

Waskom Public
Schools
Student Handbook
&
Code of Conduct



2013-2014

"I have received and reviewed a copy of the Waskom ISD Student Handbook for 2013/2014. I understand that the handbook contains information that my child

and I may need during the school year.

Regarding student records, I understand that certain information about my child is considered directory information. Directory information includes: student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. Directory information on my child will be released by the District to anyone who requests it unless I object in writing to the release of any or all of this information within ten school days of the time this handbook was issued to my child. I have marked through the items of directory information listed above that I wish the District to withhold about my child."

Student _____

Signature of Parent or Guardian

Date: _____

If this form is lost or misplaced, you may obtain another form from the principal's office.

The Waskom Independent School District does not discriminate against any person on the basis of race, religion, color, national origin, sex, or handicap in providing education services or in employment policies (except where age, sex, or handicap constitutes a bona fide occupational qualification necessary to proper and efficient administration). The district superintendent has been designated to coordinate compliance with the nondiscrimination requirements of Title IX and has been designated to coordinate compliance with nondiscrimination requirements of Section 504 of the Rehabilitation Act. Waskom Independent School District does not discriminate on the basis of disability by denying access to the benefits of District services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact the District Superintendent.

Should anyone have knowledge of any person in the Waskom Independent School District who is visually or hearing impaired or with limited English language skill, please refer that person to:

Supt. of Schools
Waskom I.S.D.
P.O. Box 748 Waskom, TX 75692
Telephone (903) 687-3361 ext. 1000

Waskom ISD will not provide human sexuality instruction to our students. This serves as notice as required by SB283, TEC 28.004

SCHOOL BOARD

Michael Allwhite -President

Stan Boyd -Vice-President

Shanta Bates -Secretary

Christy Gentry - Member

Michelle Thomas –Member

Dane Loyd-Member

Jimmy Whorton -Member

ADMINISTRATION

Superintendent: Jimmy E. Cox 687-3361 ext.1000

CAMPUS PRINCIPALS:

Andrew Chilcoat
Waskom High School
P.O. Box 748
Waskom, TX 75692
687-3361 ext. 1300

Rachel Hawkins
Waskom Middle School
P.O. Box 748
Waskom, TX 75692
687-3361 ext. 1200

Wade Youngblood
Waskom Elementary School
P.O. Box 748
Waskom, TX 75692
687-3361 ext. 1100

PREFACE

This booklet contains a great deal of required and useful information for a large number of students and parents. Because it cannot be as personal a communication as we would like, we address student, not directly as "you" but rather as "the student", "students", or "children". Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student.

PLEDGE TO THE UNITED STATES OF AMERICA FLAG

I pledge allegiance to the Flag of the United States of America and to the republic for which it stands; one nation under God, indivisible, with liberty and justice for all.

PLEDGE TO THE TEXAS FLAG

Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.

NATIONAL ANTHEM THE STAR SPANGLED BANNER

Oh, say, can you see, by the dawn's early light what so proudly we hailed at the twilights last gleaming?

Whose broad stripes and bright stars, thro' the perilous fight.

O'er the ramparts we watched, were so gallantly streaming.

And the rockets' red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.

Oh, say, does that star spangled banner yet wave O'er the land of the free and the home of the brave.

SCHOOL SONG

Go, Wildcats, play the game;

We will sing your praises.

Fighting ever, tiring never,

We're the best of all.

When the victory's won at last,

We will shout your name.

Maroon and White, we'll proudly wave
for Waskom High.

School Mascot: Wildcats

School Colors: Maroon and White

PHILOSOPHY OF EDUCATION

The Waskom Independent School District believes that the function of education is to provide the opportunity for the individual student to improve and develop to the fullest extent of their capabilities.

As an educational agency of the community, the school is committed to the continuation, maintenance, and strengthening of the American democratic society.

The school is directed to the goal of providing a safe healthy learning environment, while encouraging every student to become an efficient and productive member supportive of that society.

MISSION STATEMENT

"To provide a safe and secure learning environment while educating every student to become a successful, productive member of an ever changing global society."

This handbook is intended to assist you and your parents during your school year.

