guardian authorizes the release in person and in writing at the principal's office, or
2. Students may leave campus during the lunch period with prior written administrative approval. Approval may be revoked at any time.

Students leaving campus during the lunch period, except as authorized above, shall be subject to disciplinary action.

Driver License Attendance Verification (Secondary Grade Levels Only)

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

(VOE) and attendance form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

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

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

This information can be found on the district's website at www.oltonisd.net. Hard copies of any reports are available upon request to the district's administration office.

TEA also maintains additional accountability and accreditation information at

[TEA Performance Reporting Division](#)

[TEA homepage](#)

Armed Services Vocational Aptitude Battery Test

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.

Parents will have a separate notice as to when and where this test shall be offered.

Please contact the principal for information about this opportunity.

AWARDS AND HONORS (All Grade Levels)

NHS and NJHS

Selection to NHS and NJHS is a privilege, not a right. Students do not apply for membership in the National Honor Society and National Junior Honor Society; instead, they provide information to be used by the Faculty Council to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. The Faculty Council consists of five teachers selected by the high school principal. The Faculty Council for the junior high will consist of the Principal, Counselor, Band Director, Coach/PE, and a grade level teacher. This is not an election,

nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance.

The Faculty Council selects students who demonstrate outstanding performance in all five criteria of scholarship, leadership, service, citizenship, and character. The Faculty Council identifies students with a cumulative average of 90%. Students identified with a cumulative average of 90% are invited to an application for membership to the NHS and NJHS. Applications not received prior to the deadline will not be considered for membership.

The Faculty Council meets to review all information gathered (grades, student applications, attendance, and discipline records) on each candidate. After discussing each candidate, the Faculty Council votes on whether or not the student will be inducted into the NHS and NJHS.

BULLYING (All Grade Levels)

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

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

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

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyber bullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyber bullying interferes with a student's educational

opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other 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. A student may anonymously report an alleged incident of bullying by calling or texting 806-429-2224. A student may also call 806-285-2641 and leave a voicemail on any campus voice mailbox.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. 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 these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district [**Safety Transfers/Assignments** on page 24.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's Web site.

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

[**Safety Transfers/Assignments** on page 24, **Dating Violence, Discrimination, Harassment, and Retaliation** on page 48, **Hazing** on page 73, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technology programs in the following areas Agriculture, Industrial Technology, Business and Family and Consumer Sciences.

It is the policy of the district not to discriminate 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.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; 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 and participation in all educational and vocational programs.

[See **Nondiscrimination Statement** on page 90 for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

[See **Food Allergies** on page 80.]

CHILD SEXUAL ABUSE, SEX TRAFFICKING AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at www.oltonisd.net .

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. 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.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- 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;
- Sexually suggestive behavior;
- 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 (All Grade Levels)** on page 51.]

Warning Signs of Sex Trafficking (All Grade Levels)

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

Possible warning signs of sexual trafficking in children include:

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

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

(All Grade Levels)

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. [To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).]

Reports of abuse, trafficking, or neglect may be made to:

The CPS division of the DFPS (1800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

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

(All Grade Levels)

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

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

CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

Class Ranking

Graduates shall be ranked in the following order:

1. Valedictorian (highest average)
2. Salutatorian (next highest average)
 - Students must meet course requirements for valedictorian and salutatorian to be ranked in the top ten percent.

All grades earned in classes that are recognized by the state of Texas or Olton ISD as a requirement for graduation will be included in this calculation. These courses have a valid state identification number and students will follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit will not be included in this calculation.

Class rank shall be calculated at the end of the fifth six-week grading period of the senior year. Students completing the District's Options Program shall not be included.

For purposes of class rank, courses shall be designated as weighted courses (AP Courses/Dual Credit Courses) and college credit courses in accordance with the student handbook.

Courses shall be classified and weighted as regular courses, weighted courses, and distance learning and college credit courses, in accordance with provisions of this policy.

A grade of 100 is the maximum grade recognized for semester and final grades.

The weighted grade scale shall be as follows:

Grade	Regular Courses	AP Courses/Dual Credit
100	5.0	7.0
99	4.9	6.9
98	4.8	6.8
97	4.7	6.7
96	4.6	6.6
95	4.5	6.5
94	4.4	6.4
93	4.3	6.3
92	4.2	6.2
91	4.1	6.1
90	4.0	6.0
89	3.9	5.9
88	3.8	5.8
87	3.7	5.7
86	3.6	5.6

85	3.5	5.5
84	3.4	5.4
83	3.3	5.3
82	3.2	5.2
81	3.1	5.1
80	3.0	5.0
79	2.8	4.8
78	2.6	4.6
77	2.4	4.4
76	2.2	4.2
75	2.0	4.0
74	1.8	3.8
73	1.6	3.6
72	1.4	3.4
71	1.2	3.2
70	1.0	3.0
Below 70	0	0

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must have been continuously enrolled in the District high school for the four semesters preceding graduation, must have completed the Recommended Program or the Advanced/Distinguished Achievement Program for graduation, and must be graduating in exactly eight semesters.

A student whose average for all academic curriculum courses is 90 or above and has completed the Recommended, Distinguished, or Foundation with endorsement programs shall be designated as an honor graduate.

[For further information, see policy EIC.]

SELECTION OF HONOR ROLL STUDENTS

The “A” honor roll will be made up of all students who have a grade of 90 or higher in all classes. The “A-B” honor roll will be made up of all students who have grades of 80 or higher in all classes. Honor rolls are recognized at the end of each six weeks.

CLASS SCHEDULES (Secondary Grade Levels Only)

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

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

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (Secondary Grade Levels Only)

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

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

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. . . For students who are eligible to enroll in the University during the summer or fall 2020 terms, or spring 2021 term the University will admit the valedictorian or the top six percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

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

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

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 41 for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation** on page 70 for information associated with the foundation graduation program].

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

COLLEGE CREDIT COURSES (Secondary Grade Levels Only)

The Early Admissions and Dual Credit Program at South Plains College allows selected students to enroll in **college-level courses** and earn college credit while a junior or senior in high school. In certain cases, these college credit courses can be applied toward the student's high school credit requirements for graduation. Enrollment in dual credit courses and distance learning courses other than those offered and approved by Olton ISD must be approved by the principal and superintendent.

More information can be found in the Curriculum Catalog which is distributed to students before registration. Registration for these courses is held during the spring semester. Please see the Olton High School Principal and/or School Counselor if you need further information.

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- 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 an AP or dual credit course through the Texas Virtual School Network [TXVSN];
- Enrollment in courses taught in conjunction and in partnership with South Plains College.
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All of 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.

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

COMMUNICATIONS - AUTOMATED

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages.

An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

[See **Safety** on page 96 for information regarding contact with parents during an emergency situation.]

Non-Emergency

Your child's school will request that you provide contact information, such as your phone number and email address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** on page 96 for information regarding contact with parents during an emergency situation.]

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 handled so easily, the board has adopted a standard complaint policy at FNG (LOCAL) in the district's policy manual, available on the district's website at www.oltonisd.net. A copy of the complaint forms may be obtained in the principal's or superintendent's office or on the district's web site at www.oltonisd.net

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint from within the timelines established in policy FNG (LOCAL). In general, the student or parent should submit the written complaint form to the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the district provides for the complaint to be presented to the board of trustees.

CONDUCT (All Grade Levels)

Applicability of School Rules

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

Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

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

Campus Behavior Coordinator

By law, 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 at each district campus is available on the district's website at oltonisd.net and is listed below:

- Mr. Gregg Ammons - Olton High School
- Mr. Colby Huseman - Olton Junior High
- Mrs. Stacie Ramage - HP Webb Elementary

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.

Disruptions of School Operations

Disruptions of school operations are 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 district property or on public property that is within 500 feet of district property. Class disruption includes making

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

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

Social Events

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

Anyone leaving before the official end of the event may not be readmitted.

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

Corporal Punishment

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

ISS

Students assigned to In School Suspension will not be allowed to participate or practice in extracurricular or co curricular activities while serving the ISS time. At the end of the last day served, the Principal with the AD or Sponsor may approve of participation for that day if the student has completed all work, displayed good conduct and demonstrated a positive attitude during the ISS time served.

PDA (Public Display of Affection)

The school recognizes that genuine feelings of affection may exist between students; however, students should refrain from public displays of affection on campus or at school related events. Failure to do so may result in disciplinary action.

Webb Elementary School Special School Events

- Students who participate in special school events [Fun Friday, Park Day, Play Day, Field Trips, DARE Fieldtrip, etc.] must be in good standing, both academically and in matters of behavior. Academic good standing indicates that the student is trying, has all of his/her work turned in, and has completed all re-do assignments to the best of his/her ability. A student who has demonstrated consistent misbehavior will not be allowed to participate in any special school events; however, a student who has shown a willingness to improve his/her behavior may be allowed to attend special school events if his/her teachers and the principal agree that the student is improving his/her behavior.

Olton ISD Guidelines for Fan Behaviors at Athletic Events

In an effort to encourage good sportsmanship at athletic events at Olton ISD and in an effort to teach our students the qualities of good character including good sportsmanship, the Olton Independent School District has approved the following guidelines related to fan behavior at all Olton ISD athletic contests. Fans are expected to observe the guidelines and school administrators are expected to enforce them. Please see policy GKA (Local) for guidance.

Overall Acceptable Behavior

- Applause during introduction of players, coaches, and officials.
- Players shaking hands with opponents who fouls out while both sets of fans recognize the player's performance with applause.
- Cheerleaders lead fans in positive yells in a positive manner.
- Handshakes between participants and coaches at the end of the contest, regardless of outcome.
- Treat competition as a game, not a war.
- Coaches/players search out opposing participants to recognize them for outstanding performance or coaching.
- Applause at the end of the contest for performances of all participants.
- Everyone showing concern for an injured player, regardless of team.
- Encourage surrounding people to display only sportsmanlike conduct.

Overall Unacceptable Behavior

- Disrespectful or derogatory yells, chants, songs, or gestures.
- Booing, heckling, or criticizing an official's decision or displaying anger regarding an official's call in a manner that substantially disrupts school activities or creates an unsafe environment for anyone present at school activities.
- Criticizing officials in any way; displays of temper with an official's call.
- Yells that antagonize opponents.
- Name-calling to distract an opponent.
- Use of profanity or displays of anger that draw attention away from the game.
- Consistently or repeatedly singling out an individual player with chants.

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

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

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

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

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

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or

substance abuse. A student who wishes to meet with the school counselor should ask to see the school counselor or make an appointment with the school 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 **Substance Abuse Prevention and Intervention** on page 105 and **Suicide Awareness and Mental Health Support** on page 105 and **Child Sexual Abuse, Sex Trafficking and Other Maltreatment of Children and Dating Violence** on page 39.]

COURSE CREDIT (Secondary Grade Levels Only)

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

CREDIT BY EXAM—If a Student Has Taken the Course (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. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

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

[For further information, see the school counselor and policy EHDB (LOCAL).]

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an examination to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., 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. The dates on which examinations are scheduled during the 2020-2021 school year will be published in appropriate district publications and on the district’s website. The only exceptions to the published dates will

be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

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. [For further information, see policy EHDC.]

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

- Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
- Recommendation of the kindergarten or preschool the student has attended.
- Chronological age and observed social and emotional development of the student.
- Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1–5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Students in Grades 6–12

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the examination, a scaled score of 60 or higher on an examination administered through the 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.

H.P. Webb Elementary
609 Ave G
Olton, TX 79064
H.P. Webb Elementary Title IX Coordinator - Stacie Ramage
Elementary Principal
sramage@oltonisd.org
805-285-2641 x 265

Olton Junior High
7th St.
Olton, Tx 79064
Olton Junior High Title IX Coordinator - Colby Huseman
Junior High Principal
chuseman@oltonisd.org
806-285-2641 x 236

Olton High School
700 Ave G
Olton, Tx 79064
Olton High School Title IX Coordinator - Gregg Ammons
High School Principal
gammons@oltonisd.org
806-285-2641 x 226

Olton ISD
701 6th St.
Olton, Tx 79064
Olton ISD District Title IX Coordinator - Terri Sandoval
Special and Federal Programs Coordinator
tsandoval@oltonisd.org
806-285-2641 x 263

Olton ISD
701 6th St.
Olton, Tx 79064
Title IX Appeals
Kevin McCasland
Superintendent
kmccasland@oltonisd.org
806-285-2641 x 258

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, 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 www.oltonisd.net. [See policy FFH.]

Dating Violence

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

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

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.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be 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 of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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 of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as

defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents 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 parents 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

To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 the 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 that is the subject of the complaint 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 51].

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.

The distance learning opportunities that the district makes available to district students are on-line dual credit classes offered through South Plains College.

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

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 62.] In addition, for a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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

The school newspaper and the yearbook are available to students.

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

Non-School 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 in two school days.

Check with your principal for the designated location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

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

Prior review will not be required for:

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

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

DRESS AND GROOMING (All Grade Levels)

The District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's

judgment may reasonably be expected to cause disruption of or interference with normal school operations.

Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

Elementary girls - Girls should wear shorts under dresses or skirts.

Elementary students

PE Footwear - Elementary students should wear shoes that are appropriate for physical education activities; there should be no need to change shoes.

PE Attire - Elementary students do not change clothes for physical activities; therefore, their daily dress should be appropriate for both classroom and physical activities.

BOYS

1. Hair shall be clean, well-groomed, not in the eyes, and:
 - a. Hair length shall be cut to the point where it does not reach below the bottom of the ear nor touch their shirt collar in back.
 - b. No geometric designs or unusual patterns shaved or cut in the hair shall be permitted.
 - c. Ponytails, rat-tails and braids are not permitted.
 - d. Sideburns should not extend below the lobe of the ear. Beards and goatees are not permitted. Moustaches trimmed to the corner of the mouth are allowed.
2. Any shirt that extends past the finger tips must be tucked in at all times.
3. Tank tops (muscle shirts) or sleeveless shirts are not permitted.
4. Earrings are not permitted.
5. Notching of eyebrows is not permitted.

GIRLS

1. Dress or skirt length shall preclude indecent exposure when the student is sitting or standing, or when performing other normal activities. Strapless dresses or spaghetti straps are not to be worn unless covered by a jacket or top. See-through blouses, bare midriffs (blouses and tops shall be of sufficient length not to allow midriff to show at any time) and low-cut dresses are not permitted. Hemlines of skirts, shorts or dresses must not be higher than the finger tips.
2. No tank tops, halter-tops and shoulder straps on shirts must be at least three (3) inches wide across the shoulder.

ALL STUDENTS

1. A hair color of an unnatural nature, variations, or school personnel determines hair style to be a distraction will not be permitted.
2. Clothing should be designed, constructed, and worn in a manner that is not suggestive, indecent, or lewd.

3. The District prohibits pictures, symbols, emblems, or writings on clothing that have been determined to be inappropriate to the standards of all campuses. This includes, but is not limited to:
 - a. Lewd, offensive, vulgar, or obscene
 - b. Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance.
 - c. Refers to cult, or gang activities.
 - d. Clothing which has been determined to represent a variance from community standards.
4. The general appearance of the student and his/her clothing should not constitute a health or safety hazard nor interfere with the instructional program. Garments or accessories that attract undue attention are not acceptable.
5. Cleanliness of body and clothing is expected of all students.
6. Clothing should be designed, constructed and worn in a manner that will promote proper decorum in school.
7. If a student requires special dress for medical reasons, the school nurse or principal should be notified.
8. Hats, caps, sunglasses (unless prescribed by a doctor and cleared through the principal's office) or other headwear will be removed upon entering any building and not worn until the student leaves the building. Hats/caps must be worn with the bill in front.
9. Appropriate undergarments shall be worn at all times and shall not be exposed. Outer garments must fit snugly enough and be designed with a neckline that is high enough to prevent the exposure of undergarments either intentionally or accidentally.
10. Shorts will be permitted at school. School personnel will use the "finger length method" when determining whether the short length is appropriate. Tight-fitting pants (such as spandex) and garments with excessive holes are not permitted.
11. Clothing will not be excessively baggy. Pants will be worn at the waistline, not below the hipbone. If undergarments are above the waist level of the outer pants it will be considered "sagging". If the student raises his or her shirt up and his or her underwear is seen, it will be considered "sagging". "Baggy or saggy" jeans, pants, or shorts are not permitted.
12. The neck opening of any type shirt may not exceed the equivalent of the first button below the collar button of a dress shirt. Buttoned shirts may be worn unbuttoned provided a t-shirt (not an undershirt designed to be worn as underwear) is worn under the dress shirt.
13. Footwear must be worn at all times.
14. Bandanas shall not be permitted.
15. No student shall wear jewelry that requires piercing of the body, except for female students, who may pierce their ears. Using a "bandage" to cover up

- piercings will not be allowed. ALL jewelry will be removed if the piercing violates the student code of conduct.
16. Chains (excluding small chains worn as jewelry) are not permitted.
 17. Trench coats are not permitted at school.
 18. Belts must be worn such that the loose end of the belt is secured in belt loops and not dangling below the pocket opening.
 19. Spiked wristbands or collars are not permitted.
 20. Tattoos must be covered during the school day and while participating in any school related and/or sponsored activity. Students may wear temporary spirit tattoos, tattoos which represent Olton's mustang tradition. Other temporary tattoos may be worn with the same restrictions as permanent tattoos, they must be covered during the school day
 21. Hoods on hoodies will not be worn in the building or in the cafeteria.
 22. Pants or shorts with holes, tears, or cuts will be permitted as long as there is no skin visible through the hole, tear or cut. Using tape to cover up the hole, tear or cut will not be permitted. Appropriate patches to cover up the hole, tear or cut will be accepted.

If school personnel determine that a student's grooming, or dress, violates the dress code, that student shall initially be given an opportunity to correct the problem. Repeated offenses will result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate those standards may be removed or excluded from the activity for a period determined by the principal or sponsor, and may be subject to other disciplinary action.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off and not displayed during the instructional day, including during all testing, unless they are being used for approved instructional purposes. Olton Junior High students will not be allowed to display headphones during the instructional day. A student must have approval to possess other telecommunications devices such as notebooks, laptops, tablets, or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school. High School and Junior High students will be permitted to use electronic devices during their campus lunch periods.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student or parent (principal may choose who will pick up the device) may pick up the confiscated telecommunications device from the principal's office for a fee of \$15. A student may be able to pay the fee by working at his/her campus with the custodian or serving a disciplinary placement (ISS, detention etc.). Payment of the fee will be at the discretion of the principal.

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

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** on page 100 and policy FNF.]

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.

Possession and Use of Other Personal Electronic Devices

Students are not permitted to use personal electronic devices unless prior permission has been obtained. High School and Junior High students will be permitted to use electronic devices during their campus lunch periods. Without such permission, teachers will collect the items and turn them in to the principal's office. If a student uses a personal electronic device without authorization during the school day, the device will be confiscated. The student or parent (principal may choose who will pick up the device) may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. [See **Searches** on page 100 and policy FNF.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's

network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

END-OF-COURSE (EOC) ASSESSMENTS

[See **Graduation** on page 70, and **Standardized Testing** on page 103.]

ENGLISH LEARNERS (All Grade Levels)

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

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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 103, may be administered to an English learner, for a student 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-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [See **Transportation** on page 107.]

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district 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 involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of 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](#) for all additional information on all UIL-governed activities]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district’s records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities until they have obtained a passing grade at the next progress report date. If your child has experienced trauma, contact the school counselor for more information.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors or

dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities

In addition, the following provisions apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student receiving 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.
- An absence for participation in an activity that has not been approved will receive 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:

Olton ISD Cheerleaders

The Olton cheerleading squad will consist of ten cheerleaders.

- Cheerleader candidates must be passing all subjects for the year prior to the day of the election.
- Students and parents/guardians must sign a permission slip to try out and an agreement form to comply with the requirements for try-outs and regulations for cheerleading.
- Cheerleader candidates will not be eligible to run if they have excessive absences and/or excessive discipline referrals.
- Cheerleader candidates must attend the cheerleading clinic provided for them.
- Try-outs will consist of each candidate performing in front of a selected group of judges. The top ten candidates with the highest scores will be selected as the campus cheerleaders.

- Candidates will be selected based on the judges’ rankings, and approval from the principal after attendance, grades, and discipline records have been checked. Candidates must meet the state requirements of 90% class attendance, and a minimum grade of 70% in all subjects to be eligible, and remain eligible for Cheerleading. Cheerleaders should not have “any” discipline or behavior problems at school, but after two visits to the principal for discipline or behavior, they will not remain a Cheerleader.
- A cheerleader must be present for all practices and at the try-out to be eligible for consideration. Exceptions may be made due to extenuating circumstances with the approval of the principal.
- Cheerleaders must also have a physical before the beginning of the school year.

Olton ISD Student Council

- The Olton ISD Student Councils will consist of 5 officers and 4 grade representatives from each grade level.

President	11 th or 12 th grade student and 8 th grade student
Vice President	11 th or 12 th grade student and 7 th or 8 th grade student
Secretary-Treasurer	9 th – 12 th grade student and 7 th or 8 th grade student
Reporter-Historian	9 th – 12 th grade student and 7 th or 8 th grade student
Parliamentarian	9 th – 12 th grade student and 7 th or 8 th grade student
- All students seeking an office or representative position must be passing all subjects for the year prior to the day of the election.
- Students running for a student council office must get two teacher signatures and 20 student signatures on their candidate’s petition form.
- Students running for a grade representative must get two teacher signatures and ten student signatures on their candidate’s petition form.
- Petitions must be completed and submitted prior to the deadline in order for a student to be placed on the ballot.
- Teachers will make up 50% of the vote total and the student body will make up 50% of the vote total.
- Candidate speeches must be approved prior to the day of the election.
- Campaign posters may be put up the day before the election and taken down before the end of the day on Election Day.
- Candidates for Student Council offices and grade representatives will not be eligible to run if they have excessive absences and/or excessive discipline referrals.

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her

own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student 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, if offered.
- 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 107].
- A fee not to exceed \$50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases a fee for a course taken through the Texas Virtual School Network (TXVSN)

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

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. [For further information, see policies FJ and GE.]

Olton High School

- The dues charged for normal operation of the class shall be limited to a maximum of \$10.00 per semester.
- Each class will hold various fundraisers throughout the year to raise money primarily for the purpose of the prom. The junior class is responsible for paying the cost of the prom.
- Failure to participate in a class fundraiser(s) and/or paying class dues may result in a student not being allowed to participate in class activities.
- Students who are financially unable to pay their dues should contact the principal.
- Students who have not participated in class fundraiser(s) and/or paying class dues may "buy in" at any time and be a part of the student activity, based upon the per student cost at the time they wish to rejoin or belong to the class so as to gain the benefits of the class.

GANG-FREE ZONES (All Grade Levels)

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

GENDER-BASED HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation**

GRADE LEVEL CLASSIFICATION (Grades 9–12 Only)

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

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

GRADING GUIDELINES (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student’s mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an

assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed. The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade (EIA Local). A grade of 100 is the maximum grade recognized for semester and final grades.

Also see **Report Cards/Progress Reports and Conferences** on page 95 for additional information on grading guidelines.

The following grading guidelines will apply:

1. If final exams are given, the principal district will keep the final examination papers on file for 6 weeks after the exam is administered.
2. A student receiving an incomplete for a grading period has 5 school days to convert the incomplete grade to an earned grade.

Each teacher must maintain accurate, up-to-date electronic grade books. Electronic grade books will be updated each Monday or the first day of the school week by 8:00 am. The following information must be recorded in the grade book:

Quiz and exam grades, and any daily grades and project grades, identified with a notation at the column heading.

Grade books will be available for examination by administrators at all times, and will be filed with the principal at the end of the school term.

Six-week and semester numerical grades will be averaged according to the following weights:

High School:

3.	Six-week (No Six Weeks Test):	Daily grades	60%
		<u>Tests</u>	<u>40%</u>
<hr/>			
	Six-week (Six Weeks Test Given)	Daily Grades	60%
		Tests	30%
		<u>Six-Weeks Test</u>	<u>10%</u>
<hr/>			
4.	Semester (with Semester test):	Six-week grades	85%
		<u>Semester test</u>	<u>15%</u>
<hr/>			
	Semester (no semester test):	Six-weeks grades	100%

3. Final Average: Yearly Average (Semester 1 + Semester 2 / 2)

Junior High School

- | | | |
|--------------|-----------------|--------|
| 1. Six-week: | Daily grades | – 60% |
| | Tests | – 40% |
| 2. Semester: | Six-week grades | – 100% |

Elementary School

Assignments which are done independently by students will count 60 percent of a student's grade, with all other assignments counting 40 percent of a student's grade. Independent assignments are those which are done under state assessment conditions, and may include all prescribed accommodations for individual students.

High School

A minimum of 1 daily grade taken and recorded each week and 2 test grades must be recorded for each student during the six-week grading period.

Junior High School

A minimum of 1 daily grade taken and recorded each week and 2 test grades must be recorded for each student during the six-week grading period.

Elementary School

Grade 1: No less than 1 recorded grade per week or 6 grades per 6 weeks per subject.

Grade 2-5: No less than 2 grades recorded per week or 12 grades per 6 weeks per subject.

Teachers will use the following techniques, as applicable, in maintaining communication with parents:

3. Report cards, with comments as appropriate.
4. Written notices regarding excellent or unsatisfactory performance, attendance, conduct, and the like.
5. Personal conferences.
6. Telephone communication.

Teachers will notify parents immediately upon ascertaining that a student is performing below a level that will permit him or her to meet promotion requirements in accordance with EIE(LOCAL).

Secondary report cards are normally mailed to parents on the Wednesday following the close of each six-week period during the school year. At the close of each school year, the final report card is issued at a time and in a manner designated by each school principal.

Elementary report cards are normally sent home with students on the Thursday following the end of each 6 weeks. The last report card of the school year is sent home with the student on the last day of the school year.

Campuses must issue interim reports at the midpoint of each grading period to the parents of all students. [See EIA(LOCAL)]

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:

- 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;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. 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 to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation

committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

Also See **Standardized Testing** on page 103 for more information

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student, as described on page 72.

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

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and bi-literacy, 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 state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and 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, the student and parent should be aware that 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.

Credits Required

The foundation graduation program requires completion of the following credits:

Students entering high school in 2014-2015

Foundation Program – 26 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits
World Geography or World History or combined WG/WH, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	7.5 Credit

Foundation + Endorsement Plan – 26 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	4.0 Credits
Algebra I, Geometry, 1 Advanced Math, & 1 additional math	
Science	4.0 Credits
Biology, 1 lab-based science, 1 Advanced Science, & 1 additional science	
Social Studies	3.0 Credits
World Geography or World History or combined WG/WH, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit

Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	5.5 Credits

*****Credits must meet curriculum requirements for one endorsement (STEM, Business & Industry, Public Services, Arts & Humanities, Multi-disciplinary)**

Distinguished

A student may earn a DISTINGUISHED level of achievement by successfully completing:

- 4 Credits in Math (must include Algebra II)
- 4 Credits in Science
- Curriculum requirements for at least one endorsement

A student must earn “DISTINGUISHED” level of achievement and be in the top 10% to be eligible for top 10% automatic admission.

“OPTIONS” Foundation Program – 22 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits
World Geography or World History or combined WG/WH, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	3.5 Credits

*

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a four-year Texas college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **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.
- **Language other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

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

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 includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to

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

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

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

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses 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.

Please be aware that 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 those students to take a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course for 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 senior 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

Upon the recommendation of the admission, review, and dismissal (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 and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH (LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and 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 for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Graduation Activities

Graduation activities will include:

- Senior Luncheons
- Commencement

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. [See EI, EIF]

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles 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 FNA (LOCAL) and the Student Code of Conduct. For student speakers at other school events, see **Student Speakers** on page 105.]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both 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 66].

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 T.E.X.A.S. Grant Program and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.
- Contact the school counselor for information about other scholarships and grants available to students.

HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51].

HAZING (All Grade Levels)

Hazing is defined by Section 37.151 of the Education Code 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.

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

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

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. 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, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional

health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization (All Grade Levels)

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

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). 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;
- Rubeola (measles), mumps, and rubella;
- Polio;
- Hepatitis A;
- Hepatitis B;
- Varicella (chicken pox); and
- Meningococcal.