Most of the questions that may arise regarding curriculum, schedule, credits, and regulations are answered within the cover of this handbook.

Keep it in a safe place at home and refer to it often. As revisions in policy occur, this handbook will be updated.

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School Calendar

ADMISSION

A student (or the student's parent) seeking enrollment in the District for the first time or following attendance in another Texas district, out-of-state attendance, private school attendance, or admission through a bona fide foreign exchange program should contact the principal. Additionally, a minor student residing in the Waskom School District whose parent or guardian does not reside in the District shall present a Power of Attorney assigning responsibility for the student in all school related matters to an adult resident of the District.

ASBESTOS

A copy of the asbestos management plan for all the campuses is available for viewing in the office of the Superintendent.

ATTENDANCE

Texas Education Code requires attendance in order to receive credit in the respective area of

study during a school term. A child between the ages of 6 and 18 -depending on the child's birthday is required to attend school each day during the instructional year unless otherwise exempted by law. School employees must investigate and report violations of the state compulsory attendance law. These attendance requirements also apply to any District-required tutorial sessions.

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered cannot receive credit for the class unless the attendance committee finds that the absences are the result of extenuating circumstances. The number of days that may be missed before credit is lost is nine (9) per semester. Excused and Unexcused will count toward the 90 percent attendance rule. Students who lose credit for a course due to excessive absence must participate in alternative options to regain credit regardless of the reasons for absence(s). Participation in alternative options is required only for absence in excess of allowable number. High School and Middle School students must attend a four hour Saturday Alternative Attendance Option class for each absence in excess of the allowable number. Elementary School students must attend a four hour summer school Alternative Attendance Option Class for each absence in excess of the allowable number.

Each semester the Elementary Campus will offer the following incentives for students in regards to daily attendance:

All students who have perfect attendance for one six weeks period will receive an attendance award pencil.

All students who have a perfect attendance for two six weeks periods will be allowed to choose a prize from the office "Treasure Chest".

All students who have perfect attendance for three six weeks periods will attend an ice cream social.

*All students who have perfect attendance for the entire school year will be treated to pizza at Simple Simon's.

When returning to school after an absence, a student must bring a note, signed by the parent that describes the reason for the absence. Beyond nine (9) days absence per semester, all absences must have a physician-signed document for the complete period of absence. The doctor's/health care provider's document is required the day of the student's return to school. A student absent from school for any portion of a school day shall, within two days of returning to school, provide a note that describes the reason for the absence.

Students who have been absent will be allowed the number of days missed plus 1 day to make-up academic work assigned during the absence period.

Truancy: A student who is absent without permission is truant. Truancy includes: student leaves school without signing out, student leaves campus without permission, student is absent without parental permission, student fails to report to a place for which they received a pass from class, student comes to school but does not attend assigned class.

AWARDS AND HONORS

It is the policy of Waskom I.S.D. that medals and jackets/blankets will be awarded to students achieving certain levels of academic excellence in specific subjects.

Scholastic achievement will be recognized at Waskom High School in the form of an academic letter jacket/blanket. Any senior student who has a minimum Grade Point Average (GPA) of 85 and has (1) successfully completed three years of mathematics and science and is scheduled in a

fourth year of each or (2) has successfully completed or is enrolled in the courses necessary to complete the distinguished achievement program will be eligible to receive the academic letter jacket/blanket. Jackets/blankets will be ordered at the end of the Junior academic year and will be distributed upon audit of schedules and grades after the first six weeks of a students' senior year. Students who have passed required courses through their Junior academic year and are registered for classes to fulfill requirements their senior year will be awarded the jackets/blankets.

HONOR ROLL (Grades 1 -12)

The following shall apply:

- 1 Maroon/White Honor Roll: Students shall have a grade point average of 95 or above in all courses in a grading period which count in determining the honor roll with no grade below 90.
- 2 Maroon Honor Roll: Students shall have a grade point average of 90 or above in all courses in a grading period which count in determining the honor roll with no grade below 85.
- 3 White Honor Roll: Students shall have a grade point average of 85 or above in all courses in a grading period which count in determining the honor roll with no grade below 80.