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

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

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

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

Head Lice (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

Notice will also be provided to parents of elementary school students in the affected classroom.

More information on head lice can be obtained from the DSHS Web site [Managing Head Lice](#)

[See policy FFAA.]

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. District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except that authorized employees, in accordance with policy FFAC, may administer:

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

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.

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

Mental Health Support (All Grade Levels)

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

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;

- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

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

Physical Activity Requirements

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week. To the extent practicable, a district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten.

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

Junior High/Middle School

In accordance with policies at EHAB, EHAC, EHBG, [and FFA], the district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters **OR** at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters.

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

Temporary Restriction from Participation in Physical Education

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

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12. At the end of the school year, a parent may submit a written request to the school nurse to obtain the results of his or her child's physical fitness assessment conducted during the school year.

Physical Health Screenings / Examinations

Athletics Participation (Secondary Grade Levels Only)

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

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

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

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

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

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students in select grades will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FFAA (LEGAL) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

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

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

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

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

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

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

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

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the websites for the Centers for Disease Control and Prevention, particularly the CDC's information on bacterial meningitis, and the Texas Department of State Health Services.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that 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 83 for more information.]

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)

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

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." The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans 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.oltonisd.net or at any campus principal's office.

The complete text of the "[Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis](#)" can be found on the DSHS website at [Allergies and Anaphylaxis](#).

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

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 or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. For more information, contact the school nurse.

For more information, see "**A Student with Physical or Mental Impairments Protected under Section 504**" on page 9.

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 cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time 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 at FNCD and GKA.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

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

- The district nurse, Cathi Freeman at 806-285-2641
- The campus school counselor, Angi Martin, Marisa Lopez, and Misty Lassiter at each campus,
- The local public health authority, Crista Moyer, which may be contacted at the Olton Health Clinic
- The local mental health authority which may be contacted at regional locations.

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at www.oltonisd.net

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

- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: FFH
- Freedom from Bullying: FFI

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

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

Please Kevin McCasland at 806-285-2641 or kmccasland@oltonisd.org for further information regarding these procedures and access to the District Improvement Plan.

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

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

The duties of the SHAC include:

- Making recommendations regarding physical and mental health curriculum.
- Developing strategies for integrating curriculum into a coordinated school health program encompassing issues such as school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, and employee wellness.
- Making recommendations for increasing parents’ awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services

[See policies at BDF and EHAA. See **Human Sexuality Instruction** on page 18 for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

Olton ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the superintendent with questions about the content or implementation of the district’s wellness policy and plan.

HOMEWORK (All Grade Levels)

H. P. Webb Elementary

Homework in all subjects will not exceed approximately 60 minutes per day.

Olton Junior High School

Homework assignments are an essential component of the learning process. All assignments are to be satisfactorily completed on time. Students generally have some time in classes in which to complete assignments. Failure to complete assignments by the end of class time will result in the assignment being required to be completed at home before the assignment is due.

Olton High School

Olton High School seeks to prepare students to achieve success through a robust educational system. Part of that system includes the assignment of work that is designed to be completed outside of classroom time. This is necessary due to the constraints of available class time as well as providing an opportunity to prepare students for the demands of postsecondary success. Olton High School students will be assigned homework in various classes and that work is expected to be returned to the teacher as specified.

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, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a 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 law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

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

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been 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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL (LEGAL).]

LEAVING CAMPUS (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released with an excused absence before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted 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.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. 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 is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- 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 directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, 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 by a parent or adult authorized by the parent.

During Lunch

Students attending District schools shall not be allowed to leave campus during the lunch period except as follows:

1. Students may accompany their parents or guardian for lunch if their parents or guardian authorizes the release in person at the principal's office, or
2. Students may leave campus during the lunch period with prior administrative approval.

Students leaving campus during the lunch period, except as authorized above, shall be subject to disciplinary action.

At Any Other Time During the School Day

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

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

LOST AND FOUND (All Grade Levels)

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, 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)

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 in regards to the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 33.]

Homework/Classroom Assignments When Absent From School

Homework and class assignments assigned prior to an absence are due on the first day of returning from the absence, if the assignments are the type of which the student may complete in a home setting. Homework and classroom assignments missed as a result of absences are to be made up within the number of days absent plus one day. It is the responsibility of the student to request make-up work.

DAEP Makeup Work

Grades 9–12

A high school student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, 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).]

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

Completion of Course Work

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.

Completion of Courses

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, 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).]

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Olton ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups. The following district representatives have been designated to coordinate compliance with these legal requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment: Kevin McCasland, Superintendent 701 6th Street Olton, Texas 79064 285-2641

- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Terri Sandoval, 701 6th Street Olton, Texas 79064 285-2641
- All other concerns regarding discrimination: See Kevin McCasland, Superintendent, 701 6th Street Olton, Texas 79064 285-2641.

[See policies FB, FFH, and GKD.]

NONTRADITIONAL ACADEMIC PROGRAMS (All Grade Levels)

[See **Requirements for a Diploma** on page 70].

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the 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 .]
- 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 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 .]
- Becoming a school volunteer. [See **Volunteers** on page and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations can be investigated by contacting your child's campus.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. [Contact the principal or superintendent and see policies BQA and BQB, for more information.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.

- Contacting school officials if you are concerned with your child’s emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are generally held on the *3rd Monday or Thursday* of each month at 7:00 p. m. at the OISD Board room. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the district central offices and online at www.oltonisd.net. [See policies BE and BED for more information.]

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 .]

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 demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

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

Elementary and Middle/Junior High Grade Levels

In grades 1-7, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas. A student must maintain a 70 or above yearly average in reading and in mathematics and must pass at least two of the following with a 70 or above yearly average: language arts (language, writing, and spelling), science, and social studies. A student may be promoted based on validation of mastery of the essential knowledge and skills by passing an appropriate assessment instrument (STAAR or other assessment instruments in accordance with EHDB).

In grade 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based upon course-level, grade-level standards (essential knowledge and skills) for all subject areas. A student must maintain a 70 or above yearly average in mathematics and must pass at least two of the following with a 70 or above yearly average: English/language arts, science, and social studies. A student must also pass at least one elective class (excluding athletics or physical education) with a 70 or above yearly average. A student may be promoted based on validation of mastery of the essential knowledge and skills by passing an appropriate assessment instrument (TAKS or other assessment instruments in accordance with EEJB).

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

[See **Standardized Testing** on page 103.]

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In

order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level.

Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math.

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

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

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

For information related to the development of personal graduation plans for high school students, see **Personal Graduation Plans** on page 75.]

High School Grade Levels

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

A 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 67.]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** on page 70 and **Standardized Testing** on page 103 for more information about EOC assessments.]

Release of Students from School

[See **Leaving Campus** .]

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

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

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

Teachers follow grading guidelines that have been approved by the principal and are designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL).

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

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

Report cards and unsatisfactory progress reports must be signed by the parent and should be returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgment instead.

RETALIATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 51.]

SAFETY (All Grade Levels)

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

- Avoid conduct that is likely to put the student or others at risk.

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

Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. A student may make anonymous reports about safety concerns by calling or texting 806-429-2224. A student may also call 806-285-2641 and leave a voicemail on any campus voice mailbox.

- 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

If the board purchases accident, liability, or automobile insurance coverage for students or businesses involved in the district's CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Occasionally, students, teachers, and other district employees will participate in 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.

Students in grades 7–12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

Olton ISD will conduct various drills throughout the year including, but not limited to, fire, active shooter or intruder, shelter in place, and lockdown.

Emergency Medical Treatment and Information

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

Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early or opening is delayed because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

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 previously provided to the district has changed.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will alert the community in the following ways:

When school must be canceled due to severe weather or other emergency situations, announcements will be made on the following

Social Media	Olton ISD Facebook Pages
School Messenger	Delivered via phone call, text, and email

TV Stations:	KMAC (ABC-Channel 28)	KCBD (NBC-Channel 11)
	KLBK (CBS-Channel 13)	KJTV (Fox-Channel 34)

In order to be contacted through the Schoolmessenger program your child's school must have a current telephone number. Please contact your child's school if there is a change in your telephone number.

[See **Communications-Automated, Emergency** on page 5 for more information.]

SAT, ACT, and Other Standardized Tests

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

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

Schedule changes may be approved on an as needed basis. Students are encouraged to not request schedule changes unless absolutely necessary.

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Superintendent's office. If you have any questions, please contact Joe Villanueva, Maintenance Director, at 285-2641.

Cafeteria 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.

Free and reduced-price meals are available based on financial need or household situation. 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 notifies the district that a student's information should not be disclosed.

See Teresa Guerrero, Cafeteria Manager, to apply for free or reduced-price meal services.

See CO for more information

Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue charging meals according to the grace period set by the school board and 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 student's meal account and payment of any outstanding balance, the student may receive an alternate meal. The district will make every effort to avoid bringing attention to such a student.

Other Health-Related Matters (All Grade Levels)

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines see your child's principal. [See policies at CO and FFA.]

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 want to be notified prior to pesticide application inside their child's school assignment area may contact Joe Villanueva, Maintenance Director, at 285-2641.

Conduct Before and After School (All Grade Levels)

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

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 approved times with teacher or administrative approval.

Use of Hallways During Class Time (All Grade Levels)

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

Use By Students Before and After School

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

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school during non-instructional time. These groups must comply with the requirements of policy FNAB (LOCAL).

A list of these groups is available in the principal's office.

School-sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may occasionally conduct searches.

District officials may conduct searches of 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, 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 telecommunications or other 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 policy FNF(LEGAL) and Electronic Devices and Technology Resources on page for more information.]

Trained Dogs ***(All Grade Levels)***

The district will 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 (Grades 7-12 Only)

The Board of Trustees of the Olton Independent School District, in an effort to deter illegal drug and alcohol use among students, has implemented a “Random Drug and

Alcohol Testing Program”. Additional information regarding the “Random Drug and Alcohol Testing Program” may be found in FNF (LOCAL)

If a student in grades 7 through 12 chooses to participate in school sponsored extracurricular activities, that student shall participate in the Random Drug and Alcohol Testing Program. Also, Students who do not participate in extracurricular activities ***may voluntarily*** participate in the Random Drug and Alcohol Testing Program. Students must sign the “Student Acknowledgement Form,” and his/her parent or guardian must sign the “Parental Consent for Random Drug Testing Program for Extracurricular Activities or Voluntary Drug Testing Program” form. Students who do not return the signed forms by the deadline will not be allowed to participate in extracurricular activities until the forms are received.

Please note that a prescribed medication for which the student does not have a current prescription is considered an illegal drug. Also, a student, regardless of his/her participation in the Random Drug and Alcohol Testing Program, may be tested pursuant to the District’s “Reasonable Suspicion” policy if he/she appears to be under the influence of an illegal drug or alcohol while at school or at a school-sponsored or school-related activity.

The purpose of this alcohol and drug testing policy is to deter alcohol and illegal drug use by the students of the Olton I.S.D. If you have any questions please direct them to your child’s campus principal or the athletic director.

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 contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

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

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 Terri Sandoval Director of Federal Programs and Curriculum Coordinator at 806-285-2641.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's Talking Book Program, which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

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. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgment on his or her 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 purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level. Exceptions may apply for students enrolled in a special education program if the admission, review and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individual education plan (IEP). [See **Promotion and Retention** on page 93 for additional information.]

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

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

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

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

- Algebra I
- English I and English II,
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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 (PNP).

[See **Graduation** on page 70 for additional information.]

STUDENTS IN FOSTER CARE (All Grade Levels)

In an effort to provide educational stability, the district will assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact Cathi Freeman, who has been designated as the district's foster care liaison at 806-285-2641 with any questions.

[See **Students in the Conservatorship of the State** on page 25 for more information.]

Students Who are Homeless (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families. For more information please contact the district's homeless education liaison, Terri Sandoval at 806-285-2641 ext 263.

STUDENT SPEAKERS (All Grade Levels)

The district provides students the opportunity to introduce the following school events: opening announcements and greetings for the school day and pep rallies, banquets, and assemblies. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

[See policy FNA (LOCAL) regarding other speaking opportunities and **Graduation** on page 70 for information related to student speakers at graduation ceremonies.]

SUMMER SCHOOL (All Grade Levels)

HP Webb Elementary - Any fifth grade student who does not meet STAAR assessment standards will be required to attend summer school.

Olton Junior High and Olton High School - Summer school will be required for all students that need credit recovery, fall below attendance requirements or who have not met the passing standard on all STAAR/EOC (End of Course Assessments).

TARDIES (All Grade Levels)

Students are expected to be punctual to classes during the school day. Students are expected to be in their seats before the tardy bell rings. Students are allowed multiple tardies with no disciplinary consequences. A student will be subject to disciplinary action by a district employee. The district employee will discipline students for tardiness according to the employees discretion, student discipline history, and the discipline policies of the campus and student code of conduct.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a phone, laptop, tablet, or other computing device in place of a graphing calculator.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

[See **Safety Transfers/Assignments**, on page 25, **Bullying**, on page 36, and **Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, on page 26, for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See **School-sponsored Field Trips** on page 100 for more information.]

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 Web site. 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 Manuel Jimenez, transportation director, at 806-285-2641 ext 254.

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.

VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

For safety purposes, video and audio recording equipment is used 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 may review the video and audio recordings as needed to document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal or Terri Sandoval, who the district has designated to coordinate the implementation of and compliance with this law.

[See EHBAF(LOCAL).]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

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

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 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 the person 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 FNG (LOCAL) or GF (LOCAL).

[See also 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

During special events, 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)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact each campus' main office for more information and to complete an application.

If you are interested in becoming a volunteer please contact the appropriate campus administrator. Contact information is below

Mrs. Stacie Ramage H.P. Webb Elementary 806-285-2657 sramage@oltonisd.org

Mr. Colby Huseman Olton Junior High 806-285-2681 chuseman@oltonisd.org

Mr. Gregg Ammons Olton High School 806-285-2691 gammons@oltonisd.org

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)

When a student under age 18 withdraws 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.

Psychotropic Drugs

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

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

- Monitoring your child’s academic progress and contacting teachers as needed
- 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 HP Webb Elementary – 285-2657, Olton Junior High – 285-2681, or Olton High School – 285-2691 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 95.]
- Becoming a school volunteer. [For further information, see policy GKG.]
- Participating in campus parent organizations. Parent organizations include:
 - HP Webb Elementary: Academic Booster Club (ABC)
 - OJH and OHS: Athletic Boosters and Band Boosters
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact:

District-level Committee		Kevin McCasland	285-2641
Campus-level	HP Webb Elementary	Stacie Ramage	285-2657
	Olton Junior High School	Colby Huseman	285-2681
	Olton High School	Gregg Ammons	285-2691
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council** .
- 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 at BE and BED for more information.]

PHYSICAL EXAMINATIONS / HEALTH SCREENINGS

Athletics’ Participation (Secondary Grade Levels Only)

A student who wishes to participate in, or continue participation in, the district’s athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

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

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

For more information, see the UIL’s explanation of [sudden cardiac arrest](#).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

[See policy FFAA.]

SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

Schedule changes may be approved on an as needed basis. Students are encouraged to not request schedule changes unless absolutely necessary.

SCHOOL FACILITIES

The cafeteria is open to all students before school at 7:30 a.m. Athletics facilities are open only to designated students.

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

After dismissal of school in the afternoon, 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.

Use of Hallways During Class Time (All Grade Levels)

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

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
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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 (PNP).

[See **Graduation** on page 70 for additional information.]

STEROIDS (Secondary Grade Levels Only)

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

Bodybuilding, 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.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children's mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#).

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

GLOSSARY

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student 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 is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety.

EOC (end of course) assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the federal Every Student Succeeds Act.

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

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided,

and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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.

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

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

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

passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

APPENDIX I: Freedom From Bullying Policy

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

3. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
4. Interferes with a student's education or substantially disrupts the operation of a school.

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

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

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.

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.

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, counselor, principal, or other District employee.

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.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

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, 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.

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.

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.

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.

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.

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.

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 if 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.

The principal or designee shall refer to FDB for transfer provisions.

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.

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.

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.

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Retention of records shall be in accordance with CPC(LOCAL).

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 Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

P.O. Box 950 * 1500 E. Delano Avenue
Littlefield, Texas 79339-0950
Telephone: (806) 385-5474
Toll Free: (800) 748-8782
Fax: (806) 385-6944
E-mail: lambcad@windstream.net

DATE OF BID 7-30-2020

MINIMUM AUCTION BID (at Sheriff's sale) _____

APPRAISED VALUE OF PROPERTY \$660

LEGAL DESCRIPTION OF PROPERTY:

Original town - OLTON - Block 17, Lot 16

BID AMOUNT \$660

PROPERTY R# _____

CAUSE # _____

ACCOUNT # _____

ADDRESS OF PROPERTY _____

BIDDER INFORMATION:

NAME Cherry Rushin

STREET ADDRESS 1407 W. Archer

MAILING ADDRESS _____

CITY, STATE Jacksonville, Texas 76458

PHONE # 940-507-3240

SIGNATURE Laquita Knowles

ENTITY COMMENTS:

CITY---APPROVED REJECTED _____ DATE 8-10-20

BY- M. N. F. [Signature]

SCHOOL---APPROVED _____ REJECTED _____ DATE _____

BY- _____

COUNTY---APPROVED _____ REJECTED _____ DATE _____

BY- _____

Please return to Lamb County Appraiser's District after approval

Lamb CAD

Property Search Results > 21286 LAMB COUNTY APPRAISAL DIST IN TRUST for Year 2020 Tax Year: 2020 - Values not available

Property

Account

Property ID: 21286 Legal Description: ORIGINAL TOWN - OLTON, BLOCK 17, LOT 16
 Geographic ID: 00001-05860-001 Zoning:
 Type: Real Agent Code:
 Property Use Code:
 Property Use Description:

Location

Address: Mapsco: COL_1
 Neighborhood: Map ID:
 Neighborhood CD:

Owner

Name: LAMB COUNTY APPRAISAL DIST IN TRUST Owner ID: 10025116
 Mailing Address: P O BOX 950 % Ownership: 100.000000000000%
 LITTLEFIELD, TX 79339-0950 Exemptions: EX-XV

Values

(+) Improvement Homesite Value: + N/A
 (+) Improvement Non-Homesite Value: + N/A
 (+) Land Homesite Value: + N/A
 (+) Land Non-Homesite Value: + N/A Ag / Timber Use Value
 (+) Agricultural Market Valuation: + N/A N/A
 (+) Timber Market Valuation: + N/A N/A

 (=) Market Value: = N/A
 (-) Ag or Timber Use Value Reduction: - N/A

 (=) Appraised Value: = N/A
 (-) HS Cap: - N/A

 (=) Assessed Value: = N/A

Taxing Jurisdiction

Owner: LAMB COUNTY APPRAISAL DIST IN TRUST
 % Ownership: 100.000000000000%
 Total Value: N/A

Entity	Description	Tax Rate	Appraised Value	Taxable Value	Estimated Tax
CAD	APPRAISAL DISTRICT	N/A	N/A	N/A	N/A
COL	CITY OF OLTON	N/A	N/A	N/A	N/A
GLA	LAMB COUNTY	N/A	N/A	N/A	N/A
HPW	HIGHPLAINS WATER DIST	N/A	N/A	N/A	N/A

SOL	OLTON ISD	N/A	N/A	N/A	N/A
Total Tax Rate:		N/A			
				Taxes w/Current Exemptions:	N/A
				Taxes w/o Exemptions:	N/A

Improvement / Building

No improvements exist for this property.

Land

#	Type	Description	Acres	Sqft	Eff Front	Eff Depth	Market Value	Prod. Value
1	L	LOT	0.1607	7000.00	50.00	140.00	N/A	N/A

Roll Value History

Year	Improvements	Land Market	Ag Valuation	Appraised	HS Cap	Assessed
2021	N/A	N/A	N/A	N/A	N/A	N/A
2020	N/A	N/A	N/A	N/A	N/A	N/A
2019	\$0	\$660	0	660	\$0	\$660
2018	\$0	\$660	0	660	\$0	\$660
2017	\$6,550	\$660	0	7,210	\$0	\$7,210
2016	\$6,550	\$660	0	7,210	\$0	\$7,210
2015	\$6,550	\$660	0	7,210	\$0	\$7,210
2014	\$6,550	\$660	0	7,210	\$0	\$7,210
2013	\$6,550	\$660	0	7,210	\$0	\$7,210
2012	\$6,550	\$660	0	7,210	\$0	\$7,210
2011	\$5,070	\$660	0	5,730	\$0	\$5,730
2010	\$4,710	\$660	0	5,370	\$0	\$5,370
2009	\$4,710	\$660	0	5,370	\$0	\$5,370
2008	\$4,710	\$660	0	5,370	\$0	\$5,370
2007	\$4,710	\$660	0	5,370	\$0	\$5,370

Deed History - (Last 3 Deed Transactions)

#	Deed Date	Type	Description	Grantor	Grantee	Volume	Page	Deed Number
1	5/22/2019	SD	SHERIFF'S DEED	MARQUEZ ROSIE	LAMB COUNTY APPRAISAL DIST IN TRUST	778	171	
2	6/28/1994	WD	WARRANTY DEED	ADAMS A B MRS	MARQUEZ ROSIE	451	357	

Tax Due

Property Tax Information as of 08/03/2020

Amount Due if Paid on: 

Year	Taxing Jurisdiction	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	Attorney Fees	Amount Due
2019	CITY OF OLTON	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019	LAMB COUNTY	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019	HIGHPLAINS WATER DIST	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019	OLTON ISD	\$0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019 TOTAL:			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	LAMB COUNTY APPRAISAL DIST IN TRUST TOTAL:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	CITY OF OLTON	\$660	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	LAMB COUNTY	\$660	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	HIGHPLAINS WATER DIST	\$660	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	OLTON ISD	\$660	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	2018 TOTAL:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	CITY OF OLTON	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	LAMB COUNTY	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	HIGHPLAINS WATER DIST	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	OLTON ISD	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	2017 TOTAL:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	CITY OF OLTON	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	LAMB COUNTY	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	HIGHPLAINS WATER DIST	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	OLTON ISD	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	2016 TOTAL:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2015	CITY OF OLTON	\$7,210	\$58.83	\$58.83	\$0.00	\$0.00	\$0.00	\$0.00
2015	LAMB COUNTY	\$7,210	\$57.27	\$57.27	\$0.00	\$0.00	\$0.00	\$0.00
2015	HIGHPLAINS WATER DIST	\$7,210	\$0.58	\$0.58	\$0.00	\$0.00	\$0.00	\$0.00
2015	OLTON ISD	\$7,210	\$80.75	\$80.75	\$0.00	\$0.00	\$0.00	\$0.00
	2015 TOTAL:		\$197.43	\$197.43	\$0.00	\$0.00	\$0.00	\$0.00
2014	CITY OF OLTON	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2014	LAMB COUNTY	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2014	HIGHPLAINS WATER DIST	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2014	OLTON ISD	\$7,210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	2014 TOTAL:		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2013	CITY OF OLTON	\$7,210	\$61.20	\$61.20	\$0.00	\$0.00	\$0.00	\$0.00
2013	HIGHPLAINS WATER DIST	\$7,210	\$0.56	\$0.56	\$0.00	\$0.00	\$0.00	\$0.00
2013	OLTON ISD	\$7,210	\$77.85	\$77.85	\$0.00	\$0.00	\$0.00	\$0.00
2013	LAMB COUNTY	\$7,210	\$55.21	\$55.21	\$0.00	\$0.00	\$0.00	\$0.00
	2013 TOTAL:		\$194.82	\$194.82	\$0.00	\$0.00	\$0.00	\$0.00
2012	CITY OF OLTON	\$7,210	\$64.20	\$64.20	\$0.00	\$0.00	\$0.00	\$0.00
2012	HIGHPLAINS WATER DIST	\$7,210	\$0.54	\$0.54	\$0.00	\$0.00	\$0.00	\$0.00
2012	OLTON ISD	\$7,210	\$80.75	\$80.75	\$0.00	\$0.00	\$0.00	\$0.00
2012	LAMB COUNTY	\$7,210	\$57.27	\$57.27	\$0.00	\$0.00	\$0.00	\$0.00
	2012 TOTAL:		\$202.76	\$202.76	\$0.00	\$0.00	\$0.00	\$0.00
2011	CITY OF OLTON	\$5,730	\$51.02	\$51.02	\$0.00	\$0.00	\$0.00	\$0.00
2011	LAMB COUNTY	\$5,730	\$45.51	\$45.51	\$0.00	\$0.00	\$0.00	\$0.00
2011	HIGHPLAINS WATER DIST	\$5,730	\$0.44	\$0.44	\$0.00	\$0.00	\$0.00	\$0.00
2011	OLTON ISD	\$5,730	\$64.17	\$64.17	\$0.00	\$0.00	\$0.00	\$0.00
	2011 TOTAL:		\$161.14	\$161.14	\$0.00	\$0.00	\$0.00	\$0.00
2010	CITY OF OLTON	\$5,370	\$46.96	\$46.96	\$0.00	\$0.00	\$0.00	\$0.00
2010	LAMB COUNTY	\$5,370	\$42.65	\$42.65	\$0.00	\$0.00	\$0.00	\$0.00
2010	HIGHPLAINS WATER DIST	\$5,370	\$0.42	\$0.42	\$0.00	\$0.00	\$0.00	\$0.00
2010	OLTON ISD	\$5,370	\$60.15	\$60.15	\$0.00	\$0.00	\$0.00	\$0.00
	2010 TOTAL:		\$150.18	\$150.18	\$0.00	\$0.00	\$0.00	\$0.00
2009	CITY OF OLTON	\$5,370	\$46.96	\$46.96	\$0.00	\$0.00	\$0.00	\$0.00
2009	LAMB COUNTY	\$5,370	\$42.65	\$42.65	\$0.00	\$0.00	\$0.00	\$0.00
2009	HIGHPLAINS WATER DIST	\$5,370	\$0.43	\$0.43	\$0.00	\$0.00	\$0.00	\$0.00
2009	OLTON ISD	\$5,370	\$57.46	\$57.46	\$0.00	\$0.00	\$0.00	\$0.00
	2009 TOTAL:		\$147.50	\$147.50	\$0.00	\$0.00	\$0.00	\$0.00
2008	CITY OF OLTON	\$5,370	\$46.96	\$46.96	\$0.00	\$0.00	\$0.00	\$0.00

2008	LAMB COUNTY	\$5,370	\$42.65	\$42.65	\$0.00	\$0.00	\$0.00	\$0.00
2008	HIGHPLAINS WATER DIST	\$5,370	\$0.43	\$0.43	\$0.00	\$0.00	\$0.00	\$0.00
2008	OLTON ISD	\$5,370	\$59.07	\$59.07	\$0.00	\$0.00	\$0.00	\$0.00
	2008 TOTAL:		\$149.11	\$149.11	\$0.00	\$0.00	\$0.00	\$0.00
2007	OLTON ISD	\$5,370	\$58.54	\$58.54	\$0.00	\$0.00	\$0.00	\$0.00
2007	CITY OF OLTON	\$5,370	\$46.96	\$46.96	\$0.00	\$0.00	\$0.00	\$0.00
2007	LAMB COUNTY	\$5,370	\$42.65	\$42.65	\$0.00	\$0.00	\$0.00	\$0.00
2007	HIGHPLAINS WATER DIST	\$5,370	\$0.43	\$0.43	\$0.00	\$0.00	\$0.00	\$0.00
	2007 TOTAL:		\$148.58	\$148.58	\$0.00	\$0.00	\$0.00	\$0.00
2006	CITY OF OLTON	\$5,370	\$46.49	\$46.49	\$0.00	\$0.00	\$0.00	\$0.00
2006	LAMB COUNTY	\$5,370	\$42.79	\$42.79	\$0.00	\$0.00	\$0.00	\$0.00
2006	HIGHPLAINS WATER DIST	\$5,370	\$0.45	\$0.45	\$0.00	\$0.00	\$0.00	\$0.00
2006	OLTON ISD	\$5,370	\$77.06	\$77.06	\$0.00	\$0.00	\$0.00	\$0.00
	2006 TOTAL:		\$166.79	\$166.79	\$0.00	\$0.00	\$0.00	\$0.00
2005	OLTON ISD	\$5,930	\$92.80	\$92.80	\$0.00	\$0.00	\$0.00	\$0.00
2005	HIGHPLAINS WATER DIST	\$5,930	\$0.49	\$0.49	\$0.00	\$0.00	\$0.00	\$0.00
2005	CITY OF OLTON	\$5,930	\$51.33	\$51.33	\$0.00	\$0.00	\$0.00	\$0.00
2005	LAMB COUNTY	\$5,930	\$45.32	\$45.32	\$0.00	\$0.00	\$0.00	\$0.00
	2005 TOTAL:		\$189.94	\$189.94	\$0.00	\$0.00	\$0.00	\$0.00
2004	LAMB COUNTY	\$5,850	\$44.71	\$44.71	\$0.00	\$0.00	\$0.00	\$0.00
2004	CITY OF OLTON	\$5,850	\$50.64	\$50.64	\$0.00	\$0.00	\$0.00	\$0.00
2004	HIGHPLAINS WATER DIST	\$5,850	\$0.49	\$0.49	\$0.00	\$0.00	\$0.00	\$0.00
2004	OLTON ISD	\$5,850	\$92.43	\$92.43	\$0.00	\$0.00	\$0.00	\$0.00
	2004 TOTAL:		\$188.27	\$188.27	\$0.00	\$0.00	\$0.00	\$0.00
2003	OLTON ISD	\$5,850	\$92.43	\$92.43	\$0.00	\$0.00	\$0.00	\$0.00
2003	HIGHPLAINS WATER DIST	\$5,850	\$0.49	\$0.49	\$0.00	\$0.00	\$0.00	\$0.00
2003	CITY OF OLTON	\$5,850	\$51.68	\$51.68	\$0.00	\$0.00	\$0.00	\$0.00
2003	LAMB COUNTY	\$5,850	\$39.12	\$39.12	\$0.00	\$0.00	\$0.00	\$0.00
	2003 TOTAL:		\$183.72	\$183.72	\$0.00	\$0.00	\$0.00	\$0.00
1977	CITY OF OLTON	\$0	\$2.60	\$2.60	\$0.00	\$0.00	\$0.00	\$0.00
	1977 TOTAL:		\$2.60	\$2.60	\$0.00	\$0.00	\$0.00	\$0.00
	MARQUEZ ROSIE TOTAL:		\$2082.84	\$2082.84	\$0.00	\$0.00	\$0.00	\$0.00
	GRAND TOTAL (ALL OWNERS):		\$2082.84	\$2082.84	\$0.00	\$0.00	\$0.00	\$0.00

NOTE: Penalty & Interest accrues every month on the unpaid tax and is added to the balance. Attorney fees may also increase your tax liability if not paid by July 1. If you plan to submit payment on a future date, make sure you enter the date and RECALCULATE to obtain the correct total amount due.

Questions Please Call (806) 385-6474

This year is not certified and ALL values will be represented with "N/A".

PROPOSED REVISIONS

Consistent Application for Graduating Class

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

~~Class Rank Calculation~~

Calculation

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

~~Beginning with the 2007-08 school year, class rank shall be based on weighted grade point average (GPA) using semester grades earned in grades 9-12 and in any high school course taken in grade 8 for state graduation credit. These semester grades shall be converted to grade points according to the District's weighted grade point scale.~~

¶

The calculation shall include failing grades.

~~All grades earned in classes that are recognized by the state of Texas or the District as a requirement for graduation shall be included in this calculation. These courses have a valid state identification number, and students shall follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit shall not be included in this calculation.~~

Exception

Due to the COVID-19 pandemic and school closure during the 2019-2020 school year, grades earned during the fifth and sixth six-week grading periods shall not be included in the calculation of the 2020 spring semester grade used for determining class rank for the classes of 2020, 2021, 2022, and 2023.¶

Exclusions

The calculation of class rank shall exclude grades earned in any local credit course.

Weighted Grade System

Categories

The District shall categorize and weight eligible courses as Advanced Placement (AP)/ Dual Credit and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

AP/ Dual Credit

Eligible AP and dual credit courses shall be categorized and weighted as AP/Dual Credit courses.

Regular

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

Weighted Grade Point Average

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

Grade	AP/ Dual Credit	Regular
100	7.0	5.0
99	6.9	4.9
98	6.8	4.8
97	6.7	4.7
96	6.6	4.6
95	6.5	4.5
94	6.4	4.4
93	6.3	4.3
92	6.2	4.2
91	6.1	4.1
90	6.0	4.0
89	5.9	3.9
88	5.8	3.8
87	5.7	3.7
86	5.6	3.6

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

85	5.5	3.5
84	5.4	3.4
83	5.3	3.3
82	5.2	3.2
81	5.1	3.1
80	5.0	3.0
79	4.8	2.8
78	4.6	2.6
77	4.4	2.4
76	4.2	2.2
75	4.0	2.0
74	3.8	1.8
73	3.6	1.6
72	3.4	1.4
71	3.2	1.2
70	3.0	1.0
Below 70	0	0

Transferred Grades

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

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

Local Graduation Honors

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

~~Class rank shall be calculated at the end of the fifth six-week grading period of the senior year. Students completing the District's Options Program shall not be included.¶~~

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

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for **this local graduation honor** ~~such recognition~~, a student must:

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

Honor Graduates¶

~~A student whose average for all academic curriculum courses is 90 or above shall be designated as an honor graduate.~~

LO 7/28/20: The Honor Grads provision is better suited for administrative regulations/Student Handbook.

Breaking Ties

In case of a tie in weighted GPAs, after calculation to the fourth decimal place, the District shall apply the following methods, in this order, to determine recognition as valedictorian (*or salutatorian*):

4. Count the number of *AP/ dual credit*, _____) courses taken by each student involved in the tie.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

5. Calculate a *weighted GPA* using only eligible grades in (*Advanced, Honors, AP, dual credit, _____*) courses taken by each student involved in the tie.
6. Calculate a *weighted GPA* using only eligible grades earned in English, mathematics, science, social studies, *and languages other than English* taken by each student involved in the tie.
7. Calculate an unweighted numerical grade average using (*grades earned in all eligible, grades earned in Advanced, Honors, AP, dual credit, _____*) courses taken by each student involved in the tie.

8. _____.

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

No Ties

In order to recognize only one student as valedictorian and one student as salutatorian, the District shall calculate weighted GPAs, to a sufficient number of decimal places so that no ties exist among eligible students.

Highest-Ranking Graduate

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



Local District Update

P.O. Box 400, Austin, Texas 78767-0400

TO: Olton ISD
FROM: Lexi O'Hair
Policy Consultant

For purposes of clarity and consistency with policy style, Policy Service reviews all Local District Updates and makes nonsubstantive edits to the material, as necessary.

Below are the changes to your board policy manual associated with Local District Update 2020.04.

<u>CODE</u>	<u>ACTION</u>
DIA(EXHIBIT)	Revised
FB(EXHIBIT)	Revised
FFH(EXHIBIT)	Revised

Please note that Policy Service may separate member-submitted material into two or more Local District Updates to expedite processing. All updates will be sent as they are completed.

If you have any questions about this Local District Update or any other policy issue, please call me at 800-580-7529.

Additional Information

Policy On Line® subscribers. Please check your online policy manual to ensure that the Local District Update is accurately reflected.

Legal review. Policy Service sends certain Local District Updates to TASB Legal Services attorneys for legal review. Any legal concerns regarding the material will be addressed in an advisory letter from TASB Legal Services, sent at a later time.

Printing hard copies and recording adoption dates. For each added or revised (LOCAL) policy, *adoption dates* must be recorded [see ADOPTED: at the bottom of the last page of a (LOCAL) policy] before incorporating it into the official policy manual. If only electronic notification of this Local District Update was received, make sure to print a copy of the revised or added (LOCAL) policy to complete this step.

Historical record reminder. Replaced or deleted material must be maintained in a historical file in accordance with law and your local records retention practices.

Resources for policy administrators. Find additional policy resources in the myTASB [Policy Service Resource Library](#).¹

¹ Policy Service Resource Library: <https://www.tasb.org/Services/Policy-Service/myTASB.aspx>

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for employees:

Name: Kevin McCasland
Position: Superintendent
Address: 7th and G, Olton, TX 79064
Email: [Title IX coordinator](mailto:kmccasland@oltonisd.org) (kmccasland@oltonisd.org)
Telephone: (806) 285-2641

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for employees:

Name: Terri Sandoval
Position: Director of Special and Federal Programs
Address: 7th and G, Olton, TX 79064
Email: [ADA/Section 504 coordinator](mailto:tsandoval@oltonisd.org) (tsandoval@oltonisd.org)
Telephone: (806) 285-2641

Title IX Coordinator

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Position: Superintendent
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Email: [ADA/Section 504 coordinator](mailto:kmccasland@oltonisd.org) (kmccasland@oltonisd.org)
Telephone: (806) 285-2641

**DIA
(EXHIBIT)**

Title IX Coordinator

The District designates and authorizes the following person as the Title IX coordinator to be responsible for coordinating the District's efforts to comply with Title IX of the Education Amendments of 1972, as amended, for employees:

Name:	Kevin McCasland
Position:	Superintendent
Address:	7th and G, Olton, TX 79064
Email:	Title IX coordinator (kmccasland@oltonisd.org)
Telephone:	(806) 285-2644

H.P. Webb Elementary
609 Ave G
Olton, TX 79064
H.P. Webb Elementary Title IX Coordinator - Stacie Ramage
Elementary Principal
sramage@oltonisd.org
805-285-2641 x 265

Olton Junior High
7th St.
Olton, Tx 79064
Olton Junior High Title IX Coordinator - Colby Huseman
Junior High Principal
chuseman@oltonisd.org
806-285-2641 x 236

Olton High School
700 Ave G
Olton, Tx 79064
Olton High School Title IX Coordinator - Gregg Ammons
High School Principal
gammons@oltonisd.org
806-285-2641 x 226

Olton ISD
701 6th St.
Olton, Tx 79064
Olton ISD District Title IX Coordinator - Terri Sandoval
Special and Federal Programs Coordinator
tsandoval@oltonisd.org
806-285-2641 x 263

Olton ISD
701 6th St.
Olton, Tx 79064
Title IX Appeals
Kevin McCasland
Superintendent
kmccasland@oltonisd.org
806-285-2641 x 258

ADA/Section 504 Coordinator

The District designates and authorizes the following person as the ADA/Section 504 coordinator to be responsible for coordinating the District's efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for employees:

Name:	Terri Sandoval
Position:	Director of Special and Federal Programs
Address:	7th and G, Olton, TX 79064
Email:	ADA/Section 504 coordinator (tsandoval@oltonisd.org)
Telephone:	(806) 285-2641

FB
(EXHIBIT)

Title IX Coordinator

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Position:	Director of Special and Federal Programs
Address:	7th and G, Olton, TX 79064
Email:	ADA/Section 504 coordinator (tsandoval@oltonisd.org)
Telephone:	(806) 285-2641

**FFH
(EXHIBIT)**

Title IX Coordinator

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Email:	ADA/Section 504 coordinator (tsandoval@oltonisd.org)
Telephone:	(806) 285-2641

OLTON INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

**A RESOLUTION DELEGATING AUTHORITY TO THE SUPERINTENDENT
DURING THE 2020-2021 SCHOOL YEAR
(August 24, 2020)**

WHEREAS, the Olton Independent School District Board of Trustees (Board) recognizes that the State of Texas and the United States Government have declared a disaster and emergency regarding Coronavirus/COVID-19 (hereafter "COVID-19") and its potential spread, and continue to extend these declarations;

WHEREAS, the territory included in Olton Independent School District is within the areas declared a disaster and an emergency area;

WHEREAS, the Board recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that additional emergency declarations have been and will continue to be issued in the coming days, weeks and months;

WHEREAS, the Board and Administration are following advice and directives from federal, state and local authorities in responding to COVID-19;

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students, staff, and community and therefore desires to ensure that the school district and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19;

WHEREAS, the District is starting school for the 2020-2021 school year with some students physically returning to school and others continuing to engage in remote learning, and the District may determine a possible need exists to implement further modified operations and other District business in response to the health needs of our families and our community including but not limited to the possible re-closing of schools for on-campus instruction;

WHEREAS, the District's public purpose is served by promoting conscientious health choices, including medical examinations, individual quarantines and leaves as may be necessary;

WHEREAS, the District's public purpose is served by working with students, families, and staff to the extent possible to support continued learning and providing food if there is a return to school suspension and/or quarantine;

WHEREAS, the Board supports future decisions the Superintendent may make under the authority of this Resolution, and the Board believes the public purposes described above are

fulfilled by efficiently and effectively making certain delegations, as described more fully herein, to the Superintendent to address this ever-changing emergency situation in the best interest of the health, safety, and well-being of its students, staff, community, and the citizenship at-large; and

WHEREAS, the Board continues to provide controls and oversight for the District expenditures and authority granted to the Superintendent herein by requiring that the Superintendent communicate to the Board all actions taken under this grant of authority.

IT IS THEREFORE RESOLVED THAT the Board of Trustees finds a substantial public purpose exists in protecting the health and safety of its students, staff, and community and in taking action to help ensure that the school district and its community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19. In furtherance of these public purposes, the Board of Trustees makes the following delegations to the Superintendent and designee(s) for the 2020-21 school year unless the Board takes action to end some or all of the authority on an earlier date:

- 1. The authority to act in the place of the Board under Policy DEA (LOCAL) and thus make decisions regarding the employment and compensation of exempt and non-exempt employees during the 2020-2021 school year including, but not limited to, times of modified operations, to include possible premium payments to certain employees and implement those decisions and the provisions of Board Policy DEA(LOCAL), and to make determinations regarding the purpose and parameters of any such payments, modified operations and related actions;**
- 2. The authority to approve variations from the District’s 2020-2021 school calendar by changing and/or adding school/instructional hours and work/school days as necessitated by any modified operations or related concerns as provided by EB (LOCAL);**
- 3. The authority to suspend all “business day” deadlines for the setting of hearings and District responses outlined in local policy during periods of closure and/or modified operations;**
- 4. The authority to act in place of the Board under Policy DEC (LOCAL), DBB (LOCAL), and state and federal law regarding employee leave, accommodations, and employee medical testing, and create guidelines and make decisions regarding absences, leave time, leave days, required testing and compensation of any employee who is or should be quarantined as a result of COVID-19, and/or who tests positive for COVID-19, and/or who presents appropriate medical documentation regarding themselves and/or an immediate family member, in compliance with Texas and federal law, and/or who is exposed to someone who has tested positive for COVID-19, and/or an employee who**

refuses to test and has no medical documentation in accordance with the following criteria;

- **Employees that test positive for COVID-19, by a medical lab, or employees that are identified (according to current CDC guidance) as being exposed to someone who has tested positive for COVID-19, by a medical lab, shall not be deducted pay, personal days, state days, or comp time for the duration of their quarantine time while observing quarantine measures and timelines in compliance with the CDC, provided that the employee strictly observes all CDC quarantine guidelines while in quarantine, as a condition of receiving Board- authorized leave that does not deduct pay, personal days, state days, or comp time from the employee.**

5. The authority to implement and seek any necessary waivers and to file attestations and/or instruction plans with the Texas Education Agency regarding phasing instruction, instructional days/hours, attendance, synchronous, asynchronous, hybrid instruction or any combination thereof, and for any matters related to the modified operation of schools as part of this Resolution, or any matters necessitating a waiver as a result of COVID-19 as allowed by state law and the Texas Education Agency;

6. The authority to make decisions regarding the opening and closing of school throughout the school year as may be necessary as a result of COVID-19 and/or any orders of Federal and State government;

7. The authority to declare a catastrophe and take all actions as appropriate in accordance with Texas Government Code, Section 552.233, regarding temporary suspension of the Texas Public Information Act, if appropriate based on relevant conditions;

8. The authority to determine grades for any grading period during which the District is under a Federal or State emergency order due to COVID-19, including times during which instruction was synchronous, asynchronous or a combination of the two.

9. The authority to interpret and execute all aspects of Board Policies EI (LOCAL), EIA (LOCAL), EIC (LOCAL), EIE (LOCAL), and EIF (LOCAL), in compliance with Federal and State law;

10. The authority to suspend the pre-participation physical examination requirement found in Board Policy FFAA(LOCAL) for the 2020-2021 school year, except as required by the amended UIL rules for the 2020-2021 school year;

11. The authority to determine whether students who have chosen to receive all instruction through remote instruction methods may participate in extracurricular activities and to implement local policy regarding the determination; and

12. In the event other waivers or immediate actions are needed, the authority to take other action and to submit/apply for other waivers in accordance with guidance and instructions from the national and state authorities and/or agencies.

The authority granted by this resolution is effective for the 2020-2021 school year, unless the Board takes action to authorize continuation for a longer duration or to terminate some or all of the authority granted above.

The above Resolution is passed and adopted this 24th day of August 2020 by the Board of Trustees.

APPROVED:

ATTEST:

President, Board of Trustees

Secretary, Board of Trustees

Resolution of the Board Regarding Exclusion from Extracurricular Activities and Elective Courses

WHEREAS, Texas Education Agency (TEA) guidance authorizes school districts to develop local policy that would exclude students who are receiving all-remote instruction from participating in extracurricular activities and elective courses open only to students in a particular University Interscholastic League (UIL) activity;

WHEREAS, the TEA guidance states that the policy may apply to all students who are learning remotely or only to interdistrict transfer students who are learning remotely and that the exclusion policy must otherwise be applied equally to all students and to all extracurricular activities;

WHEREAS, TEA guidance provides that if a parent chooses remote instruction for their child, the District may limit the student's return to an on-campus setting to occur only at the end of a grading period if the District believes it is in the student's educational interest;

WHEREAS, the UIL has clarified that students participating in remote learning offered by their school district, whether synchronous or asynchronous, may participate in UIL activities if they meet all other UIL eligibility requirements in accordance with the UIL Constitution and Contest Rules but that districts may develop local policies with additional requirements for participation; and

WHEREAS, Texas Education Code 11.151 gives the Board of Trustees the exclusive power and duty to govern and oversee the management of the public schools of the District.

NOW, THEREFORE, BE IT RESOLVED that for the 2020–21 school year, the Board of Trustees of Olton School District approves the following provision:

[A student or an interdistrict transfer student] who is voluntarily participating in an all-remote synchronous instructional method shall be permitted to participate in any extracurricular activity, practice, or performance for the grading period in which the student is receiving all-remote instruction or any elective course open only to students participating in a particular UIL activity under the following circumstances:

- A student who is enrolled in an all-remote Synchronous Instructional Method may participate in any extracurricular activity that can be participated in through a remote opportunity that does not demand the student to be present for participation. The student will not be able to participate in any extracurricular activities in which the student's on-site presence is required.
- A student who is enrolled in a remote Synchronous Instructional Method (**Flexible Plan**) may participate in any extracurricular activities that can be participated in either through

a remote or on-campus opportunity. Student presence will be required for participation in any extracurricular activities that require the student's on-site presence for participation. Students will still be permitted the opportunity to participate in a remote format for extracurricular activities that can be completed through a remote method.

- A student who is enrolled in an all-remote Asynchronous Learning Method will not be allowed to participate in any extracurricular activities.

The authority granted by this resolution shall only apply for the 2020–21 school year unless the Board takes further action.

Adopted this 20th day of August, 2020, by the Board of Trustees.

Presiding Officer

Secretary

**SUPPLMENTAL RESOLUTION
OF THE OLTON INDEPENDENT SCHOOL DISTRICT
REGARDING PURCHASING AND PROCUREMENT AND
DELEGATION OF TEMPORARY PURCHASING
AUTHORITY TO THE SUPERINTENDENT**

WHEREAS, the coronavirus (COVID-19) pandemic has resulted in the closure of Olton ISD schools and/or significant modification of District operations and on March 19, 2020, the Governor ordered all schools temporarily closed at least through April 3, 2020, and prohibited gatherings of more than 10 people;

WHEREAS, under the Governor's Executive Order, the COVID 19 pandemic constitutes an unforeseen "operational failure" suffered by educational institutions and their physical facilities, as contemplated under Texas Education Code Section 44.031(h);

WHEREAS, as a result of the pandemic, the District has been preparing for and will begin Virtual Home Based Learning at least through April 3, 2020 which will likely require the purchase of computer equipment, computer related equipment, bandwidth, wireless hot spots for students and staff, consulting services, and other goods and services;

WHEREAS, the Board recognizes that the District may need to make purchases necessary to address COVID-19 or related emergency caused by school closure and to meet the education needs of the District and supports the Superintendent's ability to make those decisions as the educational leader of the District;

WHEREAS, Policy CH (Local) requires Board authority for the District to make a budgeted purchase of goods or services that costs \$15,000 or more unless the purchase is of a continuing or periodic nature under a Board approved contract or bid;

WHEREAS, there is a need to expedite the purchase of goods and services that are required for the District to shift its operations to include Virtual Home Based Learning, particularly given current and anticipated demands and/or potential supply-side delays or shortages to needed goods and services arising from the pandemic;

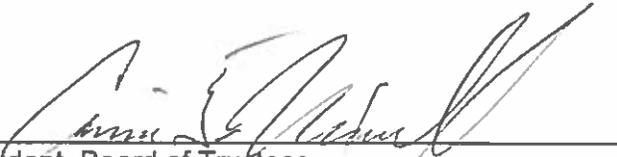
WHEREAS, as a result of the pandemic, compliance with Policy CH (Legal), CH (Local), Texas Education Code, Section 44.031(a), and the requirement for Board purchasing approval and competitive procurement methods will result in delays to the procurement of good and services that will prevent or substantially impair the District's ability to launch, maintain or enhance its virtual learning platform, the provision of classes or other essential school activities; and

WHEREAS, during the duration of the Declaration of Disaster and resulting Executive Orders of the Governor, alternative purchasing methods other than those required in Policy CH (Legal), CH Local), and Texas Education Code, Section 44.031(a) are necessary to replace traditional classroom facilities and instructional equipment with alternative goods, including, but not limited to, computer, technology, cleaning, disinfection, air quality and testing goods and services.

NOW THEREFORE BE IT RESOLVED

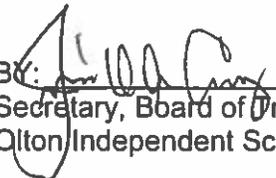
1. The Board finds that the recitals noted above are true and correct and hereby adopted;
2. The Board determines that, for the duration of the Declaration of Disaster and resulting Executive Orders of the Governor, the delay posed by the methods provided for in Texas Education Code Section 44.031 would prevent or substantially impair the conduct of classes or other essential school functions;
3. The Board finds that to the extent possible, the term of any contracts awarded pursuant to Texas Education Code Section 44.031(h) shall not extend longer than reasonably necessary to respond to the Declaration of Disaster and comply with Executive Orders of the Governor;
4. The Board finds that the District's best interests are served by delegating authority to the Superintendent to procure, negotiate and contract for goods and services that are required to respond to District needs caused by COVID 19, subject to compliance with the scope set forth in this Resolution;
5. The Board specifically delegates the authority under CH (LOCAL) to the Superintendent to make budgeted purchases for goods or services related to COVID-19. The District further delegates the authority to the Superintendent to make purchases of goods or services whether budgeted or unbudgeted related to COVID-19 up to \$ 50,000 for the duration of this emergency. The purchasing authority limit for the Superintendent under CH (LOCAL) is otherwise suspended during the emergency or until the Board otherwise takes action; until then, this provision will govern. Any single purchase of goods or services over the above-referenced amount, regardless of whether they are competitively purchased, shall require Board approval before a transaction may take place;
6. The suspension of the requirements of CH (Legal), CH (Local), and Texas Education Code, Section 44.031(a) is solely for the duration of the Declaration of Disaster and resulting Executive Orders of the Governor, temporary and limited, and shall not extend longer than reasonably necessary to respond to the operational failure caused by the COVID 19 pandemic in accordance with federal, state or local declarations, executive or court orders, and other governmental directives as determined by the Superintendent.
7. The Superintendent will report all purchases of goods and services under this resolution to the Board and will present to the Board budget amendments for contracts entered into under the authority of this Resolution, as soon as reasonably practicable; and
8. This Resolution shall take effect immediately upon its passage and until otherwise revoked by Board action.

PASSED AND ADOPTED this 26th day of March, 2020.

BY: 

President, Board of Trustees
Olton Independent School District

ATTEST

BY: 

Secretary, Board of Trustees
Olton Independent School District

OLTON ISD 2019-2020 BUDGET

2020-2021 OLTON ISD BUDGET

Fund 240 - National School Breakfast/Lunch Program			
5700 Local Revenue (Estimated)	\$53,000		
5800 State Revenue (Estimated)	\$3,900		
5900 Federal Revenue (Estimated)	\$311,900		
79XX Transfer in For Food Service	\$46,556		
Total Revenues and Resources	\$415,356		
		Total Expenditures	\$415,356

Connie Maxwell, Board President

Jesus De La Cruz, Jr., Board Secretary

Olton High School

Curriculum Catalog 2020-2021



**7th and Avenue G
Olton, TX 79064
806-285-2691
www.oltonisd.net**

**Olton High School
Curriculum Catalog**

Olton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing educational services. The Superintendent has been designated to coordinate compliance with the nondiscrimination requirements of Title IX.

This booklet has been designed as a concise, yet comprehensive introduction to the opportunities available at Olton High School. Take some time to consider the courses that will best suit your individual needs. Pay particular attention to the requirements for the different graduation plans. You must meet these requirements in addition to successfully completing the STAAR End Of Course Tests.

As you choose your courses, please keep in mind your career plans as well as the prerequisites required to enroll in a class. Teachers and the counselor will recommend courses, but the final decision rests with the student and parent. Classes will be formed and schedules developed by the selections students make.

Retain this booklet for future use and reference. It will be a valuable tool in planning your secondary education. Check with colleges you plan to attend to find out current requirements for admission so that you can plan your high school courses to meet these college requirements.

GENERAL INFORMATION

BEGINNING WITH THE CLASS OF 2009 THE FOLLOWING CRITERIA LISTED BELOW WILL BE USED TO DETERMINE CLASS RANK, TOP TEN PERCENT, AND THE HIGHEST RANKING STUDENT.

Class Ranking

Graduates shall be ranked in the following order:

1. Valedictorian (highest average)
2. Salutatorian (next highest average)
- Members of the Class of 2018 and after must meet course requirements for the Distinguished Program to be recognized as top ten percent.



Any student of the graduating class who has a 90 average for the academic curriculum courses will be designated as an honor student.

To be eligible for valedictorian or salutatorian, a student must have completed two consecutive years (4 semesters) at Olton High School and must have followed the Foundation + Endorsement Graduation Plan.

Grade Point Average (GPA) Criteria

The GPA is a measure of the students' total academic performance beginning in the ninth grade. The grade point averages are calculated by adding the grade points earned for each course and dividing by the total number of courses. Ranking will be updated at the end of each semester. An early computation will be done for seniors upon completion of the fifth six weeks of the Spring Semester.

All grades earned in classes that are recognized by the state of Texas or Olton ISD as a requirement for graduation will be included in this calculation. These courses have a valid state identification number and students will follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit will not be included in this calculation.

A weighted grade point system is used for determining class rank. College level and AP courses will receive weighted points for GPA. The scale below will be used:

Grades	Regular Grade Points	AP & College Credit Courses
100	5.0	7.0
99	4.9	6.9
98	4.8	6.8
97	4.7	6.7
96	4.6	6.6
95	4.5	6.5
94	4.4	6.4
93	4.3	6.3
92	4.2	6.2
91	4.1	6.1
90	4.0	6.0
89	3.9	5.9
88	3.8	5.8
87	3.7	5.7
86	3.6	5.6
85	3.5	5.5
84	3.4	5.4
83	3.3	5.3
82	3.2	5.2
81	3.1	5.1
80	3.0	5.0
79	2.8	4.8



78	2.6	4.6
77	2.4	4.4
76	2.2	4.2
75	2.0	4.0
74	1.8	3.8
73	1.6	3.6
72	1.4	3.4
71	1.2	3.2
70	1.0	3.0
69 & Below	0.0	0.0

Grade Scale: 90-100 A; 80-89 B; 70-79 C; 0-69 F

College Plans

Students who plan to attend college are encouraged to follow the Foundation + Endorsement Program. Various tests are required for college entrance as well as scholarships:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) may be taken during the sophomore or junior year.
- Scholastic Assessment Test (SAT) and the American College Test (ACT) can be taken at any time during the student’s high school career. Many colleges recommend that students take the SAT and/or the ACT in the spring semester of the junior year.
- The Texas Success Initiative (TSI) is taken at the end of the junior year or as needed to meet college entrance requirements.