The following will not be used in determining the honor roll:

Physical education, Band, Athletics, Choir or Student Aides.

HIGH SCHOOL & MIDDLE SCHOOL:

Academic awards will be presented to the students achieving the highest academic average in specific subjects at an awards ceremony in May.

ELEMENTARY:

In grades 1-4, eligibility for the honor roll shall be determined on the basis of grades earned in reading, language, spelling, math, science, and social studies. Grades earned in physical education, art, health, music, band, penmanship, and drama shall not be included in determining honor roll.

CLASS RANKING:

In order to be eligible for valedictorian or salutatorian honors, a student shall have been enrolled at the District high school no later than the end of the first grading period of the third semester. A nominee for valedictorian and salutatorian honors shall be currently enrolled, a full-time student, completing his or her eighth semester, and a candidate for graduation under the Advanced/Distinguished Achievement Program. Class rank shall be made available at the beginning of each school year. This information may be obtained from the principal or counselor. Class rank shall be based on an average of the total points of courses completed through the end of the student's previous year. Points for two-hour courses shall be doubled. All courses shall be included in determining class rank. The final senior ranking shall be calculated at the end of the fifth six-week grading period. If there is a tie for first in class ranking, covaldictorians shall be named.

The District shall use a weighted grading system. In this system, the decimal point shall be carried out to the thousandths place. Any whole number greater than four in the ten thousandths place shall round off the number in the thousandths place to the next whole number.

MIDDLE SCHOOL AWARDS CEREMONY

The **Middle School** Valedictorian (highest ranking student) and Salutatorian (second highest ranking student) are determined by averaging all semester grades earned in 5th, 6th, 7th, and 8th grades. The 4th and 5th Six Weeks of the 8th grade year will comprise the final semester grade. Athletics, P.E., Band, and Choir are excluded in computing class rankings.

A student must have been in attendance at Waskom Middle School prior to the close of the first

six weeks of his/her 8th grade year to be eligible for Valedictorian or Salutatorian.

CAFETERIA SERVICES

The District participates in the National School Lunch Program and offers free and reduced-price meals based on a student's financial need. Information can be obtained from the respective school office or superintendent's office.

CHECK ACCEPTANCE POLICY

Our school district has established the following policy for accepting checks and collecting bad checks: For a check to be an acceptable form of payment it must include your current, full and accurate name, address, telephone number, driver's license number and state. In the event your check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event your check is returned for non-payment, checks will no longer be an acceptable form of payment for the remainder of the school year.

CLOSED CAMPUS/PARKING VEHICLES

Waskom ISD has a closed campus. Students may not leave during the day without permission from the principal. Once students enter the parking lot they should immediately leave their cars and should not return to cars until departure time. Students need to register their vehicle for parking. They must have drivers license and liability insurance in order to obtain parking permits. Vehicles parked on school property are under school jurisdiction and the school reserves the right to search any vehicle if there is reasonable cause to do so with or without presence of the student. Students will be held responsible for prohibited items or substances that may be found in vehicles. Students are fully responsible for the security of their vehicles and contents. Vehicle operating/parking privileges may be suspended as a result of driving or parking violations.

CLUBS -STUDENT ACTIVITIES

Student clubs and performing groups such as the band, cheerleader, drill and athletic teams may establish rules of conduct -and consequences for misbehavior -that are more strict than those for students in general. If a violation is also a violation of school rules, the consequences specified by the school shall apply in addition to any consequences specified by the organization.

COMMUNICABLE DISEASES

Parents of students with a communicable or contagious disease are asked to telephone the school nurse (687-3361 ext. 1128) or the principal so that other students who have been exposed to the disease can be alerted. Students with certain diseases are not allowed to come to school when their disease is contagious. These diseases include -chicken pox, fever 100.4 or greater, gastroenteritis, head lice (pediculosis), influenza, measles, German measles, mumps, pink eye, scabies, strep throat, scarlet fever, diphtheria, hepatitis, impetigo, influenza, meningitis, polio, ringworm of the scalp, salmonellosis, shigellosis, tuberculosis, and whooping cough.