Credit for Courses

In order to earn credit for a class, a student must be present for at least 90 percent of the days in which the course is offered and earn a grade of 70 or above.

Credit will be issued upon completion for self-paced courses taken through PLATO, correspondence, or other means; six weeks grades will not be issued for those students who are enrolled FULL TIME in the Options program.

Credits Required for Graduation

**Students entering high school in 2014-2015 and thereafter
Foundation High School Program – 26 Credits**

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits



World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	7.5 Credits
Total Credits	26.0 Credits

Foundation + Endorsement Plan – 26 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	4.0 Credits
Algebra I, Geometry, 1 Advanced Math, & 1 additional math	
Science	4.0 Credits
Biology, 1 lab-based science, 1 Advanced Science, & 1 additional science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	5.5 Credits
Total Credits	26.0 Credits

***Credits must meet curriculum requirements for one endorsement (STEM, Business & Industry, Public Services, Arts & Humanities, Multi-disciplinary)

Distinguished

A student may earn a DISTINGUISHED level of achievement by successfully completing:

- 4 Credits in Math (must include Algebra II)
- 4 Credits in Science
- Curriculum requirements for at least one endorsement

A student must earn the “DISTINGUISHED” level of achievement and be in the top 10% to be eligible for Top 10% Automatic Admission.



“OPTIONS” Foundation Program – 22 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	3.5 Credits
Total Credits	22.0 Credits

Grade Level Status for UIL Eligibility

High school students shall be classified for UIL eligibility on the basis of credits earned as indicated below. After ninth grade, students are classified according to the number of credits earned. This classification has no application to graduation.

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

National Honor Society

Selection to NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the Faculty Council to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. The Faculty Council consists of five teachers selected by the principal. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance.

The Faculty Council selects students who demonstrate outstanding performance in all five criteria of scholarship, leadership, service, citizenship, and character. The Faculty Council identifies students with a cumulative average of 90%. Students identified with a cumulative average of 90% are invited to make application for membership to the NHS. Applications not received prior to the deadline will not be considered for membership. Each of the applicant’s teachers is given a student evaluation form used to support the



applicant's strength in the areas of scholarship, leadership, service, citizenship, and character.

After the faculty evaluation forms are complete, the Faculty Council meets to review all information gathered (grades, student application, attendance, discipline record, and faculty evaluation forms) on each candidate. After discussing each candidate, the Faculty Council votes on whether or not the student will be inducted into the NHS. The vote must be a majority either for or against induction. Students and parents will be notified in writing if the student has been chosen for induction into the NHS.

Progress Reports

Progress reports will be issued at the three week point of each six weeks grading period. Progress reports will be mailed home if a student's average is below 75 in any class. All other progress reports will be issued to the student.

Report Cards

Report cards are mailed the week after the end of each six weeks grading period.

State of Texas Assessments of Academic Readiness (STAAR)

Students entering high school in 2011-2012 and later will be administered the STAAR End of Course Tests in the following subjects:

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

The STAAR EOC tests are required and each student must meet state standards in order to be eligible to graduate from high school.

Dual Credit Courses

The Early Admissions and Dual Credit Program at South Plains College allows selected students to enroll in college-level courses and earn college credit while in high school. In certain cases, these college credit courses can be applied toward the student's high school credit requirements for graduation. Enrollment in dual credit courses other than those offered and approved by Olton ISD must be approved by the principal.



EARLY ADMISSIONS refers to the process which allows students the opportunity to enroll in college-level courses at South Plains College and receive college credit upon successful completion of the course.

DUAL CREDIT refers to the granting of high school graduation credit for college courses taken at South Plains College. The policies of the local independent school district govern the granting of such credit.

CONCURRENT ENROLLMENT refers to a cooperative agreement between South Plains College and the local independent school district. Students participating in concurrent enrollment classes are enrolled in a course which satisfies both high school and college-level requirements.

Qualifying for Early Admissions

In order to participate in these programs, high school students must meet certain guidelines. Eligible students must:

- Pass the portion of the STAAR required for the course requested.
- Have an overall 80 average or above in completed high school courses.
- Have permission of parents and the high school principal.
- Meet college entrance requirements.
- Submit an Application for Admission and Dual Credit Early Admission Form with approval signatures from the high school principal and student's parents.
- Submit an official high school transcript.
- Submit an Olton ISD Dual Credit Agreement form.

Enrollment Requirements

Once a student has been accepted for early admission for dual credit or college credit, he or she is subject to additional requirements in order to assure the student success in the college courses and in order to maintain the integrity of the program. These other requirements include the following.

- Students accepted for early admissions will be admitted under the college's conditional entrance policy. Admission status will change to "high school graduate" upon graduation from high school.
- Assessment will be required prior to actual enrollment in a course. Assessment is Pass the portion of the STAAR required for the course requested.
- Achieved through ACT/ SAT test scores when available or through college-administered assessment tests. Required levels of assessment have been identified for all courses and must be met before a student will be allowed to enroll in the course.
- All college guidelines regarding curriculum, evaluation of the course, class requirements and attendance will be followed.



- Olton ISD currently pays for tuition and books for dual credit students. If funds become unavailable, the regular college tuition and applicable fees will be charged to each student.

Awarding of Credit

Upon completion of the course, students will earn college credit which will be immediately transcribed. Grades below 70 are considered failing grades at high school due to Texas Education Agency policy.

Failure of a dual credit course may result in the student being placed on Academic Probation or Academic Suspension by South Plains College. A student that fails a dual credit course could lose the privilege of taking further dual credit courses.

UIL Eligibility

Students who take dual credit courses are still eligible for UIL competition provided:

- Early admissions students who participate in UIL events must meet all requirements for full-time high school attendance.
- The student remains enrolled in the college course to completion. Students who drop a college course are subject to forfeiting UIL eligibility.

UIL participation should be closely monitored by the high school counselor/principal.

How to Enroll

1. Students wishing to participate should talk with their parents and high school counselor before enrolling. Then, the student must obtain a Dual Credit Early Admissions Form from the high school counselor and have the form signed by a parent and their high school principal. Students return the Early Admissions form, complete TSI requirements, a high school transcript, and a completed South Plains Enrollment Application to South Plains College.
2. Meet passing standards on TSI or meet exemption criteria through ACT/SAT scores. **All testing requirements for enrollment must be completed on or before August 6 , 2020.**
3. Students will be enrolled in the classes through the SPC website. This will be done prior to the first week of classes at OHS.
4. Olton ISD will pay for no more than 4 dual credit courses during any one semester. A student may enroll in more than 4 dual credit courses during a



semester, but only courses paid for by the district will be calculated for class rank and GPA. Olton ISD will not pay for dual credit courses taken during the summer and those courses will not be included in class rank and GPA calculations.

- Students need to realize that the same procedure will need to be followed (with the exception of the testing) for the spring semester. Currently, students taking College Pre-Calculus do not have to register in the fall, but will register for the spring semester.

**SPC Dual Credit Courses
(other courses available; subject to change)**

SPC Course	SPC Course Name	SPC Credits	High School Equivalent
AGRI 1329	Principles of Food Science	3	Food Processing
ARTS 1301	Art Appreciation	3	Art I, Art Appreciation
MUSI 1306	Music Appreciation	3	Music Appreciation I
*ENGL 1301	English Composition I	3	English III (1st semester)
*ENGL 1301	English Composition I	3	English IV (1st semester)
*ENGL 1302	English Composition II	3	English III (2nd semester)
*ENGL 1302	English Composition II	3	English IV (2nd semester)
*ENGL 2332	World Literature I	3	English IV (1st semester)
*ENGL 2333	World Literature II	3	English IV (2nd semester)
SPCH 1315	Public Speaking	3	Public Speaking, Professional Communications
*SPAN 1411	Beginning Spanish I	4	Spanish III (1st semester)
*SPAN 1412	Beginning Spanish II	4	Spanish III (2nd semester, Spanish III outright)
*MATH 1314	College Algebra	3	Independent Study in Math 1
*MATH 1316	Plane Trigonometry	3	Independent Study in Math 2



*MATH 2412	Pre-Calculus	4	Pre-Calculus
*GOVT 2305	Federal Government	3	Government
*GOVT 2306	Texas Government	3	Social Studies Advanced Studies
*ECON 2301	Principles of Macroeconomics	3	Economics
*HIST 1301	US History I	3	US History (1st semester)
*HIST 1302	US History II	3	US History (2nd semester)
*PSYC 2301	General Psychology	3	Psychology
PSYC 2314	Lifespan Growth & Development	3	Human Growth & Development
*SOCI 1301	Intro to Sociology	3	Sociology
BCIS 1305	Business Computer Applications	3	Business Information Management (BIM I)

(* denotes Honors course)

Olton High School Course Syllabus – (Subject to change)

Agricultural Science – Career & Technical Education Courses

Principles of Agriculture Food and Natural Resources

1.0

Prerequisite: None

9th -12th

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Livestock Production

1.0

Prerequisite: None

10th-12th

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.



Agricultural Mechanics and Metal Technologies **1.0**
Recommended Prerequisite: Principles of Ag **10th-12th**

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication (Advanced Course)
1.0

Recommended Prerequisite: Ag Mechanics and Metal Technologies **11th-12th**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication (Advanced Course) **1.0**

Recommended Prerequisite: Ag Mechanics and Metal Technologies **11th-12th**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Horticulture Science (Advanced Course) **1.0**
Prerequisite: None **10th-12th**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Wildlife, Fisheries & Ecology Management (Advanced Course) **1.0**
Prerequisite: None **9th-12th**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.



Range Ecology and Management (Advanced Course)**1.0****Prerequisite: None****10th-12th**

To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

Practicum in Agriculture, Food, and Natural Resources**2.0****Prerequisite: Principles of Ag****11th-12th**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Art**Art, Level I, II, III, and IV****1.0****Prerequisite: None for Art I****9th-12th**

Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills.

Band**High School Band I, II, III, IV and Applied Music I, II, III, IV****1.0****Prerequisites: None for Band I/Applied Music I****9th-12th**

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities



offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Business

Principles of Business, Marketing, and Finance

1.0

Prerequisites: None.

All Levels

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. (CTE course: Business Management and Administration)

Business Information Management I

1.0

Prerequisite: Keyboarding proficiency

All Levels

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. *This course is a TECH PREP course. By taking business courses or other technology applications courses and completing this course in the junior or senior year, the student may be able to articulate this course for college credit in a Texas program. To do this students must maintain an average of "80" or above.* (CTE course: Business Management and Administration)

Business Information Management II

1.0

Prerequisite: Keyboarding proficiency & BIM I

All Levels

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. (CTE course: Business Management and Administration)

Accounting I

1.0

Prerequisite: Principles of Business, Marketing, and Finance

10, 11, 12

In Accounting I, students will investigate the field of accounting, including how it is



impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information. (CTE Course: Finance)

Business Management

1.0

Prerequisite: None

10, 11, 12

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

English

English I

1.0

Prerequisites: None

Freshman Level

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English II

1.0

Prerequisites: None

Sophomore Level

In English II, students will continue to engage in activities that build on their prior



knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English II students read extensively in multiple genres from world literature, learning forms and terms associated with selections being read. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English III

1.0

Prerequisites: None

Junior Level

In English III, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English III, students practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English III students read extensively in multiple genres from American literature. Students learn forms and terms associated with selections being read and are able to interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English IV

1.0

Prerequisite: None

Senior Level

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the



possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

College English [Dual Credit]

(Online Course)

1.0

Prerequisites: Eng. I, II, and TSI exemption or passing TSI score 11-12 Grades

Students taking these two courses (first and second semester) must have either met the TSI Testing requirement or be TSI exempt. These courses can take the place of English III or IV and will result in credit towards both a high school and college transcript. Details for these courses are typically outlined and determined by the professor assigned through South Plain College. *This course is weighted; see scale on page 2.*

College Prep English

1.0

Prerequisite: English I, II, III

12th Grade

Students will engage in reading, writing, listening and speaking skills that are necessary for students making the transition from high school to college/university.

Family and Consumer Sciences

Principles of Human Services

1.0

All Levels

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Lifetime Nutrition and Wellness

.5

All Levels

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that
Copyright © Texas Education Agency, 2017. All rights reserved. 87 of 137 promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Interpersonal Studies

.5

All Levels

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.



Dollars and Sense (First Semester)

.5
All Levels

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

Human Growth and Development

1.0

Recommended prerequisite: Principles of Education and Training

10-12

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

Introduction to Culinary Arts

1.0

Prerequisites: None.

All Levels

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will also provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Fashion Design

1.0

Prerequisites: None.

All Levels

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction

Industrial Arts

Principles of Construction

1.0

Prerequisite: None.

9-12

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I (WW1)

1.0



Prerequisite: None

9-12

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II (WW2)

1.0

Prerequisites: Construction Technology I

10-12

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Introduction to Welding

1.0

Prerequisites: Algebra I

9-12

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I

2.0

Prerequisites: Algebra I or Geometry and Introduction to Welding

11,12

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Construction Management

2.0

Prerequisite: Completion of a coherent sequence in a program area related to the field of Construction Management.

Senior Level



Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom.

Engineering Design and Presentation

1.0

Prerequisites: Geometry

10-12 Grades

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Architectural Design

1.0

Prerequisite: Engineering Design and Presentation

11-12 Grades

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Building Maintenance Technology

1.0

Prerequisite:

All Grades

In Building Maintenance Technology, students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and Heating, Ventilation, and Air Conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems.

Career Prep I & II

2.0

Prerequisite: None

11-12 Grades

Students are allowed two years to be a part of the working world as a student learner. They must meet acceptance criteria of being a junior or senior, maintaining passing



grades in all subjects, meeting credit requirements, and having a good citizenship record before being allowed to work up to two hours or class periods of the school day at their employment training station. The entry-level skills taught in the classroom will be transferable to any area of employment. Students may be involved in health, office, agriculture, marketing, business or career and technology education.

Mathematics

Mathematic Models with Applications

1.0

Prerequisites: None

9-11 Grades

Students taking this course will use algebra and geometry skills to model real-life situations. Students will study patterns and analyze data. Students learn to create spreadsheets and charts. Students work with payroll, taxes, investments, and banking. Students learn about probability. They will study growth and decay models in areas of population, biology, and ecology. They will study symmetry and perspective drawings in art and architecture.

Algebra I

1.0

Prerequisites: None

All Levels

This course is the foundation for all upper level mathematics. The student will learn to work with positive and negative numbers, rational and irrational numbers, fractions and integers, squares and square roots. Variables will be used to represent unknown quantities and the student will learn to write and solve equations that model real life situations. The student will use data to construct tables and draw graphs of linear and quadratic models. The student will also interpret slope and intercepts and transformations of graphs as well as investigate laws of exponents and patterns of factoring. Additionally, students will learn to use the TI graphing calculator. A graphing calculator is recommended for this class.

Geometry

1.0

Prerequisites: Algebra I

All Levels

Geometry is the study of the earth's measurements. Students will study lines, segments, rays, and angles as well as convex and concave polygons. They will study congruencies and similarities and understand their effect on architecture and art. Then, students will investigate circles and classify angles, triangles, and quadrilaterals. They will learn properties of right triangles. Additionally, students will study and derive formulas for finding areas and volumes of basic figures. Students enrolled in this course will need rulers, protractors, and a compass for constructions and measuring.

Algebra II

1.0

Prerequisites: Algebra I

10-12 Grades

This course combines Algebra I and Geometry skills. The students will expand their knowledge of numbers to include imaginary and complex numbers. Then, students will



study matrices and systems of equations and inequalities. Additionally, the student will sketch and analyze transformations of graphs of linear, quadratic, cubic, exponential, and logarithmic equations.

Pre-Calculus

1.0

Prerequisites: Alg. I, Geom., Alg. II

11-12 Grades

This course builds on algebra and geometry skills in preparing students for calculus. Students will use algebraic and graphical methods to solve polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. They will also study maximums, minimums, and end-behavior of graphs. Additionally, students will learn to use parametric and polar equations; and work with motion problems and conic sections. Students will analyze and solve vector and magnitude problems. A graphing calculator is required for this course.

Algebraic Reasoning

1.0

Prerequisites: Algebra I

10-12

This course builds on algebra I in preparing students for precalculus. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

AP Calculus

1.0

Prerequisites: Pre-calculus

11-12 Grades

This is a beginning calculus class, emphasizing basic calculus concepts such as limits, differentiation and integration methods and techniques, the Fundamental Theorem of Calculus, and the area and volume under curves. The main focus is to prepare the students to be successful on the AP Calculus exam. There will be extensive prep. time required of the student outside of class. Taking the AP Calculus exam will be required. *This course is weighted.*

College Dual Credit Algebra and Plane Trigonometry

2.0

Prerequisites: Alg. II and TSI exemption or passing TSI scores.

11-12 Grades

Each course is a semester course offered through South Plains College. Students will complete college level algebra and plane trigonometry concepts required by South Plains College. College level textbooks will be used. An enrollment fee along with book charges is the responsibility of the student and is paid to South Plains College. Each of these courses allows a student to receive high school credit and three college hours for each course completed successfully. *This course is weighted.*

College Dual Credit Pre-Calculus

1.0

Prerequisites: Alg. II and TSI exemption or passing TSI scores.

11-12 Grades



This is a year-long course provided for college semester credit. This college level course meets the TEKS and college requirements for information presented. As with all dual credit courses, after successfully completing this course, high school credit and four hours of college credit can be earned. All fees charged by South Plains College for tuition and books are the responsibility of the student. *This course is weighted.*

Physical Education and Health Education

Health Education

0.5

Prerequisites: None

All Levels

This course is required by the state during the high school career. Students will study primarily the physical dimensions of health education as they relate to the study of body systems and the senses of the body. Proper care of one's body including appropriate exercise, nutrition, and personal hygiene will be integral parts of the course. Students will also study the social dimensions of health education. Emphasis will be placed on the effects of drug abuse (including tobacco and alcohol) on society. Students will be taught safety and first aid practices as well as prevention of a communicable disease. The goal of this course is to give the students lifelong health skills, to carry with them for the rest of their lives.

Physical Education

1.0

Prerequisites: None

All Levels

This course is worth ½ credit per semester. This is designed to give students the overall picture of how the body works. It deals with the proper techniques of stretching and how to work certain muscle areas the proper way. Topics of study include fitness and wellness, safe and smart play, benefits of physical activities, cardiovascular fitness, fat control, muscular endurance, strength and flexibility, stress, fitness and your future, and choosing nutritious foods. The students will perform proper ways to stretch, warm-up and cool-down before competing. Students will learn proper activities that will benefit them for their future.

Boys' and Girls' Athletics

1.0

Prerequisites: None

All Levels

Students enrolled in athletics will develop their bodies both mentally and physically. The coaches in charge of each individual sport will teach discipline, hard work, and teamwork. Students will be expected to adhere to all athletic rules and regulations as set forth by Olton ISD. Students elect to join athletics; therefore, athletics is looked at as a privilege. Students must be aware that if they quit athletics in the middle of a semester or are asked to leave athletics, they will not receive credit in that class or any replacement class for that semester.

Science

Biology I

1.0



Prerequisites: None**Grade 9**

This course is designed to challenge students in the following aspects: conducting field and laboratory investigations, usage of scientific methods during investigations, and making informed decisions using critical-thinking and scientific problem solving skills. . Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Integrated Physics and Chemistry (IPC)**1.0****Prerequisites: Biology****9-10**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Chemistry I**1.0****Prerequisites: Biology and Algebra I****10-11 Grades**

In chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Physics**1.0****Prerequisites:****11-12 Grades****Successful completion of IPC/Biology, Chemistry, Algebra I, and Geometry OR dually enrolled in Algebra II or Trigonometry**

In this physics course students conduct field and laboratory investigations, use scientific method during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

Environmental Systems**Grade 12****1.0**

Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics

Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Anatomy & Physiology of the Human Body Grade 12 1.0

Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics

Anatomy and physiology are separate, yet related, subjects associated with health, medicine and biology. Students can expect to cover the following topics: human body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system and a unit on human reproduction.

Forensics 1.0

Prerequisites: Biology & Chemistry 11-12 Grades

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Spanish

Spanish I 1.0

Prerequisites: None All Levels

Students begin their study of Spanish by learning a basic “survival” vocabulary so they will be able to introduce themselves and greet others, count (in order to buy necessities and tell time and dates for appointments), and have simple conversations about the weather, their families, sports and other pastimes, and ask and answer questions. Students also study aspects of Spanish culture in Spain, Latin America, and the United States. It is very important to lay the foundation for proper use of the language. This course will study verb tenses and basic verb conjugations as well as proper use of articles. Students will speak, read, and write in basic Spanish.

Spanish II 1.0

Prerequisites: Span. I All Levels

Students will continue to expand their vocabularies in order to speak and write about more complex tasks than in the first year. Verb tenses not previously learned are introduced (as well as subjunctive mood). Further study of aspects of Spanish culture in Spain, Latin America, and the United States is presented. Emphasis is on listening and reading comprehension skills with practice also in speaking and writing in Spanish.



Spanish III

1.0

Prerequisites: Span. I, & Span. II

11-12 Grades

This course is an advanced study of Spanish and will concentrate on improving proficiency in listening, speaking, reading, and writing. Vocabulary will be increased and previously learned structures will be reviewed and practiced so that the student can understand and express ideas that are increasingly complex. Students will explore some Spanish literature, and more aspects of Spanish culture will be studied.

Spanish IV

1.0

Prerequisites: Span. I, Span. II, Span. III

Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner.

Speech

Communications Applications

0.5

Prerequisites: None

All Levels

This course is a semester course required by the state for graduation. Communication applications help students to develop effective communication skills. Students enrolled in communication applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal professional presentations. Each student will be required to give several oral presentations to the class.

Social Studies

World Geography

1.0

Prerequisites: None

All Levels

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.



World History

1.0

Prerequisites: None

All Levels

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrialeconomies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

United States History

1.0

Prerequisites: None

All Levels

The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

American Government

0.5

Prerequisites: None

Senior Level

This course introduces students to the basic elements of American Government. Students will examine civil rights and liberties and the role of citizens in the political system. Further, students will discuss in-depth the legislative, executive, and judicial branches of the government. Additional topics for discussion may include an examination of public policies and an analysis of state and local governments. Students will be expected to be successful in taking notes. Students must successfully complete this course in order to graduate.



Economics (Free Enterprise)**1.0****Prerequisites: None****Senior Level**

This course provides a basic introduction to the study of economics. It examines major markets with respect to the degree of competition within each type and how this affects buyers and sellers. Students will also examine the roles of labor, government, and financial institutions in the American economy. Additional topics for discussion may include unemployment, poverty, wealth, and global economies. Students must successfully complete this course in order to graduate.

Technology Applications**Web Mastering****1.0****Prerequisites: Technology TEKS grades 6-8, Keyboarding proficiency** All Levels

This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students within an ethical framework will be the webmasters for the class, school, or district, participating in a real global community of learners and collaborators.

Computer Science**1.0****Prerequisite: Algebra 1****10-12 Grades**

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Foundations of Cybersecurity**1.0****Prerequisite: None****9-12 Grades**

Cybersecurity is an evolving discipline concerned with safeguarding computers, networks, programs, and data from unauthorized access. As a field, it has gained prominence with the emergence of a globally-connected society. As computing has become more sophisticated, so too have the abilities of malicious agents looking to penetrate networks and seize private information. By evaluating prior incidents, cybersecurity professionals have the ability to craft appropriate responses to minimize disruptions to corporations, governments, and individuals.



Other Electives

Graphic Design and Illustration

1.0

Prerequisites: Art I or equivalent

10-12 Grades

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

(CTE course : Arts, Audio/Video Technology, and Communications)

ACT/SAT Preparation

(LOCAL) 0.5

Prerequisites: None

11-12 Grades

This is a semester course designed to review students in the four core curricula as well as reading, test taking strategies, and information about the ACT and SAT tests. Computer applications programs are used extensively.

Yearbook

1.0

Prerequisites: Teacher approval

All Levels

This class produces the Olton ISD yearbook each year. The students need to have creativity, writing skills, and problem solving skills. Typing and computer skills are also good to have, but these can be developed as the class progresses. The students are taught photography, page composition, and journalistic styles of writing. The class requires the students be able to attend school events, summer workshops, and advertising sales campaigns. Students will need to be responsible and trustworthy and be willing to give a high level of commitment to finishing the yearbook for publication, even into the summer months.

Student Aide

(LOCAL) 1.0

Prerequisites: Teacher approval

12th Grade

Students assist office staff or teachers with tasks.





Plumbing Parts & Commercial Supply Products

Toll Free 800-772-2347
Local 817-731-6211
Fax 817-244-MARK (6275)

ORDER ORD04190127

3312 RAMONA DR
FORT WORTH, TX 76116-6428

BILL TO:

OLTON ISD
PO BOX 388
OLTON, TX 79064-0388

SHIP TO:

OLTON INDEP SCH DIST
7TH & AVE G
OLTON, TX 79064

Customer	Purchase Order	Talked To	Order Date	Ship Date
150013-79064A	JOE VILLAN... 8-7-20	JOE VILLANUEVA	08/07/20	

PART NO	DESCRIPTION	UNIT	QTY	NET	EXTENDED
30412	ELKAY EZH2O 2 PIECE FOUNTAIN WITH BOTTLE FILLER STATION	EA	20	1,099.99	21,999.80
				SUBTOTAL	21,999.80
				Shipping & Handling	0.00
				TAX	0.00
				TOTAL	21,999.80

DO NOT PAY FROM THIS DOCUMENT

Entered By	Rep	Order Type	Page
m.martinez	TX6	On Account	1 of 1
www.marksp.com			

a **MORSCO** brand

BRANCH: 1008 LUBBOCK
141 EAST 42ND STREET
LUBBOCK, TX 79404-3401
806-765-6888
Fax 806-765-0896



Quotation

EXPIRATION DATE	QUOTE NUMBER
09/09/2020	S109057106
PLEASE REMIT TO: MORRISON SUPPLY PO BOX 841183 DALLAS, TX 75284-1183 Phone: 806-765-6888	PAGE NO.
	1 of 1

QUOTE TO:

SHIP TO:

OLTON ISD
PO BOX 388
OLTON, TX 79064-0388

OLTON ISD SHOP
7TH & AVE G
OLTON, TX 79064

CUSTOMER NUMBER	CUSTOMER PO NUMBER	JOB NAME	SALESPERSON	
6768	bottle filler		House/Branch Sales	
WRITER	SHIP VIA	TERMS	SHIP DATE	FREIGHT ALLOWED
Kirk Craddick	PICK UP		08/10/2020	No
ORDER QTY	PRODUCT ID	DESCRIPTION	UNIT PRICE	EXT PRICE
20ea	247737	*ELKAY EZH2O BFS BI-LVL COOLER FLTR 8 GPH SS **INCLUDES LZSTL8WSSC & LZWSR** PN: LZSTL8WSSK Subtotal -----STAINLESS STEEL		29526.66
20ea	76050	CABINET *ELKAY EZH2O BFS BI-LVL COOLER FLTR 8 GPH LT GRY **INCLUDES LZSTL8WSLC & LZWSR** PN: LZSTL8WSLK Subtotal -----GRAY CABINET		28050.34
<i>IF we received a copy of the project plans and specifications, then this quotation is based on our interpretation and understanding of the requirements therein. We believe that our quotation does reasonably cover these requirements. However, it is the responsibility of the purchaser to check our quotation, as it is not in any way guaranteed. The responsibility lies with the purchaser to determine the suitability of the material being quoted for the intended use. It is the responsibility of the purchaser to verify quantity, sizes, and descriptions prior to placement of order. This quotation may include special order material not subject to returns or cancellation.</i>			Subtotal	57577.00
			S&H Charges	0.00
			Total	57577.00

Sales Tax not included

OLTON I.S.D.

2020 - 2021 School Calendar (Amended)

Kevin McCasland, Superintendent

Gregg Ammons
Olton High School
806-285-2691

Colby Huseman
Olton Junior High
806-285-2681

Stacie Ramage
H.P. Webb Elementary
806-285-2657

July 2020							August 2020							September 2020							October 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	PR	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	C	C	C	C	14	15	13	14	15	16	17	18	19	11	12	13	14	15	PR	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	X	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
November 2020							December 2020							January 2021							February 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	X	7			1	2	3	PR	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	S	S	S	S	12	3	4	5	6	7	8	9	7	8	9	10	11	X	13
15	16	17	18	19	20	21	13	14	15	16	17	X	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	PR	C	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28						
														31													
March 2021							April 2021							May 2021							June 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	PR	6					1	2	3							1			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	X	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	PR		23	24	25	26	27	X	29	27	28	29	30			
														30	31												

- X End Six Weeks
- PR Progress Reports
- Staff Development/Workdays
- Holidays
- Inclement Weather Day
- S State Testing
- C Teacher Comp Day
- B Beginning of Six Weeks

1st Six Weeks:	24-Aug	25-Sep	4th Six Weeks:	5-Jan	12-Feb
2nd Six Weeks:	28-Sep	6-Nov	5th Six Weeks:	17-Feb	1-Apr
3rd Six Weeks:	9-Nov	18-Dec	6th Six Weeks:	5-Apr	28-May

	Days	Minutes		Days	Minutes
1st Six Weeks:	23	10235	4th Six Weeks:	28	12460
2nd Six Weeks:	28	12460	5th Six Weeks:	32	14240
3rd Six Weeks:	25	11125	6th Six Weeks:	35	15575
Staff Dev.	2	480	Staff Dev.	2	480
1st Semester :	76	34300	2nd Semester	95	42755

Minutes	77055	Minutes Banked	1455	Staff Dev. Days	9
Days	171	Days Banked:	3.27	Comp Days	5

* Calendar is subject to change
 * Board Approved for Superintendent Revision on 7-23-2020
 * Calendar amended on 8/2/2020



OLTON INDEPENDENT SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

PO Box 388 • Olton, TX 79064 • (806) 285-2641

To: Employees

From: Olton ISD

Date: _____

Re: Exposure to COVID-Infected Person

We have been notified that one of our employees has been diagnosed with the novel coronavirus, also known as COVID-19. As such, employees working in your area may have been exposed to this employee, and possibly, the virus. According to the Centers for Disease Control and Prevention (CDC), the virus is thought to spread mainly between people who are in close contact with one another (less than 6 feet apart) through respiratory droplets produced when an infected person coughs, sneezes, or otherwise expels droplets during interactions. If you experience symptoms of Covid-19 (such as fever, coughing or shortness of breath), please inform your supervisor and central office and contact your health care provider. Olton ISD will keep all medical information confidential and will only disclose it on a need-to-know basis.

Olton ISD will continue to take measures recommended by the CDC to ensure the safety of our employees during this coronavirus outbreak, including:

- Daily screening of all employees and visitors
- Regular disinfection and extra sanitization efforts
- Requiring all individuals 10 years old and up to wear a face covering
- Requiring social distancing measures as appropriate and applicable

For more information on COVID-19, including a comprehensive list of symptoms, testing protocols, and treatment, please visit the CDC website at www.cdc.gov.



OLTON INDEPENDENT SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

PO Box 388 • Olton, TX 79064 • (806) 285-2641

To: Mr. / Mrs. _____
From: Kevin McCasland
Date: _____
Ref: Lab-Tested Positive COVID Test

Thank you for notifying us that you have been lab-tested and confirmed as positive for the COVID-19 virus. It is imperative that you take care of yourself during your illness and that measures are taken to prevent the spread of the illness. Please feel free to reach out to any of the District administrators if you have any questions or need any additional information - your recovery and health are very important to us.

According to the guidelines issued by the CDC and our local health authority, you are required to quarantine for at least ten days from the date your symptoms first appeared, which will be from _____ through _____, unless you do not meet the criteria for returning to work.

During your quarantine time:

- You will be placed on authorized leave (without deduction from your leave balance), and you will continue to earn your normal pay
- You are expected that to follow all quarantine guidelines found at this link: <https://bit.ly/2DzGHLr>
- You are expected to return to work once you meet the criteria specified below.

According to the CDC, you may return to work after:

- 10 days since symptoms first appeared, and
- 24 hours with a temperature of less than 100 degrees without the use of fever-reducing medications, and
- Symptoms of COVID-19 have improved (for example, cough, shortness of breath)

Alternatively, you may return to work after providing to the district documentation that you have successfully completed the current testing guidelines, as specified by the CDC, and have been confirmed you have tested negative for the COVID virus and met all return to work criteria.

Please reach out to health care professionals to receive instructions for self-care and any additional quarantine measures that might be necessary. Please reach contact the District to keep us updated on your progress and any extension of the time you must quarantine.

*** Included in this letter is a document for self care while you are in quarantine due to your lab-confirmed positive test for COVID-19. ***

*** Please reply to this correspondence with an acknowledgement that you have received this document, that you understand all of its contents, and that you will comply with the guidelines of the CDC.***

10 things you can do to manage your COVID-19 symptoms at home

Accessible Version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you have possible or confirmed COVID-19:

1. **Stay home** from work and school. And stay away from other public places. If you must go out, avoid using any kind of public transportation, ridesharing, or taxis.



6. **Cover your cough and sneezes.**



2. **Monitor your symptoms** carefully. If your symptoms get worse, call your healthcare provider immediately.



7. **Wash your hands often** with soap and water for at least 20 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.



3. **Get rest and stay hydrated.**



8. As much as possible, **stay** in a specific room and **away from other people** in your home. Also, you should use a separate bathroom, if available. If you need to be around other people in or outside of the home, wear a cloth face covering.



4. If you have a medical appointment, **call the healthcare provider** ahead of time and tell them that you have or may have COVID-19.



9. **Avoid sharing personal items** with other people in your household, like dishes, towels, and bedding.



5. For medical emergencies, call 911 and **notify the dispatch personnel** that you have or may have COVID-19.



10. **Clean all surfaces** that are touched often, like counters, tabletops, and doorknobs. Use household cleaning sprays or wipes according to the label instructions.



CS 315822-A 05/11/2020

cdc.gov/coronavirus

10 maneras de manejar los síntomas respiratorios en casa

Si tiene fiebre, tos o dificultad para respirar, llame a su proveedor de atención médica. Es posible que le recomienden manejar el cuidado de su salud en casa. Siga estos consejos:

1. **Quédese en casa**, no vaya al trabajo ni a la escuela, y evite visitar otros lugares públicos. Si debe salir, evite usar transporte público, vehículos compartidos o taxis.



2. **Monitoree sus síntomas** con mucha atención. Si sus síntomas empeoran, llame de inmediato a su proveedor de atención médica.



3. **Descanse y manténgase hidratado.**



4. Si tiene una cita médica, **llame al proveedor de atención médica** antes de ir, e infórmele que tiene o podría tener COVID-19.



5. Si tiene una emergencia médica, llame al 911 y **avísele a la operadora** que tiene o podría tener COVID-19.



6. **Cúbrase la nariz y la boca al toser o estornudar.**



7. **Lávese las manos frecuentemente** con agua y jabón por al menos 20 segundos o límpieselas con un desinfectante de manos que contenga al menos un 60 % de alcohol.



8. En la medida de lo posible, **quédese** en una habitación específica y **alejado de las demás personas** que viven en su casa. Además, de ser posible, debería utilizar un baño separado. Si debe estar en contacto con otras personas dentro o fuera de su casa, use una mascarilla.



9. **Evite compartir artículos personales** con las demás personas en su casa, como platos, vasos, cubiertos, toallas y ropa de cama.



10. **Limpie todas las superficies** que se tocan frecuentemente, como los mesones, las mesas y las manijas de las puertas. Utilice limpiadores de uso doméstico, ya sea en rociador o toallitas, según las instrucciones de la etiqueta.



HP 315922-A 01/12/2020

Para obtener más información: www.cdc.gov/COVID19-es



OLTON INDEPENDENT SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

PO Box 388 • Olton, TX 79064 • (806) 285-2641

To: _____
From: Kevin McCasland
Date: _____
Ref: COVID Exposure

Thank you for promptly notifying us that you have been exposed to a person who has tested positive for COVID-19, by a medical lab. This communication is intended to confirm that your exposure included at least one of the following circumstances:

- You were less than 6 feet away from someone who has COVID-19 for a cumulative total of 15 minutes or more
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact (such as a hug or kiss) with a person who has tested positive for COVID-19 and is experiencing symptoms.
- You shared eating or drinking utensils with a person who has tested positive for COVID-19
- A person who has tested positive sneezed or coughed on you

According to the CDC Guidelines, anyone who has had close contact (as defined above) with a person who has tested positive for COVID-19 should stay home and isolate for 14 days after their last exposure to that person.

It was determined that you have had close contact with an individual who is lab-confirmed to be positive for the COVID-19 virus. Your last date of close contact exposure to the person was **August 2, 2020**. In an attempt to keep you and others safe, you are expected to quarantine/self-isolate from **August 6, 2020** through **August 17, 2020**. Provided that you satisfy all return-to-work criteria, you may return to work on **August 18, 2020**.

During your quarantine/isolation time:

- You will be placed on authorized leave (that will not be deducted from your leave balance), and you will continue to earn your normal pay
- You are expected to follow all quarantine guidelines found at this link: <https://bit.ly/2DzGHLr>
- You are expected to return to work at the date specified above, unless you develop symptoms of the virus. Please contact an appropriate health care professional or health agency as soon as possible if you begin to experience symptoms or you test positive for COVID-19.

*** Please reply with an acknowledgement that you have received this document, that you understand all its contents, and that you will comply with the guidelines of the CDC. ***



Kevin McCasland <kmccasland@oltonisd.org>

Fall 2020 Synchronous Attestations

1 message

Texas Education Agency <noreply@tea.texas.gov>
Reply-To: Texas Education Agency <NoReply@tea.texas.gov>
To: kmccasland@oltonisd.org

Fri, Jul 24, 2020 at 5:38 AM

Below are your answers submitted for the survey.

Thank you for your response.

Contact DisasterInfo@tea.texas.gov if you require any assistance.

Recipient Data:

Time Finished: 2020-07-24 05:38:18 CDT

IP: 216.229.114.207

ResponseID: R_1Op1156N4vq4dKX

Link to View Results: [Click Here](#)

URL to View Results: https://tea.co1.qualtrics.com/CP/Report.php?SID=SV_6fEuFL9oc0KmBKd&R=R_1Op1156N4vq4dKX

Response Summary:

Please select your region and LEA from the list below.

ESC Region

ESC 17 - Lubbock

LEA Name and Number

OLTON ISD, (140905)

Your Information

Name Kevin McCasland

Role Superintendent

E-Mail Address kmccasland@oltonisd.org

By selecting "Yes," I attest that I have been authorized to submit this survey on behalf of my LEA.

Yes

All students, including students with disabilities and English Learners, are able to receive instruction via synchronous methods, and LEAS are able to provide accommodations or resources to support when necessary.

Yes

Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free Appropriate Public Education (FAPE).

Yes

Families and students are provided with clear communications about expectations and support for accessing and participating in synchronous instruction.

Yes

Families are aware of options for transferring between instructional settings and the design of the synchronous remote options allows for transitions to occur with minimal disruption to continuity of instruction.

Yes

Educators are trained and supported to do synchronous instruction on the LEA chosen platform, including practice with the platform prior to delivery with students.

Yes

Educators receive ongoing, job-embedded support to continuously improve their practice in the synchronous remote setting.

Yes

LEA IT staff are trained on the platform and can troubleshoot access issues for parents and students when issues arise. A helpdesk or other support line is accessible for parents and students for this purpose.

Yes

Consistent, daily platform is identified by the LEA for delivery of instruction to students

Yes

Educators have technology equipment that allows them to deliver synchronous remote instruction including proper internet bandwidth and devices with enabled cameras and microphones.

Yes

Curriculum is fully aligned to the TEKS and designed to ensure all TEKS are covered by the end of the year.

Yes

Instructional schedule meets the minimum number of daily minutes to meet full day funding: 3rd through 5th grade – 180 instructional minutes 6th through 12th grade – 240 instructional minutes PK - 2nd grade are not eligible to earn funding through the synchronous model.

Yes

School grading policies for remote student work are consistent with those used before COVID for on campus assignments.

Yes

The Superintendent and the Board attest that these commitments are being met as of the date the attestation is submitted.

Yes

Please enter LEA Superintendent's email address.

kmccasland@oltonisd.org

Include the date the Board approved the final attestations or the date the Board authorized the Superintendent to submit the attestations. Note: the date selected should be today's date or earlier.

07-23-2020

Learning Formats for OISD for the 2020-2021 School Year

On Campus learning will continue to operate normally as in year's past.

- Learners will comply with Governor and TEA requirements.

Flexible Learners (At Home Synchronous)

- Students will have a daily schedule to follow and will participate in live instruction through internet.
- Students will be eligible to participate in all extracurriculars and CTE related courses but must be able to be on site for certain events.
- Attendance requirements still apply.

At Home Only Synchronous

- Students will have a daily schedule to follow and will participate in live instruction through the internet.
- Students will be eligible to participate in extracurriculars that can be done online
- Attendance requirements still apply.

At Home Only Asynchronous

- Students will not be eligible for any extracurriculars
- Students not follow a daily schedule or live participation through internet
- Students will still be responsible for all assignments and instruction provided remotely each day
- Attendance requirements still apply.

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
As of July

Fund 198 / 0 CAPITAL IMPROVEMENTS

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
7000 - OTHER RESOURCES					
7900 - OTHER RESOURCES/NON-OP REVENUE					
7910 - OTHER RESOURCES	402,500.00	.00	.00	402,500.00	.00%
Total OTHER RESOURCES/NON-OP REVENUE	402,500.00	.00	.00	402,500.00	.00%
Total Revenue Local-State-Federal	402,500.00	.00	.00	402,500.00	.00%

OLTON INDEPENDENT SCHOOL DISTRICT

Fund 198 / 0 CAPITAL IMPROVEMENTS

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
34 - PUPIL TRANSPORTATION-REGULAR						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-210,000.00	.00	95,519.32	.00	-114,480.68	45.49%
Total Function34 PUPIL TRANSPORTATION-	-210,000.00	.00	95,519.32	.00	-114,480.68	45.49%
51 - PLANT MAINTENANCE & OPERATION						
6300 - SUPPLIES AND MATERIALS	-142,500.00	21,798.54	86,852.31	32,041.90	-33,849.15	60.95%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-74,900.34	.00	17,918.65	.00	-56,981.69	23.92%
Total Function51 PLANT MAINTENANCE &	-217,400.34	21,798.54	104,770.96	32,041.90	-90,830.84	48.19%
Total Expenditures	-427,400.34	21,798.54	200,290.28	32,041.90	-205,311.52	46.86%

Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT

Fund 199 / 0 GENERAL OPERATING FUND

As of July

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	1,515,624.00	-11,738.81	-1,523,594.34	-7,970.34	100.53%
5720 - REV FM SRVCS TO LOCAL ED AG	1,000.00	.00	-1,500.00	-500.00	150.00%
5730 - TUITION & FEES FROM PATRONS	7,000.00	.00	-8,800.00	-1,800.00	125.71%
5740 - OTHER REVENUES-LOCAL SOURCES	59,000.00	-4,999.83	-54,450.25	4,549.75	92.29%
5750 - REV.-COCURRICULAR/ENTERPRISE	20,000.00	.00	-21,116.88	-1,116.88	105.58%
Total REVENUE-LOCAL & INTERMED	1,602,624.00	-16,738.64	-1,609,461.47	-6,837.47	100.43%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	5,551,859.00	-555,479.00	-6,111,681.00	-559,822.00	110.08%
5830 - STATE REV. FROM STATE AGENCIES	395,835.00	.00	.00	395,835.00	.00%
5840 - OTHER STATE PROGRAM REVENUES	145,324.00	-19,045.00	-63,663.11	81,660.89	43.81%
Total STATE PROGRAM REVENUES	6,093,018.00	-574,524.00	-6,175,344.11	-82,326.11	101.35%
5900 - FEDERAL PROGRAM REVENUES					
5910 - FEDERALLY DIST REVENUES	10,000.00	.00	.00	10,000.00	.00%
5930 - FED REV FROM TX GOVT AGENCIES	130,922.00	-578.27	-142,734.83	-11,812.83	109.02%
Total FEDERAL PROGRAM REVENUES	140,922.00	-578.27	-142,734.83	-1,812.83	101.29%
Total Revenue Local-State-Federal	7,836,564.00	-591,840.91	-7,927,540.41	-90,976.41	101.16%

OLTON INDEPENDENT SCHOOL DISTRICT

Fund 199 / 0 GENERAL OPERATING FUND

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-3,535,482.00	.00	2,894,864.34	70,080.24	-640,617.66	81.88%
6200 - PURCHASE & CONTRACTED SVS	-107,068.10	4,211.52	115,597.64	7,412.75	12,741.06	107.97%
6300 - SUPPLIES AND MATERIALS	-136,394.19	9,535.58	77,620.43	4,297.54	-49,238.18	56.91%
6400 - OTHER OPERATING EXPENSES	-113,325.71	2,530.31	73,284.67	2,477.16	-37,510.73	64.67%
Total Function11 INSTRUCTION	-3,892,270.00	16,277.41	3,161,367.08	84,267.69	-714,625.51	81.22%
12 - INST RESOURCES/MEDIA SERVICES						
6100 - PAYROLL COSTS	-79,528.00	.00	67,394.75	87.15	-12,133.25	84.74%
6200 - PURCHASE & CONTRACTED SVS	-136,710.00	7,516.00	108,041.57	10,626.61	-21,152.43	79.03%
6300 - SUPPLIES AND MATERIALS	-34,283.00	416.68	53,445.88	12,632.38	19,579.56	155.90%
6400 - OTHER OPERATING EXPENSES	-1,200.00	.00	1,200.00	.00	.00	100.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-67,920.00	45,814.48	18,690.87	1,438.85	-3,414.65	27.52%
Total Function12 INST RESOURCES/MEDIA	-319,641.00	53,747.16	248,773.07	24,784.99	-17,120.77	77.83%
13 - CURRICULUM/INST STAFF DEVELOP.						
6200 - PURCHASE & CONTRACTED SVS	-7,200.00	.00	7,350.00	.00	150.00	102.08%
6400 - OTHER OPERATING EXPENSES	-10,325.00	.00	3,083.83	124.97	-7,241.17	29.87%
Total Function13 CURRICULUM/INST STAFF	-17,525.00	.00	10,433.83	124.97	-7,091.17	59.54%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-80,610.00	.00	68,575.25	6,290.70	-12,034.75	85.07%
6200 - PURCHASE & CONTRACTED SVS	-1,000.00	.00	.00	.00	-1,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-1,800.00	280.18	907.11	.00	-612.71	50.40%
6400 - OTHER OPERATING EXPENSES	-2,800.00	10.27	807.02	40.00	-1,982.71	28.82%
Total Function21 INSTRUCTIONAL	-86,210.00	290.45	70,289.38	6,330.70	-15,630.17	81.53%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-470,483.00	.00	405,965.33	38,986.69	-64,517.67	86.29%
6200 - PURCHASE & CONTRACTED SVS	-1,500.00	.00	1,500.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-13,950.00	.00	6,471.05	176.91	-7,478.95	46.39%
6400 - OTHER OPERATING EXPENSES	-16,750.00	455.72	8,533.52	.00	-7,760.76	50.95%
Total Function23 SCHOOL LEADERSHIP	-502,683.00	455.72	422,469.90	39,163.60	-79,757.38	84.04%
31 - GUIDANCE/COUNSELING/EVALUATION						
6100 - PAYROLL COSTS	-230,128.00	.00	190,190.44	18,002.41	-39,937.56	82.65%
6200 - PURCHASE & CONTRACTED SVS	-1,500.00	.00	1,500.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-5,450.00	881.04	3,182.83	.00	-1,386.13	58.40%
6400 - OTHER OPERATING EXPENSES	-4,990.00	472.21	4,850.81	.00	333.02	97.21%
Total Function31	-242,068.00	1,353.25	199,724.08	18,002.41	-40,990.67	82.51%
32 - SOCIAL WORK SERVICES						
6400 - OTHER OPERATING EXPENSES	-1,800.00	.00	1,200.00	.00	-600.00	66.67%
Total Function32 SOCIAL WORK SERVICES	-1,800.00	.00	1,200.00	.00	-600.00	66.67%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-65,912.00	.00	55,871.35	68.18	-10,040.65	84.77%
6200 - PURCHASE & CONTRACTED SVS	-1,600.00	.00	1,575.00	.00	-25.00	98.44%
6300 - SUPPLIES AND MATERIALS	-1,000.00	99.00	770.81	.00	-130.19	77.08%
6400 - OTHER OPERATING EXPENSES	-600.00	.00	600.00	.00	.00	100.00%
Total Function33 HEALTH SERVICES	-69,112.00	99.00	58,817.16	68.18	-10,195.84	85.10%
34 - PUPIL TRANSPORTATION-REGULAR						
6100 - PAYROLL COSTS	-161,644.00	.00	127,627.18	10,351.65	-34,016.82	78.96%
6200 - PURCHASE & CONTRACTED SVS	-23,500.00	319,553.32	15,576.58	2,406.94	-7,370.10	66.28%
6300 - SUPPLIES AND MATERIALS	-53,500.00	76.67	38,699.89	1,530.27	-14,723.44	72.34%
6400 - OTHER OPERATING EXPENSES	-7,966.00	.00	7,666.00	.00	-300.00	96.23%

OLTON INDEPENDENT SCHOOL DISTRICT

Fund 199 / 0 GENERAL OPERATING FUND

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
34 - PUPIL TRANSPORTATION-REGULAR						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-21,118.00	.00	21,118.00	.00	.00	100.00%
Total Function34 PUPIL TRANSPORTATION-	-267,728.00	629.99	210,687.65	14,288.86	-56,410.36	78.69%
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-7,280.00	.00	.00	.00	-7,280.00	-0.00%
Total Function35 FOOD SERVICES	-7,280.00	.00	.00	.00	-7,280.00	-0.00%
36 - COCURRICULAR/EXTRACURRICULAR						
6100 - PAYROLL COSTS	-225,820.00	.00	192,634.96	7,570.55	-33,185.04	85.30%
6200 - PURCHASE & CONTRACTED SVS	-55,030.00	.00	56,228.84	100.00	1,198.84	102.18%
6300 - SUPPLIES AND MATERIALS	-91,315.00	30,614.96	42,076.96	5,987.45	-18,623.08	46.08%
6400 - OTHER OPERATING EXPENSES	-129,068.00	8,302.49	89,666.93	14,500.58	-31,098.58	69.47%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-11,000.00	.00	10,400.00	.00	-600.00	94.55%
Total Function36	-512,233.00	38,917.45	391,007.69	28,158.58	-82,307.86	76.33%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-264,073.00	.00	218,434.52	20,266.69	-45,638.48	82.72%
6200 - PURCHASE & CONTRACTED SVS	-103,192.00	1,037.50	89,876.73	1,749.58	-12,277.77	87.10%
6300 - SUPPLIES AND MATERIALS	-5,400.00	95.16	3,369.78	139.03	-1,935.06	62.40%
6400 - OTHER OPERATING EXPENSES	-50,425.00	945.24	35,956.10	748.28	-13,523.66	71.31%
Total Function41 GENERAL ADMINISTRATION	-423,090.00	2,077.90	347,637.13	22,903.58	-73,374.97	82.17%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-334,412.00	.00	272,208.67	28,772.63	-62,203.33	81.40%
6200 - PURCHASE & CONTRACTED SVS	-285,500.00	17,207.35	231,273.59	24,403.76	-37,019.06	81.01%
6300 - SUPPLIES AND MATERIALS	-115,939.00	14,832.09	89,217.81	6,362.29	-11,889.10	76.95%
6400 - OTHER OPERATING EXPENSES	-73,152.00	.00	71,016.60	345.49	-2,135.40	97.08%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-11,900.34	.00	2,062.79	.00	-9,837.55	17.33%
Total Function51 PLANT MAINTENANCE &	-820,903.34	32,039.44	665,779.46	59,884.17	-123,084.44	81.10%
52 - SECURITY & MONITORING SERVICES						
6100 - PAYROLL COSTS	-3,463.00	.00	776.73	.00	-2,686.27	22.43%
6200 - PURCHASE & CONTRACTED SVS	-8,000.00	.00	8,354.78	.00	354.78	104.43%
6300 - SUPPLIES AND MATERIALS	-8,250.00	112.89	4,378.25	339.70	-3,758.86	53.07%
6400 - OTHER OPERATING EXPENSES	-1,250.00	40.99	2,350.68	.00	1,141.67	188.05%
Total Function52 SECURITY & MONITORING	-20,963.00	153.88	15,860.44	339.70	-4,948.68	75.66%
53 - DATA PROCESSING SERVICES						
6100 - PAYROLL COSTS	-43,472.00	.00	36,854.03	3,297.03	-6,617.97	84.78%
6200 - PURCHASE & CONTRACTED SVS	-40,700.00	1.89	43,530.00	8,982.50	2,831.89	106.95%
6300 - SUPPLIES AND MATERIALS	-500.00	.00	328.58	185.63	-171.42	65.72%
6400 - OTHER OPERATING EXPENSES	-1,250.00	.00	180.00	.00	-1,070.00	14.40%
Total Function53 DATA PROCESSING	-85,922.00	1.89	80,892.61	12,465.16	-5,027.50	94.15%
93 - PAYMENTS TO FISCAL AGENT						
6400 - OTHER OPERATING EXPENSES	-210,922.00	.00	311,565.00	3,600.00	100,643.00	147.72%
Total Function93 PAYMENTS TO FISCAL	-210,922.00	.00	311,565.00	3,600.00	100,643.00	147.72%
99 - OTHER INTERGOVERNMENTAL CHARGE						
6200 - PURCHASE & CONTRACTED SVS	-53,811.00	.00	54,520.75	.00	709.75	101.32%
Total Function99 OTHER	-53,811.00	.00	54,520.75	.00	709.75	101.32%
8000 - OTHER USES/NON OP EXPENSES						
00 - REV/TRANSFER IN & OUT						
8900 - OTHER USES/NON-OP EXPENSES	-439,303.00	320	.00	.00	-439,303.00	-0.00%
Total Function00 REV/TRANSFER IN & OUT	-439,303.00	.00	.00	.00	-439,303.00	-0.00%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
Total Expenditures	-7,973,464.34	146,043.54	6,251,025.23	314,382.59	-1,576,395.57	78.40%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
As of July

Fund 211 / 0 ESEA TITLE I, PART A

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	216,733.00	-4,766.73	-180,026.38	36,706.62	83.06%
Total FEDERAL PROGRAM REVENUES	216,733.00	-4,766.73	-180,026.38	36,706.62	83.06%
Total Revenue Local-State-Federal	216,733.00	-4,766.73	-180,026.38	36,706.62	83.06%

OLTON INDEPENDENT SCHOOL DISTRICT

Fund 211 / 0 ESEA TITLE I, PART A

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-209,859.00	.00	137,463.97	8,059.70	-72,395.03	65.50%
Total Function11 INSTRUCTION	-209,859.00	.00	137,463.97	8,059.70	-72,395.03	65.50%
21 - INSTRUCTIONAL LEADERSHIP						
6300 - SUPPLIES AND MATERIALS	-100.00	.00	.00	.00	-100.00	-.00%
Total Function21 INSTRUCTIONAL	-100.00	.00	.00	.00	-100.00	-.00%
41 - GENERAL ADMINISTRATION						
6200 - PURCHASE & CONTRACTED SVS	-6,774.00	.00	6,774.00	.00	.00	100.00%
Total Function41 GENERAL ADMINISTRATION	-6,774.00	.00	6,774.00	.00	.00	100.00%
61 - COMMUNITY SERVICES						
6300 - SUPPLIES AND MATERIALS	.00	.00	218.61	.00	218.61	.00%
Total Function61 COMMUNITY SERVICES	.00	.00	218.61	.00	218.61	.00%
Total Expenditures	-216,733.00	.00	144,456.58	8,059.70	-72,276.42	66.65%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 212 / 0 TITLE I,C-MIGRANT