COMPUTER ACCESS -Acceptable Use and Code of Conduct

Only students who have been authorized by the District and who are under direct supervision of designated District employees are permitted to use a District computer or to access any local network or outside telecommunications resources such as TENET or the Internet. Prior to such authorization, the student and the student's parent must sign and return the District Student Agreement Form acknowledging their responsibilities and the consequences of violation.

Students are expected to observe network etiquette by being polite and using appropriate language. Students are prohibited from pretending to be someone else; transmitting obscene messages or pictures, revealing personal addresses or telephone numbers-either their own or another person's, or using the network in a way that would disrupt use by others.

CONFERENCES

Students and parents may expect teachers to request a conference 1) if the student is not maintaining passing grades or achieving the expected level of performance (See REPORT CARDS) 2) if the student presents any other problem to the teacher, or 3) in any other case the teacher considers necessary.

The District encourages a student who wants information or wants to raise a question or concern to confer with the appropriate teacher, counselor, or principal. A parent who wishes to confer with a teacher may call the office for an appointment during the teacher's conference period or request that the teacher call the parent during a conference period or at another mutually convenient time.

CONTACTING TEACHERS

Never interrupt teachers while they are conducting class.

Parents may contact the teacher by calling the campus office.

Parent-teacher conferences may be arranged by calling the campus office a day in advance, if possible. This procedure will eliminate interruption of classroom and other planned activities.

CORRESPONDENCE COURSES

The District shall allow resident students, students temporarily residing abroad, or out-of-school youths and adults to earn units of credit by taking correspondence courses from another educational institution. Credit toward state graduation requirements shall be granted only under the following conditions:

- 1 The institution offering the course is the University of Texas at Austin, Texas Tech University, or other public institution of higher education approved by the commissioner of education.
- 2 The correspondence course includes the state-required essential knowledge and skills of such a course.
- 3 The specified course has been approved by the commissioner of education. Resident students may earn a maximum of two of the total units required by the state through correspondence courses. Students temporarily living abroad and out-of-school youth and adults shall earn a maximum of 12 state-required units in residence. All high school students shall be eligible to take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students shall make a written request to the principal or designee for approval to enroll in the course. Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment. The counselor shall supervise the correspondence program. Students may be enrolled in only one correspondence course at a time. Grades earned in correspondence courses shall not be used in computing class rankings. Correspondence courses shall not be pursued to achieve early graduation. Students who are enrolled in

correspondence courses to earn units required for graduation shall complete the course and submit the grade for recording at least ten days prior to the graduation date in order to be eligible for graduation at the end of the term. The Superintendent or designee may exercise discretion in approving correspondence course credit or waiving provisions stated above for hardship cases on an individual basis.

COUNSELING

Academic Counseling: Students are encouraged to talk with the school counselor, teachers, and the principal in order to learn about the curriculum, course offerings, graduation requirements and differences between graduation requirement for the regular high school program and the advanced program. Students who are interested in attending a college, university, training school or some other advanced education should work closely with the district's counselor so that they may take the high school courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing. **Personal Counseling:** The school counselor is also available to help students with a wide range of personal concerns, including such areas as social, family, emotional, academic or chemical dependency needs. The counselor is familiar with community resources and may direct students to other sources of information and assistance. Students who wish to discuss academic or personal concerns with the counselor should present this request at the office. A school counselor is available for all campuses.

CREDIT BY EXAMINATION/EXAMINATIONS FOR ACCELERATION

No Prior Formal Instruction

A student in any grade (1 -12) may use examinations in lieu of coursework for acceleration to advance one grade level or to earn credit in an academic subject. Questions regarding these examinations and procedures for kindergarten acceleration may be discussed with the school counselor or principal.

Prior Formal Instruction

A student who has had sufficient prior formal instruction as determined by the District on the basis of a review of the student's educational records (and who has failed a course with a grade of no less than 60) may gain credit for the course by passing a proficiency examination on the Texas Essential Knowledge and Skills of the course. However, a student may not use this examination to regain eligibility to participate in extracurricular activities. The attendance committee may allow a student with excessive absences to receive credit for a course by passing an examination.

DISTRIBUTION OF MATERIAL

School Materials: School publications distributed to students include: school newsletters and school yearbooks. All school publications are under the supervision of the teacher, sponsor, and principal.

Nonschool Materials: Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on any school campus by a student or other person without the approval of the principal and must be in accordance with campus regulations.

Approval Required: All material intended for distribution to students that is not under the District's editorial control must be submitted to the principal for review and approval. If the material is not approved within 24 hours of the time it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved material to the Superintendent; material not approved by the Superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student will have a reasonable period of time to present his or her viewpoint.

DRILLS – SHELTER-IN-PLACE, BUILDING EVACUATION AND SITE EVACUATION

STUDENTS, TEACHERS, AND OTHER DISTRICT EMPLOYEES SHALL PARTICIPATE IN FREQUENT DRILLS OF EMERGENCY PROCEDURES. WHEN THE ANNOUNCEMENT OF AN EMERGENCY DRILL IS GIVEN ON THE CAMPUS INTERCOM SYSTEM, STUDENTS MUST FOLLOW THE DIRECTIONS OF TEACHERS OR ADMINISTRATORS QUICKLY AND IN AN ORDERLY MANNER.

Plans for each of the emergency drills are posted in each classroom of the respective campuses.

A campus administrator will use the campus intercom system to activate any of the emergency drills.

Shelter-in-Place-Students will move to designated locations inside the building. This emergency drill is used in the event of a tornado or severe weather.

Building Evacuation-Students will exit the building and move to designated locations that are a short distance from the building. This emergency drill is used for fires or fire-related emergencies.

Site Evacuation-Students will exit the building and move to designated locations that are a considerable distance from the buildings. This drill is used for emergency evacuations that would require the faculty and students to move farther away from the buildings to be in a safe and secure environment.

EMERGENCY CLOSING INFORMATION

In case of inclement weather or damage due from a fire, listen to channel 3 T.V., 6 T.V. or 12 T.V. stations, or radio stations: KWKH -94.5 FM/1130 AM, KMJJ-99.7 FM, KRUF-FM 94.5, or KTUX -FM 99.

EMERGENCY MEDICAL TREATMENT

Parents shall complete an emergency care form each year that includes a place for parental consent for school officials to request medical treatment for the student, as provided by law. Parents shall also be asked to supply other information that could be required in case of an emergency; parents should update this information as often as necessary.

EXTRA-CURRICULAR ACTIVITIES

Students shall be permitted to participate in extracurricular activities, subject to the following restrictions:

Eligibility

During the initial six-week period of the school year, students shall have been promoted to the next grade level or shall have accumulated the required number of units toward graduation.

GRADE:

8th to 9th	Promoted	9th to 10th	5 Credits
10th to 11th	10 Credits	11th to 12th	15 Credits
Credits for Graduation		27 CREDITS	

During subsequent six-week periods, students who receive a six-week grade below 70 may not participate in extracurricular competition during the following three week period. The suspension from extracurricular activities goes into effect seven days after the last day of the six-week period during which the grade lower than 70 was earned. Students shall be allowed to participate at the end of the three week period in which the student elevates grade averages to 70 or more.

Extra Curricular Absences

Students are permitted up to 17 cumulative excused absences yearly in order to participate in school-related or school sanctioned activities on or off campus at the district level or below. In addition, a student shall be allowed a maximum of five absences for post-district competition prior to state, and a maximum of two absences for post-district competition prior to state, and a maximum of two absences for state competition. All UIL activities come under this provision as do board approved extracurricular activities. Students are permitted 5 additional days for competition above district level. Any absence resulting from a student's participation in an organization not on the approved list shall be considered unexcused. A student receiving an incomplete in a course is considered ineligible until the incomplete is replaced with a passing grade for the grading period within the UIL 7 day grace period. An ineligible student's project or show animal may be taken to a show by another person such as a family member or a teacher if the local show's rules permit this. This would not be considered a violation of state board rules.