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	172,425.00	-7,624.87	-165,142.87	7,282.13	95.78%
Total FEDERAL PROGRAM REVENUES	172,425.00	-7,624.87	-165,142.87	7,282.13	95.78%
Total Revenue Local-State-Federal	172,425.00	-7,624.87	-165,142.87	7,282.13	95.78%

OLTON INDEPENDENT SCHOOL DISTRICT

Fund 212 / 0 TITLE I,C-MIGRANT

As of July

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-23,302.00	.00	21,356.81	7,858.90	-1,945.19	91.65%
6200 - PURCHASE & CONTRACTED SVS	-1,000.00	.00	.00	.00	-1,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-12,694.00	111.65	1,295.84	350.26	-11,286.51	10.21%
Total Function11 INSTRUCTION	-36,996.00	111.65	22,652.65	8,209.16	-14,231.70	61.23%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-13,645.00	.00	12,489.73	1,135.43	-1,155.27	91.53%
6400 - OTHER OPERATING EXPENSES	-10,000.00	57.93	5,557.39	.00	-4,384.68	55.57%
Total Function21 INSTRUCTIONAL	-23,645.00	57.93	18,047.12	1,135.43	-5,539.95	76.33%
32 - SOCIAL WORK SERVICES						
6100 - PAYROLL COSTS	-47,597.00	.00	43,709.71	3,973.61	-3,887.29	91.83%
Total Function32 SOCIAL WORK SERVICES	-47,597.00	.00	43,709.71	3,973.61	-3,887.29	91.83%
34 - PUPIL TRANSPORTATION-REGULAR						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-42,000.00	.00	36,985.00	.00	-5,015.00	88.06%
Total Function34 PUPIL TRANSPORTATION-	-42,000.00	.00	36,985.00	.00	-5,015.00	88.06%
41 - GENERAL ADMINISTRATION						
6200 - PURCHASE & CONTRACTED SVS	-8,774.00	.00	6,774.36	3,387.09	-1,999.64	77.21%
Total Function41 GENERAL ADMINISTRATION	-8,774.00	.00	6,774.36	3,387.09	-1,999.64	77.21%
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-13,413.00	.00	12,278.09	1,116.19	-1,134.91	91.54%
6300 - SUPPLIES AND MATERIALS	.00	.00	.00	.00	.00	.00%
Total Function61 COMMUNITY SERVICES	-13,413.00	.00	12,278.09	1,116.19	-1,134.91	91.54%
Total Expenditures	-172,425.00	169.58	140,446.93	17,821.48	-31,808.49	81.45%

Comparison of Revenue to Budget
 OLTON INDEPENDENT SCHOOL DISTRICT

Fund 240 / 0 NAT'L SCHOOL BREAKFAST/LUNCH

As of July

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REV.-COCURRICULAR/ENTERPRISE	48,340.00	-120.00	-36,010.15	12,329.85	74.49%
Total REVENUE-LOCAL & INTERMED	48,340.00	-120.00	-36,010.15	12,329.85	74.49%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PRGM REVENUE DIST BY TEA	3,900.00	.00	-19,153.48	-15,253.48	491.11%
Total STATE PROGRAM REVENUES	3,900.00	.00	-19,153.48	-15,253.48	491.11%
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	333,000.00	.00	-239,559.47	93,440.53	71.94%
5930 - FED REV FROM TX GOVT AGENCIES	25,600.00	-22,813.62	-125,549.95	-99,949.95	490.43%
Total FEDERAL PROGRAM REVENUES	358,600.00	-22,813.62	-365,109.42	-6,509.42	101.82%
7000 - OTHER RESOURCES					
7900 - OTHER RESOURCES/NON-OP REVENUE					
7910 - OTHER RESOURCES	36,803.00	.00	.00	36,803.00	.00%
Total OTHER RESOURCES/NON-OP REVENUE	36,803.00	.00	.00	36,803.00	.00%
Total Revenue Local-State-Federal	447,643.00	-22,933.62	-420,273.05	27,369.95	93.89%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-101,415.00	.00	87,773.72	7,261.84	-13,641.28	86.55%
6200 - PURCHASE & CONTRACTED SVS	-125,375.00	.00	106,435.12	11,378.51	-18,939.88	84.89%
6300 - SUPPLIES AND MATERIALS	-189,000.00	5,544.51	176,302.98	.00	-7,152.51	93.28%
6400 - OTHER OPERATING EXPENSES	-6,253.00	.00	4,217.00	52.50	-2,036.00	67.44%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-25,600.00	.00	20,998.46	695.70	-4,601.54	82.03%
Total Function35 FOOD SERVICES	-447,643.00	5,544.51	395,727.28	19,388.55	-46,371.21	88.40%
Total Expenditures	-447,643.00	5,544.51	395,727.28	19,388.55	-46,371.21	88.40%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
As of July

Fund 242 / 0 SUMMER FEEDING PROGRAM

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REV.-COCURRICULAR/ENTERPRISE	500.00	.00	.00	500.00	.00%
Total REVENUE-LOCAL & INTERMED	500.00	.00	.00	500.00	.00%
5900 - FEDERAL PROGRAM REVENUES					
5930 - FED REV FROM TX GOVT AGENCIES	8,000.00	.00	.00	8,000.00	.00%
Total FEDERAL PROGRAM REVENUES	8,000.00	.00	.00	8,000.00	.00%
7000 - OTHER RESOURCES					
7900 - OTHER RESOURCES/NON-OP REVENUE					
7910 - OTHER RESOURCES	2,660.00	.00	.00	2,660.00	.00%
Total OTHER RESOURCES/NON-OP REVENUE	2,660.00	.00	.00	2,660.00	.00%
Total Revenue Local-State-Federal	11,160.00	.00	.00	11,160.00	.00%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-4,660.00	.00	2,875.23	1,397.31	-1,784.77	61.70%
6300 - SUPPLIES AND MATERIALS	-6,000.00	.00	.00	.00	-6,000.00	-.00%
6400 - OTHER OPERATING EXPENSES	-500.00	.00	.00	.00	-500.00	-.00%
Total Function35 FOOD SERVICES	-11,160.00	.00	2,875.23	1,397.31	-8,284.77	25.76%
Total Expenditures	-11,160.00	.00	2,875.23	1,397.31	-8,284.77	25.76%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 244 / 0 PERKINS

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5950 - SHARED SERVICES-FED REVENUE	8,830.54	.00	-7,889.28	941.26	89.34%
Total FEDERAL PROGRAM REVENUES	8,830.54	.00	-7,889.28	941.26	89.34%
Total Revenue Local-State-Federal	8,830.54	.00	-7,889.28	941.26	89.34%

Board Report
Comparison of Expenditures and Encumbrances to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 244 / 0 PERKINS

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6300 - SUPPLIES AND MATERIALS	-8,830.54	.00	7,861.00	.00	-969.54	89.02%
Total Function11 INSTRUCTION	-8,830.54	.00	7,861.00	.00	-969.54	89.02%
Total Expenditures	-8,830.54	.00	7,861.00	.00	-969.54	89.02%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
As of July

Fund 255 / 0 TITLE 2 A SUP. EFFECTIVE INST.

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	24,994.00	.00	-26,659.12	-1,665.12	106.66%
Total FEDERAL PROGRAM REVENUES	24,994.00	.00	-26,659.12	-1,665.12	106.66%
Total Revenue Local-State-Federal	24,994.00	.00	-26,659.12	-1,665.12	106.66%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-24,994.00	.00	34,152.14	43.85	9,158.14	136.64%
Total Function11 INSTRUCTION	-24,994.00	.00	34,152.14	43.85	9,158.14	136.64%
Total Expenditures	-24,994.00	.00	34,152.14	43.85	9,158.14	136.64%

Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT

Fund 270 / 0 TTL V B RURAL LOW INCOME

As of July

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	.00	.00	-11,747.00	-11,747.00	.00%
5940 - FED REV DIRECTLY FM FED GOV'T	29,398.00	.00	.00	29,398.00	.00%
Total FEDERAL PROGRAM REVENUES	29,398.00	.00	-11,747.00	17,651.00	39.96%
Total Revenue Local-State-Federal	29,398.00	.00	-11,747.00	17,651.00	39.96%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6300 - SUPPLIES AND MATERIALS	-29,398.00	.00	.00	.00	-29,398.00	-.00%
Total Function11 INSTRUCTION	-29,398.00	.00	.00	.00	-29,398.00	-.00%
Total Expenditures	-29,398.00	.00	.00	.00	-29,398.00	-.00%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 276 / 0 INSTRUCTIONAL CONTINUITY

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	10,500.00	.00	.00	10,500.00	.00%
Total FEDERAL PROGRAM REVENUES	10,500.00	.00	.00	10,500.00	.00%
Total Revenue Local-State-Federal	10,500.00	.00	.00	10,500.00	.00%

Board Report
Comparison of Expenditures and Encumbrances to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 276 / 0 INSTRUCTIONAL CONTINUITY

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
12 - INST RESOURCES/MEDIA SERVICES						
6300 - SUPPLIES AND MATERIALS	-10,500.00	.00	.00	.00	-10,500.00	-.00%
Total Function12 INST RESOURCES/MEDIA	-10,500.00	.00	.00	.00	-10,500.00	-.00%
Total Expenditures	-10,500.00	.00	.00	.00	-10,500.00	-.00%

Board Report
Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 289 / 0 TITLE IV PART A

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5900 - FEDERAL PROGRAM REVENUES					
5920 - FED REVENUE DISTRIBUTED BY TEA	14,849.00	.00	-16,544.28	-1,695.28	111.42%
Total FEDERAL PROGRAM REVENUES	14,849.00	.00	-16,544.28	-1,695.28	111.42%
Total Revenue Local-State-Federal	14,849.00	.00	-16,544.28	-1,695.28	111.42%

Board Report
Comparison of Expenditures and Encumbrances to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
 As of July

Fund 289 / 0 TITLE IV PART A

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-14,849.00	.00	5,875.28	.00	-8,973.72	39.57%
Total Function11 INSTRUCTION	-14,849.00	.00	5,875.28	.00	-8,973.72	39.57%
Total Expenditures	-14,849.00	.00	5,875.28	.00	-8,973.72	39.57%

Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT

Fund 410 / 0 STATE TEXTBOOK FUND

As of July

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5800 - STATE PROGRAM REVENUES					
5820 - STATE PRGM REVENUE DIST BY TEA	110,570.79	-33,109.54	-104,608.81	5,961.98	94.61%
Total STATE PROGRAM REVENUES	110,570.79	-33,109.54	-104,608.81	5,961.98	94.61%
Total Revenue Local-State-Federal	110,570.79	-33,109.54	-104,608.81	5,961.98	94.61%

Board Report
Comparison of Expenditures and Encumbrances to Budget
OLTON INDEPENDENT SCHOOL DISTRICT
As of July

Fund 410 / 0 STATE TEXTBOOK FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6300 - SUPPLIES AND MATERIALS	-110,570.79	8,433.79	72,049.01	.00	-30,087.99	65.16%
Total Function11 INSTRUCTION	-110,570.79	8,433.79	72,049.01	.00	-30,087.99	65.16%
Total Expenditures	-110,570.79	8,433.79	72,049.01	.00	-30,087.99	65.16%

Comparison of Revenue to Budget
OLTON INDEPENDENT SCHOOL DISTRICT

Fund 429 / 0 SCHOOL SAFETY AND SECURITY GRA

As of July

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5800 - STATE PROGRAM REVENUES					
5820 - STATE PRGM REVENUE DIST BY TEA	25,000.00	.00	-25,000.00	.00	100.00%
Total STATE PROGRAM REVENUES	25,000.00	.00	-25,000.00	.00	100.00%
Total Revenue Local-State-Federal	25,000.00	.00	-25,000.00	.00	100.00%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
12 - INST RESOURCES/MEDIA SERVICES						
6200 - PURCHASE & CONTRACTED SVS	-4,000.00	.00	.00	.00	-4,000.00	-.00%
6300 - SUPPLIES AND MATERIALS	-21,000.00	.00	.00	.00	-21,000.00	-.00%
Total Function12 INST RESOURCES/MEDIA	-25,000.00	.00	.00	.00	-25,000.00	-.00%
Total Expenditures	-25,000.00	.00	.00	.00	-25,000.00	-.00%

Statement of Unaudited Revenues and Expenditures
 OLTON INDEPENDENT SCHOOL DISTRICT
 Budget vs. Actual As of July
 ALL FUNDS

Obj / Func	Description	Annual Budget	YTD Actual	YTD Encumbrance	Variance	Percent To Total
REVENUES:						
5700	REVENUE-LOCAL & INTERMED	1,651,464.00	-1,645,471.62	.00	5,992.38	18.52%
5800	STATE PROGRAM REVENUES	6,232,488.79	-6,324,106.40	.00	-91,617.61	71.17%
5900	FEDERAL PROGRAM REVENUES	985,251.54	-915,853.18	.00	69,398.36	10.31%
5000	Total Revenues	8,869,204.33	-8,885,431.20	.00	-16,226.87	100.00%
EXPENDITURES:						
11	INSTRUCTION	-4,327,767.33	3,441,421.13	24,822.85	-861,523.35	47.44%
12	INST RESOURCES/MEDIA SERVICES	-355,141.00	248,773.07	53,747.16	-52,620.77	3.43%
13	CURRICULUM/INST STAFF DEVELOP.	-17,525.00	10,433.83	.00	-7,091.17	.14%
21	INSTRUCTIONAL LEADERSHIP	-109,955.00	88,336.50	348.38	-21,270.12	1.22%
23	SCHOOL LEADERSHIP	-502,683.00	422,469.90	455.72	-79,757.38	5.82%
31	GUIDANCE/COUNSELING/EVALUATION	-242,068.00	199,724.08	1,353.25	-40,990.67	2.75%
32	SOCIAL WORK SERVICES	-49,397.00	44,909.71	.00	-4,487.29	.62%
33	HEALTH SERVICES	-69,112.00	58,817.16	99.00	-10,195.84	.81%
34	PUPIL TRANSPORTATION-REGULAR	-519,728.00	343,191.97	629.99	-175,906.04	4.73%
35	FOOD SERVICES	-466,083.00	398,602.51	5,544.51	-61,935.98	5.49%
36	COCURRICULAR/EXTRACURRICULAR	-512,233.00	391,007.69	38,917.45	-82,307.86	5.39%
41	GENERAL ADMINISTRATION	-438,638.00	361,185.49	2,077.90	-75,374.61	4.98%
51	PLANT MAINTENANCE & OPERATION	-1,038,303.68	770,550.42	53,837.98	-213,915.28	10.62%
52	SECURITY & MONITORING SERVICES	-20,963.00	15,860.44	153.88	-4,948.68	.22%
53	DATA PROCESSING SERVICES	-85,922.00	80,892.61	1.89	-5,027.50	1.12%
61	COMMUNITY SERVICES	-13,413.00	12,496.70	.00	-916.30	.17%
93	PAYMENTS TO FISCAL AGENT	-210,922.00	311,565.00	.00	100,643.00	4.29%
99	OTHER INTERGOVERNMENTAL CHARGE	-53,811.00	54,520.75	.00	709.75	.75%
6000	Total Expenditures	-9,033,665.01	7,254,758.96	181,989.96	-1,596,916.09	99.99%
OPERATING TRANSFERS:						
7915	CAPITAL PROJECTS TRANSFERS IN	441,963.00	.00	.00	441,963.00	
7000	Total Other Resources/Non-Operating Rev	441,963.00	.00	.00	441,963.00	
8911	OPERATING TRANSFERS OUT	-439,303.00	.00	.00	-439,303.00	
8000	Total Other Uses/Non-Operating Exp	-439,303.00	.00	.00	-439,303.00	
	Total Operating Transfers	2,660.00	.00			
	3000 Fund Balance - September (Unaudited)	.00	.00			
	3000 Year to Date Fund Balance (Unaudited)	-161,800.68	-1,630,672.24			

End of Report

RATING YEAR **2019-2020**DISTRICT NUMBER **district #**

Select An Option

Help

Home



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: OLTON ISD(140905)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 100	Passing Score: 60

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	3/30/2020 1:54:04 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	3/30/2020 1:54:04 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	3/30/2020 1:54:05 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	3/30/2020 1:54:05 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	3/30/2020 1:54:05 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
	345		
6	<u>Was the number of days of cash on hand and current investments in the general fund for the</u>	3/30/2020	10

	<u>school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	1:54:06 PM	
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	3/30/2020 1:54:06 PM	10
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</u>	3/30/2020 1:54:06 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	3/30/2020 1:54:07 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/30/2020 1:54:08 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/30/2020 1:54:08 PM	10
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/30/2020 1:54:09 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	3/30/2020 1:54:10 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/30/2020 1:54:11 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/30/2020 1:54:11 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.				
B.	Determine the rating by the applicable number of points. (Indicators 6-15)				
	<table border="1"> <tr> <td>A = Superior</td> <td>90-100</td> </tr> <tr> <td>B = Above Standard</td> <td>80-89</td> </tr> </table>	A = Superior	90-100	B = Above Standard	80-89
A = Superior	90-100				
B = Above Standard	80-89				
	346				

C = Meets Standard	60-79
F = Substandard Achievement	<60
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.	

Home Page: [Financial Accountability](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

THE **TEXAS EDUCATION AGENCY**
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.9.1.0

Olton High School

Curriculum Catalog 2020-2021



**7th and Avenue G
Olton, TX 79064
806-285-2691
www.oltonisd.net**

**Olton High School
Curriculum Catalog**

Olton ISD does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing educational services. The Superintendent has been designated to coordinate compliance with the nondiscrimination requirements of Title IX.

This booklet has been designed as a concise, yet comprehensive introduction to the opportunities available at Olton High School. Take some time to consider the courses that will best suit your individual needs. Pay particular attention to the requirements for the different graduation plans. You must meet these requirements in addition to successfully completing the STAAR End Of Course Tests.

As you choose your courses, please keep in mind your career plans as well as the prerequisites required to enroll in a class. Teachers and the counselor will recommend courses, but the final decision rests with the student and parent. Classes will be formed and schedules developed by the selections students make.

Retain this booklet for future use and reference. It will be a valuable tool in planning your secondary education. Check with colleges you plan to attend to find out current requirements for admission so that you can plan your high school courses to meet these college requirements.

GENERAL INFORMATION

BEGINNING WITH THE CLASS OF 2009 THE FOLLOWING CRITERIA LISTED BELOW WILL BE USED TO DETERMINE CLASS RANK, TOP TEN PERCENT, AND THE HIGHEST RANKING STUDENT.

Class Ranking

Graduates shall be ranked in the following order:

1. Valedictorian (highest average)
2. Salutatorian (next highest average)
- Members of the Class of 2018 and after must meet course requirements for the Distinguished Program to be recognized as top ten percent.



Any student of the graduating class who has a 90 average for the academic curriculum courses will be designated as an honor student.

To be eligible for valedictorian or salutatorian, a student must have completed two consecutive years (4 semesters) at Olton High School and must have followed the Foundation + Endorsement Graduation Plan.

Grade Point Average (GPA) Criteria

The GPA is a measure of the students' total academic performance beginning in the ninth grade. The grade point averages are calculated by adding the grade points earned for each course and dividing by the total number of courses. Ranking will be updated at the end of each semester. An early computation will be done for seniors upon completion of the fifth six weeks of the Spring Semester.

All grades earned in classes that are recognized by the state of Texas or Olton ISD as a requirement for graduation will be included in this calculation. These courses have a valid state identification number and students will follow the approved Texas Essential Knowledge and Skills (TEKS). Courses taken for local credit will not be included in this calculation.

A weighted grade point system is used for determining class rank. College level and AP courses will receive weighted points for GPA. The scale below will be used:

Grades	Regular Grade Points	AP & College Credit Courses
100	5.0	7.0
99	4.9	6.9
98	4.8	6.8
97	4.7	6.7
96	4.6	6.6
95	4.5	6.5
94	4.4	6.4
93	4.3	6.3
92	4.2	6.2
91	4.1	6.1
90	4.0	6.0
89	3.9	5.9
88	3.8	5.8
87	3.7	5.7
86	3.6	5.6
85	3.5	5.5
84	3.4	5.4
83	3.3	5.3
82	3.2	5.2
81	3.1	5.1
80	3.0	5.0
79	2.8	4.8



78	2.6	4.6
77	2.4	4.4
76	2.2	4.2
75	2.0	4.0
74	1.8	3.8
73	1.6	3.6
72	1.4	3.4
71	1.2	3.2
70	1.0	3.0
69 & Below	0.0	0.0

Grade Scale: 90-100 A; 80-89 B; 70-79 C; 0-69 F

College Plans

Students who plan to attend college are encouraged to follow the Foundation + Endorsement Program. Various tests are required for college entrance as well as scholarships:

- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) may be taken during the sophomore or junior year.
- Scholastic Assessment Test (SAT) and the American College Test (ACT) can be taken at any time during the student’s high school career. Many colleges recommend that students take the SAT and/or the ACT in the spring semester of the junior year.
- The Texas Success Initiative (TSI) is taken at the end of the junior year or as needed to meet college entrance requirements.

Credit for Courses

In order to earn credit for a class, a student must be present for at least 90 percent of the days in which the course is offered and earn a grade of 70 or above.

Credit will be issued upon completion for self-paced courses taken through PLATO, correspondence, or other means; six weeks grades will not be issued for those students who are enrolled FULL TIME in the Options program.

Credits Required for Graduation

**Students entering high school in 2014-2015 and thereafter
Foundation High School Program – 26 Credits**

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits



World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	7.5 Credits
Total Credits	26.0 Credits

Foundation + Endorsement Plan – 26 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	4.0 Credits
Algebra I, Geometry, 1 Advanced Math, & 1 additional math	
Science	4.0 Credits
Biology, 1 lab-based science, 1 Advanced Science, & 1 additional science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	5.5 Credits
Total Credits	26.0 Credits

*****Credits must meet curriculum requirements for one endorsement (STEM, Business & Industry, Public Services, Arts & Humanities, Multi-disciplinary)**

Distinguished

A student may earn a DISTINGUISHED level of achievement by successfully completing:

- **4 Credits in Math (must include Algebra II)**
- **4 Credits in Science**
- **Curriculum requirements for at least one endorsement**

A student must earn the “DISTINGUISHED” level of achievement and be in the top 10% to be eligible for Top 10% Automatic Admission.



“OPTIONS” Foundation Program – 22 Credits

English Language Arts	4.0 Credits
English I, II, III & 1 Advanced English	
Mathematics	3.0 Credits
Algebra I, Geometry, & 1 Advanced Math	
Science	3.0 Credits
Biology + 1 lab-based science & 1 Advanced Science	
Social Studies	3.0 Credits
World Geography or World History, US History, Government & Economics	
Foreign Language	2.0 Credits
Fine Arts	1.0 Credit
Physical Education	1.0 Credit
Business Information Management (local requirement)	1.0 Credit
Speech (local requirement)	.5 Credit
Electives	3.5 Credits
Total Credits	22.0 Credits

Grade Level Status for UIL Eligibility

High school students shall be classified for UIL eligibility on the basis of credits earned as indicated below. After ninth grade, students are classified according to the number of credits earned. This classification has no application to graduation.

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

National Honor Society

Selection to NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the Faculty Council to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council. The Faculty Council consists of five teachers selected by the principal. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance.

The Faculty Council selects students who demonstrate outstanding performance in all five criteria of scholarship, leadership, service, citizenship, and character. The Faculty Council identifies students with a cumulative average of 90%. Students identified with a cumulative average of 90% are invited to make application for membership to the NHS. Applications not received prior to the deadline will not be considered for membership. Each of the applicant’s teachers is given a student evaluation form used to support the



applicant's strength in the areas of scholarship, leadership, service, citizenship, and character.

After the faculty evaluation forms are complete, the Faculty Council meets to review all information gathered (grades, student application, attendance, discipline record, and faculty evaluation forms) on each candidate. After discussing each candidate, the Faculty Council votes on whether or not the student will be inducted into the NHS. The vote must be a majority either for or against induction. Students and parents will be notified in writing if the student has been chosen for induction into the NHS.

Progress Reports

Progress reports will be issued at the three week point of each six weeks grading period. Progress reports will be mailed home if a student's average is below 75 in any class. All other progress reports will be issued to the student.

Report Cards

Report cards are mailed the week after the end of each six weeks grading period.

State of Texas Assessments of Academic Readiness (STAAR)

Students entering high school in 2011-2012 and later will be administered the STAAR End of Course Tests in the following subjects:

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

The STAAR EOC tests are required and each student must meet state standards in order to be eligible to graduate from high school.

Dual Credit Courses

The Early Admissions and Dual Credit Program at South Plains College allows selected students to enroll in college-level courses and earn college credit while in high school. In certain cases, these college credit courses can be applied toward the student's high school credit requirements for graduation. Enrollment in dual credit courses other than those offered and approved by Olton ISD must be approved by the principal.



EARLY ADMISSIONS refers to the process which allows students the opportunity to enroll in college-level courses at South Plains College and receive college credit upon successful completion of the course.

DUAL CREDIT refers to the granting of high school graduation credit for college courses taken at South Plains College. The policies of the local independent school district govern the granting of such credit.

CONCURRENT ENROLLMENT refers to a cooperative agreement between South Plains College and the local independent school district. Students participating in concurrent enrollment classes are enrolled in a course which satisfies both high school and college-level requirements.

Qualifying for Early Admissions

In order to participate in these programs, high school students must meet certain guidelines. Eligible students must:

- Pass the portion of the STAAR required for the course requested.
- Have an overall 80 average or above in completed high school courses.
- Have permission of parents and the high school principal.
- Meet college entrance requirements.
- Submit an Application for Admission and Dual Credit Early Admission Form with approval signatures from the high school principal and student's parents.
- Submit an official high school transcript.
- Submit an Olton ISD Dual Credit Agreement form.

Enrollment Requirements

Once a student has been accepted for early admission for dual credit or college credit, he or she is subject to additional requirements in order to assure the student success in the college courses and in order to maintain the integrity of the program. These other requirements include the following.

- Students accepted for early admissions will be admitted under the college's conditional entrance policy. Admission status will change to "high school graduate" upon graduation from high school.
- Assessment will be required prior to actual enrollment in a course. Assessment is Pass the portion of the STAAR required for the course requested.
- Achieved through ACT/ SAT test scores when available or through college-administered assessment tests. Required levels of assessment have been identified for all courses and must be met before a student will be allowed to enroll in the course.
- All college guidelines regarding curriculum, evaluation of the course, class requirements and attendance will be followed.



- Olton ISD currently pays for tuition and books for dual credit students. If funds become unavailable, the regular college tuition and applicable fees will be charged to each student.

Awarding of Credit

Upon completion of the course, students will earn college credit which will be immediately transcribed. Grades below 70 are considered failing grades at high school due to Texas Education Agency policy.

Failure of a dual credit course may result in the student being placed on Academic Probation or Academic Suspension by South Plains College. A student that fails a dual credit course could lose the privilege of taking further dual credit courses.

UIL Eligibility

Students who take dual credit courses are still eligible for UIL competition provided:

- Early admissions students who participate in UIL events must meet all requirements for full-time high school attendance.
- The student remains enrolled in the college course to completion. Students who drop a college course are subject to forfeiting UIL eligibility.

UIL participation should be closely monitored by the high school counselor/principal.

How to Enroll

1. Students wishing to participate should talk with their parents and high school counselor before enrolling. Then, the student must obtain a Dual Credit Early Admissions Form from the high school counselor and have the form signed by a parent and their high school principal. Students return the Early Admissions form, complete TSI requirements, a high school transcript, and a completed South Plains Enrollment Application to South Plains College.
2. Meet passing standards on TSI or meet exemption criteria through ACT/SAT scores. **All testing requirements for enrollment must be completed on or before August 6 , 2020.**
3. Students will be enrolled in the classes through the SPC website. This will be done prior to the first week of classes at OHS.
4. Olton ISD will pay for no more than 4 dual credit courses during any one semester. A student may enroll in more than 4 dual credit courses during a



semester, but only courses paid for by the district will be calculated for class rank and GPA. Olton ISD will not pay for dual credit courses taken during the summer and those courses will not be included in class rank and GPA calculations.

- Students need to realize that the same procedure will need to be followed (with the exception of the testing) for the spring semester. Currently, students taking College Pre-Calculus do not have to register in the fall, but will register for the spring semester.

**SPC Dual Credit Courses
(other courses available; subject to change)**

SPC Course	SPC Course Name	SPC Credits	High School Equivalent
AGRI 1329	Principles of Food Science	3	Food Processing
ARTS 1301	Art Appreciation	3	Art I, Art Appreciation
MUSI 1306	Music Appreciation	3	Music Appreciation I
*ENGL 1301	English Composition I	3	English III (1st semester)
*ENGL 1301	English Composition I	3	English IV (1st semester)
*ENGL 1302	English Composition II	3	English III (2nd semester)
*ENGL 1302	English Composition II	3	English IV (2nd semester)
*ENGL 2332	World Literature I	3	English IV (1st semester)
*ENGL 2333	World Literature II	3	English IV (2nd semester)
SPCH 1315	Public Speaking	3	Public Speaking, Professional Communications
*SPAN 1411	Beginning Spanish I	4	Spanish III (1st semester)
*SPAN 1412	Beginning Spanish II	4	Spanish III (2nd semester, Spanish III outright)
*MATH 1314	College Algebra	3	Independent Study in Math 1
*MATH 1316	Plane Trigonometry	3	Independent Study in Math 2



*MATH 2412	Pre-Calculus	4	Pre-Calculus
*GOVT 2305	Federal Government	3	Government
*GOVT 2306	Texas Government	3	Social Studies Advanced Studies
*ECON 2301	Principles of Macroeconomics	3	Economics
*HIST 1301	US History I	3	US History (1st semester)
*HIST 1302	US History II	3	US History (2nd semester)
*PSYC 2301	General Psychology	3	Psychology
PSYC 2314	Lifespan Growth & Development	3	Human Growth & Development
*SOCI 1301	Intro to Sociology	3	Sociology
BCIS 1305	Business Computer Applications	3	Business Information Management (BIM I)

(* denotes Honors course)

Olton High School Course Syllabus – (Subject to change)

Agricultural Science – Career & Technical Education Courses

Principles of Agriculture Food and Natural Resources

1.0

Prerequisite: None

9th -12th

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Livestock Production

1.0

Prerequisite: None

10th-12th

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.



Agricultural Mechanics and Metal Technologies **1.0**
Recommended Prerequisite: Principles of Ag **10th-12th**

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication (Advanced Course)
1.0

Recommended Prerequisite: Ag Mechanics and Metal Technologies **11th-12th**

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication (Advanced Course) **1.0**

Recommended Prerequisite: Ag Mechanics and Metal Technologies **11th-12th**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

Horticulture Science (Advanced Course) **1.0**
Prerequisite: None **10th-12th**

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Wildlife, Fisheries & Ecology Management (Advanced Course) **1.0**
Prerequisite: None **9th-12th**

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.



Range Ecology and Management (Advanced Course) 1.0
Prerequisite: None 10th-12th

To be prepared for careers in environmental and natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to environmental and natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production.

Practicum in Agriculture, Food, and Natural Resources 2.0
Prerequisite: Principles of Ag 11th-12th

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

Art

Art, Level I , II, III, and IV 1.0
Prerequisite: None for Art I 9th-12th

Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills.

Band

High School Band I, II, III, IV and Applied Music I, II, III, IV 1.0
Prerequisites: None for Band I/Applied Music I 9th-12th

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities



offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Business

Principles of Business, Marketing, and Finance

1.0

Prerequisites: None.

All Levels

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. (CTE course: Business Management and Administration)

Business Information Management I

1.0

Prerequisite: Keyboarding proficiency

All Levels

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. *This course is a TECH PREP course. By taking business courses or other technology applications courses and completing this course in the junior or senior year, the student may be able to articulate this course for college credit in a Texas program. To do this students must maintain an average of "80" or above.* (CTE course: Business Management and Administration)

Business Information Management II

1.0

Prerequisite: Keyboarding proficiency & BIM I

All Levels

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. (CTE course: Business Management and Administration)

Accounting I

1.0

Prerequisite: Principles of Business, Marketing, and Finance

10, 11, 12

In Accounting I, students will investigate the field of accounting, including how it is



impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information. (CTE Course: Finance)

Business Management

1.0

Prerequisite: None

10, 11, 12

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

English

English I

1.0

Prerequisites: None

Freshman Level

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English II

1.0

Prerequisites: None

Sophomore Level

In English II, students will continue to engage in activities that build on their prior



knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. In this course, English II students read extensively in multiple genres from world literature, learning forms and terms associated with selections being read. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing. Additionally, students must compose a wide variety of written texts with a clear controlling idea, coherent organization, and sufficient detail in order to present ideas and information in a written form. Students then revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English III

1.0

Prerequisites: None

Junior Level

In English III, students will continue to engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English III, students practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English III students read extensively in multiple genres from American literature. Students learn forms and terms associated with selections being read and are able to interpret the possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

English IV

1.0

Prerequisite: None

Senior Level

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English IV, students are expected to write in a variety of forms including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the



possible influences of the historical context on a literary work. Students will also be expected to engage in listening and speaking activities, where they will listen and respond to the ideas of others while contributing their own ideas and conversations.

College English [Dual Credit]

(Online Course)

1.0

Prerequisites: Eng. I, II, and TSI exemption or passing TSI score 11-12 Grades

Students taking these two courses (first and second semester) must have either met the TSI Testing requirement or be TSI exempt. These courses can take the place of English III or IV and will result in credit towards both a high school and college transcript. Details for these courses are typically outlined and determined by the professor assigned through South Plain College. *This course is weighted; see scale on page 2.*

College Prep English

1.0

Prerequisite: English I, II, III

12th Grade

Students will engage in reading, writing, listening and speaking skills that are necessary for students making the transition from high school to college/university.

Family and Consumer Sciences

Principles of Human Services

1.0

All Levels

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Lifetime Nutrition and Wellness

.5

All Levels

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that
Copyright © Texas Education Agency, 2017. All rights reserved. 87 of 137 promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Interpersonal Studies

.5

All Levels

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.



Dollars and Sense (First Semester)

.5
All Levels

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

Human Growth and Development

1.0

Recommended prerequisite: Principles of Education and Training

10-12

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones.

Introduction to Culinary Arts

1.0

Prerequisites: None.

All Levels

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will also provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Fashion Design

1.0

Prerequisites: None.

All Levels

Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction

Industrial Arts

Principles of Construction

1.0

Prerequisite: None.

9-12

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Construction Technology I (WW1)

1.0



Prerequisite: None

9-12

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing.

Construction Technology II (WW2)

1.0

Prerequisites: Construction Technology I

10-12

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills.

Introduction to Welding

1.0

Prerequisites: Algebra I

9-12

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

Welding I

2.0

Prerequisites: Algebra I or Geometry and Introduction to Welding

11,12

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Practicum in Construction Management

2.0

Prerequisite: Completion of a coherent sequence in a program area related to the field of Construction Management.

Senior Level



Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom.

Engineering Design and Presentation

1.0

Prerequisites: Geometry

10-12 Grades

Students enrolled in this course will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Architectural Design

1.0

Prerequisite: Engineering Design and Presentation

11-12 Grades

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Building Maintenance Technology

1.0

Prerequisite:

All Grades

In Building Maintenance Technology, students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and Heating, Ventilation, and Air Conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems.

Career Prep I & II

2.0

Prerequisite: None

11-12 Grades

Students are allowed two years to be a part of the working world as a student learner. They must meet acceptance criteria of being a junior or senior, maintaining passing



grades in all subjects, meeting credit requirements, and having a good citizenship record before being allowed to work up to two hours or class periods of the school day at their employment training station. The entry-level skills taught in the classroom will be transferable to any area of employment. Students may be involved in health, office, agriculture, marketing, business or career and technology education.

Mathematics

Mathematic Models with Applications

1.0

Prerequisites: None

9-11 Grades

Students taking this course will use algebra and geometry skills to model real-life situations. Students will study patterns and analyze data. Students learn to create spreadsheets and charts. Students work with payroll, taxes, investments, and banking. Students learn about probability. They will study growth and decay models in areas of population, biology, and ecology. They will study symmetry and perspective drawings in art and architecture.

Algebra I

1.0

Prerequisites: None

All Levels

This course is the foundation for all upper level mathematics. The student will learn to work with positive and negative numbers, rational and irrational numbers, fractions and integers, squares and square roots. Variables will be used to represent unknown quantities and the student will learn to write and solve equations that model real life situations. The student will use data to construct tables and draw graphs of linear and quadratic models. The student will also interpret slope and intercepts and transformations of graphs as well as investigate laws of exponents and patterns of factoring. Additionally, students will learn to use the TI graphing calculator. A graphing calculator is recommended for this class.

Geometry

1.0

Prerequisites: Algebra I

All Levels

Geometry is the study of the earth's measurements. Students will study lines, segments, rays, and angles as well as convex and concave polygons. They will study congruencies and similarities and understand their effect on architecture and art. Then, students will investigate circles and classify angles, triangles, and quadrilaterals. They will learn properties of right triangles. Additionally, students will study and derive formulas for finding areas and volumes of basic figures. Students enrolled in this course will need rulers, protractors, and a compass for constructions and measuring.

Algebra II

1.0

Prerequisites: Algebra I

10-12 Grades

This course combines Algebra I and Geometry skills. The students will expand their knowledge of numbers to include imaginary and complex numbers. Then, students will



study matrices and systems of equations and inequalities. Additionally, the student will sketch and analyze transformations of graphs of linear, quadratic, cubic, exponential, and logarithmic equations.

Pre-Calculus

1.0

Prerequisites: Alg. I, Geom., Alg. II

11-12 Grades

This course builds on algebra and geometry skills in preparing students for calculus. Students will use algebraic and graphical methods to solve polynomial, rational, radical, exponential, logarithmic, trigonometric, and piecewise-defined functions. They will also study maximums, minimums, and end-behavior of graphs. Additionally, students will learn to use parametric and polar equations; and work with motion problems and conic sections. Students will analyze and solve vector and magnitude problems. A graphing calculator is required for this course.

Algebraic Reasoning

1.0

Prerequisites: Algebra I

10-12

This course builds on algebra I in preparing students for precalculus. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

AP Calculus

1.0

Prerequisites: Pre-calculus

11-12 Grades

This is a beginning calculus class, emphasizing basic calculus concepts such as limits, differentiation and integration methods and techniques, the Fundamental Theorem of Calculus, and the area and volume under curves. The main focus is to prepare the students to be successful on the AP Calculus exam. There will be extensive prep. time required of the student outside of class. Taking the AP Calculus exam will be required. *This course is weighted.*

College Dual Credit Algebra and Plane Trigonometry

2.0

Prerequisites: Alg. II and TSI exemption or passing TSI scores.

11-12 Grades

Each course is a semester course offered through South Plains College. Students will complete college level algebra and plane trigonometry concepts required by South Plains College. College level textbooks will be used. An enrollment fee along with book charges is the responsibility of the student and is paid to South Plains College. Each of these courses allows a student to receive high school credit and three college hours for each course completed successfully. *This course is weighted.*

College Dual Credit Pre-Calculus

1.0

Prerequisites: Alg. II and TSI exemption or passing TSI scores.

11-12 Grades



This is a year-long course provided for college semester credit. This college level course meets the TEKS and college requirements for information presented. As with all dual credit courses, after successfully completing this course, high school credit and four hours of college credit can be earned. All fees charged by South Plains College for tuition and books are the responsibility of the student. *This course is weighted.*

Physical Education and Health Education

Health Education

0.5

Prerequisites: None

All Levels

This course is required by the state during the high school career. Students will study primarily the physical dimensions of health education as they relate to the study of body systems and the senses of the body. Proper care of one's body including appropriate exercise, nutrition, and personal hygiene will be integral parts of the course. Students will also study the social dimensions of health education. Emphasis will be placed on the effects of drug abuse (including tobacco and alcohol) on society. Students will be taught safety and first aid practices as well as prevention of a communicable disease. The goal of this course is to give the students lifelong health skills, to carry with them for the rest of their lives.

Physical Education

1.0

Prerequisites: None

All Levels

This course is worth ½ credit per semester. This is designed to give students the overall picture of how the body works. It deals with the proper techniques of stretching and how to work certain muscle areas the proper way. Topics of study include fitness and wellness, safe and smart play, benefits of physical activities, cardiovascular fitness, fat control, muscular endurance, strength and flexibility, stress, fitness and your future, and choosing nutritious foods. The students will perform proper ways to stretch, warm-up and cool-down before competing. Students will learn proper activities that will benefit them for their future.

Boys' and Girls' Athletics

1.0

Prerequisites: None

All Levels

Students enrolled in athletics will develop their bodies both mentally and physically. The coaches in charge of each individual sport will teach discipline, hard work, and teamwork. Students will be expected to adhere to all athletic rules and regulations as set forth by Olton ISD. Students elect to join athletics; therefore, athletics is looked at as a privilege. Students must be aware that if they quit athletics in the middle of a semester or are asked to leave athletics, they will not receive credit in that class or any replacement class for that semester.

Science

Biology I

1.0



Prerequisites: None**Grade 9**

This course is designed to challenge students in the following aspects: conducting field and laboratory investigations, usage of scientific methods during investigations, and making informed decisions using critical-thinking and scientific problem solving skills. . Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Integrated Physics and Chemistry (IPC)**1.0****Prerequisites: Biology****9-10**

Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Chemistry I**1.0****Prerequisites: Biology and Algebra I****10-11 Grades**

In chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Physics**1.0****Prerequisites:****11-12 Grades****Successful completion of IPC/Biology, Chemistry, Algebra I, and Geometry OR dually enrolled in Algebra II or Trigonometry**

In this physics course students conduct field and laboratory investigations, use scientific method during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

Environmental Systems**Grade 12****1.0**

Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics

Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Anatomy & Physiology of the Human Body Grade 12 1.0

Prerequisites: Successful completion of IPC/Biology, Chemistry & Physics

Anatomy and physiology are separate, yet related, subjects associated with health, medicine and biology. Students can expect to cover the following topics: human body orientation, basic chemistry, cells and tissues, skin and body membranes, skeletal system, muscular system, nervous system with special senses, endocrine system, circulatory system with blood, body defenses, respiratory system, digestive system including body metabolism, urinary system and a unit on human reproduction.

Forensics 1.0

Prerequisites: Biology & Chemistry 11-12 Grades

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes.

Spanish

Spanish I 1.0

Prerequisites: None All Levels

Students begin their study of Spanish by learning a basic “survival” vocabulary so they will be able to introduce themselves and greet others, count (in order to buy necessities and tell time and dates for appointments), and have simple conversations about the weather, their families, sports and other pastimes, and ask and answer questions. Students also study aspects of Spanish culture in Spain, Latin America, and the United States. It is very important to lay the foundation for proper use of the language. This course will study verb tenses and basic verb conjugations as well as proper use of articles. Students will speak, read, and write in basic Spanish.

Spanish II 1.0

Prerequisites: Span. I All Levels

Students will continue to expand their vocabularies in order to speak and write about more complex tasks than in the first year. Verb tenses not previously learned are introduced (as well as subjunctive mood). Further study of aspects of Spanish culture in Spain, Latin America, and the United States is presented. Emphasis is on listening and reading comprehension skills with practice also in speaking and writing in Spanish.



Spanish III

1.0

Prerequisites: Span. I, & Span. II

11-12 Grades

This course is an advanced study of Spanish and will concentrate on improving proficiency in listening, speaking, reading, and writing. Vocabulary will be increased and previously learned structures will be reviewed and practiced so that the student can understand and express ideas that are increasingly complex. Students will explore some Spanish literature, and more aspects of Spanish culture will be studied.

Spanish IV

1.0

Prerequisites: Span. I, Span. II, Span. III

Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner.

Speech

Communications Applications

0.5

Prerequisites: None

All Levels

This course is a semester course required by the state for graduation. Communication applications help students to develop effective communication skills. Students enrolled in communication applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal professional presentations. Each student will be required to give several oral presentations to the class.

Social Studies

World Geography

1.0

Prerequisites: None

All Levels

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.



World History

1.0

Prerequisites: None

All Levels

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrialeconomies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

United States History

1.0

Prerequisites: None

All Levels

The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

American Government

0.5

Prerequisites: None

Senior Level

This course introduces students to the basic elements of American Government. Students will examine civil rights and liberties and the role of citizens in the political system. Further, students will discuss in-depth the legislative, executive, and judicial branches of the government. Additional topics for discussion may include an examination of public policies and an analysis of state and local governments. Students will be expected to be successful in taking notes. Students must successfully complete this course in order to graduate.



Economics (Free Enterprise)**1.0****Prerequisites: None****Senior Level**

This course provides a basic introduction to the study of economics. It examines major markets with respect to the degree of competition within each type and how this affects buyers and sellers. Students will also examine the roles of labor, government, and financial institutions in the American economy. Additional topics for discussion may include unemployment, poverty, wealth, and global economies. Students must successfully complete this course in order to graduate.

Technology Applications**Web Mastering****1.0****Prerequisites: Technology TEKS grades 6-8, Keyboarding proficiency** All Levels

This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students within an ethical framework will be the webmasters for the class, school, or district, participating in a real global community of learners and collaborators.

Computer Science**1.0****Prerequisite: Algebra 1****10-12 Grades**

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Foundations of Cybersecurity**1.0****Prerequisite: None****9-12 Grades**

Cybersecurity is an evolving discipline concerned with safeguarding computers, networks, programs, and data from unauthorized access. As a field, it has gained prominence with the emergence of a globally-connected society. As computing has become more sophisticated, so too have the abilities of malicious agents looking to penetrate networks and seize private information. By evaluating prior incidents, cybersecurity professionals have the ability to craft appropriate responses to minimize disruptions to corporations, governments, and individuals.



Other Electives

Graphic Design and Illustration

1.0

Prerequisites: Art I or equivalent

10-12 Grades

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

(CTE course : Arts, Audio/Video Technology, and Communications)

ACT/SAT Preparation

(LOCAL) 0.5

Prerequisites: None

11-12 Grades

This is a semester course designed to review students in the four core curricula as well as reading, test taking strategies, and information about the ACT and SAT tests. Computer applications programs are used extensively.

Yearbook

1.0

Prerequisites: Teacher approval

All Levels

This class produces the Olton ISD yearbook each year. The students need to have creativity, writing skills, and problem solving skills. Typing and computer skills are also good to have, but these can be developed as the class progresses. The students are taught photography, page composition, and journalistic styles of writing. The class requires the students be able to attend school events, summer workshops, and advertising sales campaigns. Students will need to be responsible and trustworthy and be willing to give a high level of commitment to finishing the yearbook for publication, even into the summer months.

Student Aide

(LOCAL) 1.0

Prerequisites: Teacher approval

12th Grade

Students assist office staff or teachers with tasks.



Minutes of Special Meeting

The Board of Trustees

Olton ISD

A Special Meeting of the Board of Trustees of Olton ISD was held Thursday, July 23, 2020, beginning at 7:00 PM in the OISD Cafeteria

1. CALL TO ORDER, DECLARE A QUORUM, INVOCATION, AND PLEDGE

Connie T. Maxwell, Board President, called the meeting to order at 7:01 P.M

BOARD MEMBERS PRESENT:

Connie T. Maxwell
Alicia Sanchez: Absent
Michael Ramage
Ruben Luera
Tullie Struve
Jesus De La Cruz
Jay Gorman

SCHOOL OFFICIALS PRESENT: Superintendent Kevin McCasland

OTHERS PRESENT: Amy Young, and Phillip Hamilton

2. BOARD MISSION STATEMENT

The mission of the Board of Olton ISD is to ensure that the people in and affected by the institution have the opportunity to grow and become productive citizens of society. The trustees will delegate operational power, adopt policies, require accountability, evaluate patterns of operations, and ensure flexibility and competence. At all times the Board will maintain accountability to the taxpayers and residents of the District

3. PUBLIC PARTICIPATION AS ALLOWED BY POLICY BED (Limit to three minutes for each individual)

4. ACKNOWLEDGEMENTS/RECOGNITIONS

5. DISCUSSION/ACTION ITEMS

5.A. Consider/Discuss Board Approval of Athletic Training Contract with Lubbock Sports Medicine.

Mr. Gorman made the motion to approve Lubbock Sports Medicine for 2020-2021 School Year in the amount of \$26,975. Mr. De La Cruz seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.B. Consider/Discuss Board Approval of Resolution Delegating Authority to the Superintendent During the 2020-2021 School Year

Mr. Struve made the motion to approve the Resolution Delegating Authority to the Superintendent for the 2020-2021 School Year to be discussed each Month. Mr. Gorman seconded the motion. The motion carried (4-2-0)

Ayes: Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: Connie T. Maxwell, Jesus De La Cruz

Abstain: None

5.C. Consider/Discuss Board Action on Fuel Bids for the 2020-2021 School Year

Mrs. Maxwell made the motion to approve the Fuel Bid from West Texas Gas for the 2020-2021 School Year. Ruben Luera seconded the motion. The motion did not carry (2-3-1)

Ayes: Connie T. Maxwell and Ruben Luera

Nays: Tullie Struve, Jay Gorman, and Michael Ramage

Abstain: Jesus De La Cruz

Mr. Ramage made the motion to approve the Fuel Bid from Ag Producers Co-op for the 2020-2021 School Year. Mr. Gorman seconded the motion. The motion carried (3-2-1)

Ayes: Tullie Struve, Michael Ramage, Jay Gorman

Nay: Connie T. Maxwell and Ruben Luera

Abstain: Jesus De La Cruz

5.D. Consider/Discuss Board Approval to Take Action to Propose the tax rate(s) that will be published in the notice of public meeting to adopt the budget and tax rate.

Mr. Struve made the motion to approve the Notice of the Public Tax Rate for \$1.0223 during the 2020-2021 School Year. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

6. INFORMATIONAL ITEMS

6.A. Discussion of Budget Calendar for 2020-2021

7. CLOSED SESSION ITEMS

7.A. ACTION TAKEN AFTER CLOSED SESSION

8. ADJOURN OR RECESS TO THE FOLLOWING DAY(S) FOR THE COMPLETION OF AGENDA ITEMS

The meeting adjourned at 7:58 p.m. on Thursday, July 23, 2020.

Connie T. Maxwell

President

Jesus De La Cruz

Secretary

Date

Minutes of Regular Meeting

The Board of Trustees Olton ISD

A Regular Meeting of the Board of Trustees of Olton ISD was held Thursday, July 16, 2020, beginning at 7:00 PM in the OISD Cafeteria.

CALL TO ORDER, DECLARE A QUORUM, INVOCATION, AND PLEDGE

Connie T. Maxwell, Board President, called the meeting to order at 7:01 P.M and Mr. Gorman led the Pledge and Invocation

BOARD MEMBERS PRESENT:

Connie T. Maxwell
Alicia Sanchez: Absent
Michael Ramage
Ruben Luera
Tullie Struve
Jesus De La Cruz
Jay Gorman

SCHOOL OFFICIALS PRESENT: Superintendent Kevin McCasland and HS Principal Greg Ammons

OTHERS PRESENT: Amy Young, Fran Trotter, and Phillip Hamilton

2. BOARD MISSION STATEMENT

The mission of the Board of Olton ISD is to ensure that the people in and affected by the institution have the opportunity to grow and become productive citizens of society. The trustees will delegate operational power, adopt policies, require accountability, evaluate patterns of operations, and ensure flexibility and competence. At all times the Board will maintain accountability to the taxpayers and residents of the District

3. PUBLIC PARTICIPATION AS ALLOWED BY POLICY BED (Limit to three minutes for each individual)

4. ACKNOWLEDGEMENTS/RECOGNITIONS

Ryland Russel was recognized as the selected winner for the Lamb County Electric Cooperative's 2020 Government-In-Action Youth Tour Competition.

Went into Closed Session at the beginning of the Board Meeting at 7:03.

Kevin McCasland allowed Greg Ammons to take his place in closed session during the hiring of the Art Teacher Position. Greg Ammons made the recommendation on the hiring of the Art Teacher.

8. CLOSED SESSION ITEMS

8.A. §551.074 Personnel Matters: Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee

Mrs. Maxwell declared the Board back into Open Session at 8:04 pm.

9. ACTION TAKEN AFTER CLOSED SESSION

9.A. Consider/Discuss Board Approval of Salary Schedule(s).

Mrs. Maxwell made the motion to approve the Salary Schedule. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

9.B. Consider/Discuss Board Approval of OISD Stipend Schedule

Mr. De La Cruz made the motion to approve the OISD Stipend Schedule. Mr. Ramage seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

9.C. Consider/Discuss Board Action to Hire and Offer 1 Year Probationary Teacher or 1 Year Probationary Dual Teacher/Coach Contracts for the 2020-2021 School Year.

Mr. Ramage made the motion to approve a 1 year probationary contract to Whitney Stiles for the 2020-2021 School Year. Mr. Struve seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None:

9.D. Consider/Discuss Board Approval of Hiring Employees Through a District of Innovation Agreement

Mr. De La Cruz made the motion to approve a District of Innovation Agreement to Michael Peck for the 2020-2021 School Year and Authorizing the Superintendent to Convert him to a contract when he is eligible. Mr. Luera seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

Mrs. Maxwell made the motion to approve a District of Innovation Agreement to Christi McCasland for the 2020-2021 School Year and Authorizing Mr. Ammons to Convert her to a contract when she is eligible. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

9.E. Consider/Discuss Board Approval to Authorize Superintendent to Hire Teachers, Coaches, Nurses, Librarians, and Counselors for A Board-Designated Period of Time.

Mr. Ramage made the motion to authorize the Superintendent to hire Teachers, Coaches, Nurses, Librarians, and Counselors, including District of Innovation Agreements, through August 20, 2020. Mr. Struve seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Jesus De La Cruz, Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5. DISCUSSION/ACTION ITEMS

5.A. Consider/Discuss Board Approval of 2020-2021 Student Handbook.

Mr. Ramage made the motion to approve the 2020-2021 Student Handbook with Option A. Mr. Luera seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.B. Consider/Discuss Board Approval of 2020-2021 Student Code of Conduct.

Mr. Struve made the motion to approve the 2020-2021 Student Code of Conduct. Mr. Luera

seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.C. Consider/Discuss Board Approval of 2020-2021 Cheer Handbook.

Mr. Maxwell made the motion to approve the 2020-2021 Cheer Handbook with Suspension Option shown on page 210 in the Handbook. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.D. Consider/Discuss Board Approval of Athletic Training Coverage for the 2020-2021 School Year.

No Action Taken

5.E. Consider/Discuss Board Approval of Continuing TASB Property/Casualty Insurance

Mr. De La Cruz made the motion to approve to Continue with TASB Property/Casualty Insurance in the amount of \$84,577. Mr. Struve seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.F. Consider/Discuss Board Approval of Continuing TASB Workers' Compensation Insurance

Mr. Struve made the motion to amend the approval of the TASB Property/Casualty Insurance and include in the action to approve the TASB Workers' Compensation as well. Mrs. Maxwell seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

See item 5E. for Amendment

5.G. Consider/Discuss Board Approval of Textbook Purchase.

Mr. Ramage made the motion to approve the High School ELAR Textbooks from McGraw-Hill in the amount of \$30,301.54. Mr. Luera seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.H. Consider/Discuss Board Approval of Chromebook Carrying/Protection Case.

No Action Taken

Went to break at 9:00 p.m. and returned at 9:16 p.m.

5.I. Consider/Discuss Board Approval of Fuel for the 2020-2021 School Year.

No Action Taken

5.J. Consider/Discuss Board Approval of 2020-2021 Appraisal Calendar

Mr. Struve made the motion to approve the 2020-2021 Olton ISD Appraisal Calendar as listed in the Attachment to the Minutes. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.K. Consider/Discuss Board Approval of 2020-2021 Second Appraisers

Mr. Luera made the motion to approve the 2020-2021 Olton ISD Second Appraisers as listed in the Attachment to the Minutes. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.L. Consider/Discuss Board Approval of Amendment to Policy DEA (Local)

Mr. Ramage made the motion to approve the Amendment to Policy DEA (Local). Mr. Luera seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.M. Consider/Discuss Board Action to Amend Additional Policies.

Mrs. Maxwell made the motion to approve the Amendment on EIC (Local) Regarding Class Rank Calculations as presented. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.N. Consider/Discuss Board Approval of 2020-2021 Hale County Appraisal District Budget

Mr. Delacruz made the motion to approve the 2020-2021 Hale County Appraisal District Budget for the amount of \$2,222.95. Mr. Gorman seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.O. Consider/Discuss Board Approval of 2020-2021 Lamb County Appraisal District Budget

Mr. Struve made the motion to approve the 2020-2021 Lamb County Appraisal District Budget for the amount of \$52,380.21. Mrs. Maxwell seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None

5.P. Consider/Discuss Board Approval of Hale County Juvenile Justice Alternative Education Program/Disciplinary Education Program Contract.

Mr. Gorman made the motion to approve the 2020-2021 Hale County Juvenile Justice Alternative Education Program/Disciplinary Education Program Contract. Mr. De La Cruz seconded the motion. The motion carried (6-0-0)

Ayes: Connie T. Maxwell, Tullie Struve, Jay Gorman, Jesus De La Cruz, Michael Ramage, and Ruben Luera

Nays: None
Abstain: None

5.Q. Consider/Discuss Board Approval to Approve Additional and/or End Current Resolution(s)
Amid COVID 19 Circumstances

No Action Taken

6. INFORMATIONAL ITEMS

6.A. Superintendent's Report

6.A.1. Financial Reports

6.A.1.a. Comparison of Budget to Revenue

6.A.2. Enrollment Report

6.A.3. School Board News

6.A.4. Resignations and Reassignments

6.A.5. Future Meetings and/or Agenda Items

6.A.5.a. Next Regular Meeting _____

6.A.6. Discussion of Superintendent Surveys

6.A.7. Superintendent Disclosure of ASVAB Waiver

6.A.8. Superintendent Disclosure of Annual Financial Report Waiver from 11/27/20 Date

6.A.9. Disclosure of Superintendent Application for Waiver of required early notice of students
at risk of failure (COVID-19)

6.A.10. Superintendent Report of Internet Purchase Under Authority of Supplemental Resolution
of the Olton Independent School District Regarding Purchasing and Procurement and Delegation
of Temporary Purchasing Authority to the Superintendent

6.B. Budget Workshop: Discussion of 2020-2021 Budget

6.C. Discussion of Flooring Updated Quote(s) and Plan(s).

7. CONSENT ITEMS

7.A. Approve Minutes from Previous Meeting(s)

7.B. Approve Payment of Bills from Previous Month(s)

7.C. Approve Budget Amendment(s)

Mr. Ramage made the motion to approve the Consent Items. Mr. Luera seconded the motion. The
motion carried (4-0-0)

Ayes: Tullie Struve, Jay Gorman, Michael Ramage, and Ruben Luera

Nays: None

Abstain: None: Connie T. Maxwell and Jesus De La Cruz

10. ADJOURN OR RECESS TO THE FOLLOWING DAY(S) FOR THE COMPLETION OF AGENDA ITEMS

The meeting adjourned at 11:24 p.m. on Thursday, July 16, 2020.

Connie T. Maxwell, President

Jesus De La Cruz, Secretary

Date

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
000007	07-20-2020	SHELL FLEET PLUS	002440	SHELL	199-11-6494.00-999-099000	FUEL	42.50	N
000017	07-14-2020	CLAIMS ADMINISTRATIV	002443	CLAIMS	199-11-6143.00-002-011000	OLTON PLAN SHARING	345.00	N
000072	07-24-2020	XCEL ENERGY	051309	547541413-2	199-51-6259.53-999-099000	ELECTRIC BILL	165.71	N
000076	07-06-2020	LAMB COUNTY ELECTRI	051266	1252242200	199-51-6259.53-999-099000	ELECTRIC BILL	55.67	N
000078	07-08-2020	ETC ELIGIBILTY TRACKI	002431	JULY 2020	199-11-6148.00-999-099000	MONTHLY PAYMENT	137.65	N
000079	07-09-2020	CARD SERVICE- 0938	002441	GLOBAL	199-36-6399.01-002-091000	GLOBAL INDUSTRIAL	679.47	N
			051097	REG	199-36-6411.01-002-091000	THSCA REGISTRATION	70.00	N
			051294	HOTEL	199-36-6411.01-002-091020	COACHES RETREAT	320.00	N
			051062	DUES	199-36-6499.01-002-091020	THSCA REGISTRATION	860.00	N
			051097	REG	199-36-6499.01-002-091020	THSCA REGISTRATION	130.00	N
						Totals for Check 000079	2,059.47	
000354	07-16-2020	CARD SERVICE CENTER	002436	IMCAT	199-13-6411.00-041-099000	IMCAT	124.97	N
			002436	IMCAT	199-13-6411.00-041-099000	WRONG CK NUMBER	-124.97	N
						Totals for Check 000354	.00	
000377	07-16-2020	CARD SERVICE CENTER	002434	YESWAY	199-11-6494.00-999-022000	VO AG FUEL	16.51	N
			002434	ALON	199-11-6494.00-999-022000	VO AG FUEL	55.54	N
			051192	AMAZON	199-11-6499.00-002-011000	OFFICE FURNITURE	732.56	N
			002435	CONSTATNT	199-41-6499.00-701-099000	MONTHLY CHARGE	21.00	N
			002435	CONSTATNT	199-41-6499.00-701-099000	HAD CREDIT BALANCE	-21.00	N
			002435	CONSTANT	199-41-6499.00-701-099000	MONTHLY CH	6.00	N
			002435	CONSTANT	199-41-6499.00-701-099000	CORRECT MONTHLY CHARGE	1.00	N
			051197	EDWARDS	199-51-6319.00-999-099000	MATERIALS	435.05	N
			051196	PARTS	199-51-6319.00-999-099000	MATERIALS	32.29	N
			051228		199-53-6399.00-999-099000	OFFICE SUPPLIES	143.88	N
			051228	AMAZON	199-53-6399.00-999-099000	OFFICE SUPPLIES	41.75	N
						Totals for Check 000377	1,464.58	
000447	07-16-2020	CARD SERVICE CENTER	051095	HUDL	199-36-6399.01-999-091000	HUDL SIDLINE	2,400.00	N
			002438	SUPPLIES	199-41-6399.00-701-099000	SUPPLIES	23.23	N
			002439	ZIPS	199-41-6411.00-701-099000	ZIP CAR WASH	25.00	N
						Totals for Check 000447	2,448.23	
000701	07-01-2020	ATMOS ENERGY	051268	3009011551	199-51-6259.54-999-099000	NATURAL GAS BILL	27.04	N
000713	07-13-2020	ATMOS ENERGY	002432	GAS BILL	199-51-6259.53-999-099000	MONTHLY GAS BILL	925.36	N
000714	07-14-2020	CLAIMS ADMINISTRATIV	002442	WORKERS	199-11-6143.00-002-011000	SPADE PLAN SHARING	3.00	N
000715	07-15-2020	LAMB COUNTY ELECTRI	051329	1252242200	199-51-6259.53-999-099000	ELECTRIC BILL	55.52	N
000716	07-16-2020	SHELL FLEET PLUS	051206	VO AG FUEL	199-11-6499.05-002-022000	VO AG FUEL	42.50	N
000724	07-24-2020	XCEL ENERGY	051308	541591466-4	199-51-6259.53-999-099000	ELECTRIC BILL	210.99	N
000727	07-27-2020	XCEL ENERGY	051310		199-51-6259.53-999-099000	ELECTRIC BILL	5,061.81	N
000754	07-16-2020	CARD SERVICE CENTER	050818	COLLEGE	199-11-6339.00-002-011000	TSI Test Units	525.00	N
			051133	AMAZON	199-11-6399.00-102-011021	Classroom Instruction	74.24	N
			051133	AMAZON	199-11-6399.00-102-011021	Classroom Instruction	16.23	N

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			051133	AMAZON	199-11-6399.00-102-011021	Classroom Instruction	324.71	N
			051133	AMAZON	199-11-6399.00-102-011021	Classroom Instruction	14.06	N
			051133	AMAZON	199-11-6399.00-102-011021	Classroom Instruction	4.32	N
			051034	AMAZON	199-11-6399.00-102-023000	SUPPLIES	200.17	N
			051034	AMAZON	199-11-6399.00-102-023000	SUPPLIES	99.81	N
			051073	AIRBNB	199-11-6411.05-002-022000	Air BNB for Natl Shorthorn Sho	592.18	N
			002437	IMCAT	199-13-6411.00-002-099000	IMCAT	124.97	N
			002433	IMCAT	199-13-6499.00-999-099000	IMCAT TRAINING	125.00	N
			002433	IMCAT	199-13-6499.00-999-099000	WRONG AMOUNT	-125.00	N
			051154	BUS 311	199-34-6249.00-999-099000	PARTS BUS 311	1,286.94	N
			051236	EDWARDS	199-51-6319.00-999-099000	OBLONG PUNCH	243.42	N
			051090	AMAZON	212-11-6399.00-699-024000	Migrant Summer school	298.76	N
			051090	AMAZON	212-11-6399.00-699-024000	Migrant Summer school	26.02	N
			051090	AMAZON	212-11-6399.00-699-024000	Migrant Summer school	25.48	N
						Totals for Check 000754	3,856.31	
000877	07-16-2020	CARD SERVICE- 0871 T	051129	MEMBERSHIP	199-21-6499.00-999-099000	TSNAP DUES	40.00	N
004187	07-16-2020	CARD SERVICE CENTER	051202	DOLLAR	199-11-6399.00-002-011000	USB	13.53	N
074683	07-07-2020	PANHANDLE TREE SER	051284	001419	199-51-6249.00-999-099000	TREE TRIMMING AND REMOVAL	10,000.00	N
074684	07-07-2020	RANDY HARMON	051283	REIMB	199-52-6399.00-999-099000	REIMB FOR SECURITY TEAM	339.70	N
074685	07-13-2020	A+ FOOD SERVICES, LL	051282	1369	240-35-6219.00-999-099000	BILLABLE EXPENSE/SERVICES J	11,378.51	N
074686	07-13-2020	AG PRODUCERS CO-OP	051277	23840	199-51-6319.00-999-099000	BATTERY FOR WELDER	104.49	N
074687	07-13-2020	CITY OF OLTON	002427	1170	199-51-6259.55-999-099000	MONTHLY WATER BILL	149.92	N
			002427	1150	199-51-6259.55-999-099000	MONTHLY WATER BILL	59.00	N
			002427	1205	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	718	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	717	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	835	199-51-6259.55-999-099000	MONTHLY WATER BILL	37.25	N
			002427	799	199-51-6259.55-999-099000	MONTHLY WATER BILL	1,214.00	N
			002427	700	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	704	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	708	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	702	199-51-6259.55-999-099000	MONTHLY WATER BILL	51.75	N
			002427	706	199-51-6259.55-999-099000	MONTHLY WATER BILL	1,984.00	N
			002427	701	199-51-6259.55-999-099000	MONTHLY WATER BILL	422.00	N
			002427	705	199-51-6259.55-999-099000	MONTHLY WATER BILL	42.00	N
			002427	711	199-51-6259.55-999-099000	MONTHLY WATER BILL	59.00	N
			002427	909	199-51-6259.55-999-099000	MONTHLY WATER BILL	1,774.80	N
						Totals for Check 074687	6,045.72	
074688	07-13-2020	DATA LINE OFFICE	051272	in116776	199-41-6249.00-701-099000	EMAIL UPDATES ON COPIER	142.56	N
074689	07-13-2020	DOLLAR GENERAL - CH	051292		199-51-6319.00-999-099000	BOTTLED WATER	31.20	N

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074690	07-13-2020	ELLIOTT ELECTRIC SUP	051253	962157001	199-51-6319.00-999-099000	BULBS	152.64	N
					199-51-6319.00-999-099000	CRDIT MEMO	-76.32	N
					199-51-6319.00-999-099000	CREDIT MEMOS	-67.13	N
						Totals for Check 074690	9.19	
074691	07-13-2020	GOEN & GOEN INSURAN	051267	6376966	199-41-6429.00-701-099000	BOND RENEWAL K. MCCASLAND	175.00	N
074692	07-13-2020	JC'S TERMINIX, INC.	051275	591201	199-51-6319.00-999-099000	MONTHLY SERVICE	127.50	N
074693	07-13-2020	LOWE'S BUSINESS ACC	051280	33620136	199-51-6319.00-999-099000	MATERIALS	172.98	N
074694	07-13-2020	MARY LOU DELACRUZ	051290	BOARD MEAL	199-41-6499.00-701-099000	BOARD MEAL 7/16	150.00	N
074695	07-13-2020	MCCOY'S CORPORATIO	051249	6892684	199-51-6319.00-999-099000	SALT FOR WATER SOFTNER	124.60	N
			051252	6892825	199-51-6319.00-999-099000	PAINT ROLLERS	42.44	N
			051254	6892946	199-51-6319.00-999-099000	BOARDS FOR JONES ROOM	329.64	N
					199-51-6319.00-999-099000	CREDIT	-24.20	N
						Totals for Check 074695	472.48	
074696	07-13-2020	MIDWEST FAB AND CON	051237	2	199-11-6399.06-002-022000	AIR DRYER FOR PLASMA TABLE	400.00	N
			051240	6330	199-51-6249.00-999-099000	TABLE TOP FOR PRESS BOX	375.00	N
						Totals for Check 074696	775.00	
074697	07-13-2020	NIKKI BOEDEKER	051278	GIFT CARD	199-41-6499.00-701-099000	GIFT CARD	50.00	N
074698	07-13-2020	OLTON WELDING & MAC	051239	131613	199-51-6319.00-999-099000	1/8 X 2 1/2 FLAT	38.00	N
			051281	884879	199-51-6319.00-999-099000	HOSE COUPLERS	5.03	N
						Totals for Check 074698	43.03	
074699	07-13-2020	RAINBOW INTERNATION	051271	1314	198-51-6319.02-999-099000	REFINISHING FLOORING	3,000.00	N
074700	07-13-2020	REGION 17 EDUCATION	051263	44978	199-11-6239.61-999-011000	CURRICULUM CONTRACT	3,831.25	N
			051261	45057	199-11-6239.62-999-011000	TEKS QUARTER BILLING	1,092.50	N
			051262	45091	199-53-6239.00-750-099000	TXEIS SOFTWARE/HOSTING	8,982.50	N
			051264	45026	212-41-6239.00-750-030000	ACCT, COMPLIANCE/E GRANTS	3,387.09	N
						Totals for Check 074700	17,293.34	
074701	07-13-2020	RESPONSIVE SERVICES	051260	13451	199-12-6319.TP-999-099000	2 SMARTBOARDS	12,240.00	N
			051259	13505	199-12-6639.TP-999-099000	NEW PC ENERGY MANAGEMENT	1,040.00	N
						Totals for Check 074701	13,280.00	
074702	07-13-2020	ROSS LASSITER	051293	COACH MEAL	199-36-6411.01-002-091020	MEALS / COACHES RETREAT	1,080.00	N
074703	07-13-2020	SCRIPT OFFICE PRODU	051269	58527	199-41-6399.00-701-099000	FRAMES FOR BOARD ROOM	115.80	N
074704	07-13-2020	SHERWIN-WILLIAMS CO	051251	9425-8	199-51-6319.00-999-099000	PAINT GIRLS DRESSING ROOM	186.35	N
074705	07-13-2020	STATEWIDE ELEVATOR	051257	24259	199-51-6249.02-999-099000	ELEVATOR INSPECTION	282.15	N
074706	07-13-2020	T&M HEATING &	051285	5298	199-51-6319.00-999-099000	BAND HALL THERMOSTAT	85.00	N
074707	07-13-2020	TEAMLEADER	050930	107434	199-36-6399.09-002-091010	CHEER UNIFORMS	1,417.84	N
074708	07-13-2020	V.A.T. ASSOC. OF TEXA	051210	N SMITH 51743	199-11-6411.05-002-022000	Register for Virtual Conf.	300.00	N
			051210	R SMITH 51744	199-11-6411.05-002-022000	Register for Virtual Conf.	300.00	N
						Totals for Check 074708	600.00	

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074709	07-13-2020	WAGNER SUPPLY	051276	L0169170000	199-51-6319.50-999-099000	SUPPLIES	734.61	N
074710	07-13-2020	WALSH GALLEGOS	051279	20922	199-41-6211.00-702-099000	LEGAL SERVICES	882.00	N
074711	07-13-2020	WEST PLAINS TELECOM	051265	0480S12001.015	199-51-6259.52-999-099000	TELEPHONE	333.79	N
			002428	8062852641	199-51-6259.52-999-099000	MONTHLY INTERNET	602.28	N
Totals for Check 074711							936.07	
074713	07-21-2020	AG PRODUCERS CO-OP	051295	MONTHLY FUEL	199-11-6494.00-999-022000	FUEL	102.51	N
			051295	MONTHLY FUEL	199-34-6311.00-999-023000	FUEL	40.67	N
			051295	MONTHLY FUEL	199-34-6311.00-999-099000	FUEL	121.05	N
			051288	263529	199-34-6319.00-999-099000	PARTS	33.44	N
			051245	23576	199-34-6319.00-999-099000	PARTS	2.79	N
			051246	23570	199-34-6319.00-999-099000	PARTS	54.21	N
			051247	261512	199-34-6319.00-999-099000	PARTS	52.55	N
			051248	259591	199-34-6319.00-999-099000	SUPPLIES	67.50	N
			051295	MONTHLY FUEL	199-36-6494.00-999-099000	FUEL	67.30	N
			051295	MONTHLY FUEL	199-41-6494.00-701-099000	FUEL	43.78	N
			051295	MONTHLY FUEL	199-51-6494.00-999-099000	FUEL	181.62	N
			051295	MONTHLY FUEL	199-51-6494.51-999-099000	FUEL	163.87	N
Totals for Check 074713							931.29	
074714	07-21-2020	AMERICAN TIRE DISTRI	051244	S138160162	199-34-6319.00-999-099000	4 TIRES	389.32	N
074715	07-21-2020	BLUE STAR BUS SALES,	051286	64859	199-34-6319.00-999-099000	PARTS	279.68	N
074716	07-21-2020	BROCK'S CARPET	051102	17442	198-51-6319.02-999-099000	DISTRICT FLOORING HIGH SCHO	29,000.00	N
074717	07-21-2020	CARDINAL'S SPORT CE	051193	0758632-01	199-36-6399.73-041-091030	TRACK SHOE	65.00	N
			051059	0760525-01	199-36-6399.81-002-091030	VB ORDER 12 PANTS, JERSEY JA	1,017.00	N
			051060	760526-01	199-36-6399.81-041-091030	VOLLEYBALL12 SHORTS 6 TOPS	340.00	N
Totals for Check 074717							1,422.00	
074718	07-21-2020	CHARACTER STRONG	051203	K-5 ELEM	199-11-6399.00-102-011029	Classroom Instruction	400.00	N
			051203	K-5 ELEM	199-11-6399.00-102-011037	Classroom Instruction	400.00	N
			051203	K-5 ELEM	199-11-6399.00-102-021000	Classroom Instruction	185.17	N
			051203	K-5 ELEM	199-11-6399.00-102-030000	Classroom Instruction	161.73	N
			051203	K-5 ELEM	199-11-6499.00-102-011000	Classroom Instruction	107.05	N
			051203	K-5 ELEM	199-23-6399.00-102-099000	Classroom Instruction	176.91	N
			051203	K-5 ELEM	199-36-6399.00-102-099000	Classroom Instruction	68.14	N
Totals for Check 074718							1,499.00	
074719	07-21-2020	CITY OF OLTON	051302	508	199-51-6319.00-999-099000	Solid Waste old bleachers	450.52	N
074720	07-21-2020	FASTENAL	051296	TXPLN102297	198-51-6319.01-999-099000	BLEACHER PARTS	41.90	N
074721	07-21-2020	FOLLETT SCHOOL SOLU	050932	703837	199-12-6399.00-102-099000	library books/ supplies	182.86	N
			050888	703837A	199-12-6399.00-999-099000	books for secondary library	209.52	N
			050830	686876F	199-12-6669.00-999-099000	LIBRARY BOOKS	398.85	N
Totals for Check 074721							791.23	
074722	07-21-2020	GOEN & GOEN INSURAN	051315	14874744	199-41-6429.00-750-099000	SURETY INSURANCE	175.00	N
			051315	69938484	199-41-6499.00-701-099000	SURETY INSURANCE	52.50	N
			051315	71824916	240-35-6429.00-999-099000	SURETY INSURANCE	52.50	N
Totals for Check 074722							280.00	

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074723	07-21-2020	HALL LUMBER	051305	818	199-51-6319.00-999-099000	MONTHLY PARTS & SUPPLIES	276.20	N
074724	07-21-2020	HONDA SHARED SERVI	051311	3RD QT 19-20	199-93-6492.01-999-023000	QUARTERLY PAYMENT	3,600.00	N
074725	07-21-2020	IBS	051289	30094289	199-34-6319.00-999-099000	2 BATTERIES	223.90	N
074726	07-21-2020	KISER AUTO PARTS	051243	14887-164428	199-34-6319.00-999-099000	TRANSPORTATION SUPPLIES	22.88	N
			051255	14887164720	199-34-6319.00-999-099000	TRANSPORTAION SHOP SUPPLIE	12.78	N
						Totals for Check 074726	35.66	
074727	07-21-2020	KYLE NOACK	051304	20	199-51-6319.00-999-099000	wire controls for gym winches	165.00	N
074728	07-21-2020	LOWE'S BUSINESS ACC	002429	S0271JW2	199-51-6319.00-999-099000	BUILDING MATERIAL	14.27	N
074729	07-21-2020	LUBBOCK TRUCK	051287	P101030214:01	199-34-6319.00-999-099000	BUS 10 PARTS	229.50	N
074730	07-21-2020	MIDWEST FAB AND CON	051314	6329	240-35-6639.01-999-099000	STAINLESS STEEL COUNTER-TO	695.70	N
074731	07-21-2020	MUSIC & ARTS	050963	022548286	199-11-6249.03-002-011000	BAND REPAIRS	150.00	N
			050725	022079753	199-11-6249.03-002-011000	BAND REPAIRS	640.00	N
			050725	022256114	199-11-6249.03-002-011000	BAND REPAIRS	125.00	N
			050725	022079754	199-11-6249.03-002-011000	BAND REPAIRS	224.00	N
			051155	022850822	199-36-6499.03-999-099000	1 ALTP SAXAPHONE	960.00	N
			051155	022921089	199-36-6499.03-999-099000	4 204 M SERIES MARCHING MELL	5,940.00	N
						Totals for Check 074731	8,039.00	
074732	07-21-2020	REGION 17 EDUCATION	051112	45327	199-11-6411.00-102-011000	STEM Conference: July	140.00	N
			051328	45296	199-34-6299.00-999-099000	12-BUS DRIVER REFRESHER CO	720.00	N
			051328	45296	199-34-6299.00-999-099000	4 BUS DRIVER CERTIFICATION	400.00	N
						Totals for Check 074732	1,260.00	
074733	07-21-2020	RESPONSIVE SERVICES	051270	13583	199-12-6249.00-041-099000	1 CHROMEBOOK	899.00	N
			051270	13583	199-12-6249.00-041-099000	1 COMPUTER HUSEMAN	2,174.31	N
			051113	13547	199-12-6249.00-102-099000	ELMO FOR CLASS ROOM INSTRU	949.00	N
			051270	13583	199-12-6249.00-102-099000	2 COMPUTERS/CHROMEBOOK	2,174.30	N
			051297	13560	199-12-6249.00-999-099000	MONTHLY SERVICES	4,430.00	N
						Totals for Check 074733	10,626.61	
074734	07-21-2020	ROGER FOOTE LAWN C	051303	6119	199-51-6319.00-999-099000	Trees spraying Sups house	350.00	N
074735	07-21-2020	SAM'S CLUB DIRECT	002430	4548	199-11-6499.00-999-011000	FEES	46.48	N
074736	07-21-2020	SCHNEIDER ELECTRIC	051299	809822	199-51-6319.00-999-099000	Thermostats	670.92	N
074737	07-21-2020	SCHOOL SPECIALITY SP	050817	308103541839	199-11-6399.00-102-011019	ELEM ROOM 19 SUPPLIES	108.92	N
			050817	208125379269	199-11-6399.00-102-011019	ELEM ROOM 19 SUPPLIES	2.99	N
						Totals for Check 074737	111.91	
074738	07-21-2020	SCHOOL SPECIALTY, IN	050812	208125402322	199-11-6399.00-102-011007	ELEM ROOM 08 CLASS SUPPLIES	19.72	N
			050812	308103541938	199-11-6399.00-102-011007	ELEM ROOM 08 CLASS SUPPLIES	304.78	N
			050813	308103540651	199-11-6399.00-102-011010	ELEM ROOM #10 SUPPLIES	153.21	N
						Totals for Check 074738	477.71	
074739	07-21-2020	SPADE WATER SUPPLY	051312	WATER	199-51-6259.55-999-099000	WATER BILL	42.15	N
074740	07-21-2020	STAPLES ADVANTAGE	051137	8058695089	199-11-6399.00-041-011000	SUPPLIES FOR OFFICE CLOSET	674.68	N

For the Month of July

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
074741	07-21-2020	SUDAN INDEPENDENT S	051141	19-20 SPRING	199-36-6499.00-999-099000	19-20 SPRING EVENTS AWARDS	5,101.08	N
074742	07-21-2020	TOSHIBA AMERICA BUSI	051298	5010975313	199-11-6269.00-002-011000	COPIERS FOR THE DISTRICT	450.00	N
			051298	5010975313	199-11-6269.00-041-011000	COPIERS FOR THE DISTRICT	450.00	N
			051298	5010975313	199-11-6269.00-102-011000	COPIERS FOR THE DISTRICT	450.00	N
			051298	5010975313	199-36-6249.00-999-099000	COPIERS FOR THE DISTRICT	100.00	N
			051298	5010975313	199-41-6269.00-701-099000	COPIERS FOR THE DISTRICT	792.05	N
Totals for Check 074742							2,242.05	
074743	07-21-2020	TRIPLE S MEDIA	051313	3881	199-41-6491.00-701-099000	ADS FOR THE OLTON PAPER	70.00	N
074744	07-21-2020	WATERMASTER IRRIGA	051306	237892	199-51-6319.51-999-099000	Sprinkler heads	418.00	N
074745	07-21-2020	WEST PLAINS TELECOM	051316	0480S120001.	199-51-6259.52-999-099000	PHONE BILL	220.57	N
074746	07-21-2020	WEST TEXAS H2pros	051300	1809	199-51-6319.00-999-099000	kitchen exhaust cleaning	485.00	N
074747	07-21-2020	WEST TEXAS TIRE WOR	051301	869125	199-51-6319.00-999-099000	FLATS	15.00	N
074748	07-21-2020	WESTERN EQUIPMENT	051307	38521	199-51-6319.51-999-099000	ZTRAC REPAIRS	839.79	N
074749	07-21-2020	WILSON LANGUAGE TR	051217	1802373	199-11-6399.00-102-011011	Classroom Instruction	214.27	N
Total Checks							159,095.78	

End of Report

OLTON INDEPENDENT SCHOOL DISTRICT

Home of the Mustangs



BUDGET AMENDMENT FOR 2019-2020 BUDGET

OLTON ISD BOARD AUTHORIZES KEVIN McCASLAND, SUPRINTENDENT TO AMEND THE BUDGET FOR 19-20 AS NEEDED SO THAT NO FUNCTIONS OR MAJOR OBJECTS ARE OVER BUDGET AMOUNT AFTER FINAL YEAR END ADJUSTMENTS.

ALL ADMENDMENTS WILL COME FROM FUND BALANCE. 199-00-3600-00-000-09000000 UNDESIGNATED FUND BALANCE.

ALL AMENDMENTS WILL BE DISCLOSED TO THE BOARD AT THE FIRST BOARD MEETING IN SEPTEMBER.

Kevin McCasland 7-20-20

BUSINESS MANAGER

DATE

SUPERINTENDENT

DATE

BOARD SECRETARY

DATE

BOARD PRESIDENT

DATE

P.O. Box 388 ♦ Olton, Texas 79064 ♦ Office 806-285-2641 ♦ Fax 806-285-2724