FEES

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide their own supplies of pencils, paper, erasers, and notebooks; and may be required to pay certain other fees or deposits, including:

- 1 Club dues.
- 2 Security deposits.
- 3 The materials for a class project the student will keep.
- 4 Personal physical education and athletic equipment and apparel.
- 5 Voluntary purchases of pictures, publications, class rings, etc.
- 6 Student accident insurance and insurance on school-owned instruments.
- 7 Instrument rental and uniform maintenance.
- 8 Parking fees and student identification cards.
- 9 Fees for damaged or lost library books, textbooks, and school-owned equipment and property.

Any required fee or deposit may be waived if the student or parent is unable to pay. Applications for such a waiver may be made to the principal.

FUND RAISING

Occasionally student clubs, classes, and organizations and parent groups will be permitted to conduct fund-raising drives. All fund raising projects must be approved by the Campus Principal. Except as approved by the Campus Principal, fund raising shall not take place on school property.

GRADE CLASSIFICATION

After the 9th grade, students are classified according to the number of units earned toward graduation, as specified in the Texas Education Code.

<u>Units of Credit Earned</u>	<u>Grade Placement</u>
6	10 (Sophomore)
12	11 (Junior)
18	12 (Senior)

GRADING POLICY

STATUTORY CITATION TEXAS EDUCATION CODE SECTION 21.721:

Grade requirement for advancement or course credit.

- 1 A district may not grant social promotions. Students may be promoted only on the basis of academic achievement.
- 2 A student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next.
- 3 A student who has not maintained a grade average for a course equivalent to at least 70 on a scale of 100 may not be given credit for the course.

GRADUATION ACTIVITIES

Tentative Graduation Activity's Dates are as follows:

W. H. S. Commencement Exercises
Friday, June 6, 2013
7:00 p.m.
Marshall Convention Center

Middle School Awards Ceremony
To Be Announced

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
<p>English Language Arts ♦</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from one full credit or a combination of two half credits of the following: <ul style="list-style-type: none"> ▪ English IV ▪ Research and Technical Writing ▪ Creative Writing ▪ Practical Writing Skills ▪ Literary Genres ▪ Business English (CTE) ▪ Journalism ▪ AP English Language and Composition ▪ AP English Literature and Composition 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. 	<p>Four credits:</p> <ul style="list-style-type: none"> • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
<p>Mathematics ♦</p>	<p>Three credits:</p> <ul style="list-style-type: none"> • Algebra I • Geometry • The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement. • The final credit may be selected from one full credit or a combination of two half credits from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Mathematical Models with Applications ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ The additional credit may be selected from the following and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) ▪ Statistics and Risk Management (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Algebra I • Algebra II • Geometry • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: <ul style="list-style-type: none"> ▪ Precalculus ▪ Independent Study in Mathematics ▪ Advanced Quantitative Reasoning (AQR) ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level • The additional credit may be selected from the following courses and may be taken after successful completion of Algebra I and Geometry and either after successful completion of or concurrently with Algebra II: <ul style="list-style-type: none"> ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
 * Distinguished Achievement Program requirements also include student achievement of four advanced measures. See IAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline ♦	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Science ♦	<p>Two credits:</p> <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry (IPC) <p>May substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry) or a physics credit (Physics, Principles of Technology, AP Physics) for IPC but must use the other of these two courses as the academic elective credit.</p>	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics <p>The additional credit may be IPC and must be successfully completed prior to chemistry and physics.</p> <p>The fourth credit may be selected from any of the following laboratory-based courses:</p> <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems <p>The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</p> <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE) 	<p>Four credits:</p> <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics <p>The fourth credit may be selected from any of the following laboratory-based courses:</p> <ul style="list-style-type: none"> ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems <p>The additional credit may be selected from the following laboratory-based courses and may be taken after successful completion of biology and chemistry and either after successful completion of or concurrently with physics:</p> <ul style="list-style-type: none"> ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	<p>Three credits:</p> <ul style="list-style-type: none"> • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) <p>The final credit may be selected from the following:</p> <ul style="list-style-type: none"> ▪ World History Studies (one credit) ▪ World Geography Studies (one credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) 	<p>Four credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since 1877 (one credit) • U.S. Government (one-half credit) • Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

* Distinguished Achievement Program requirements also include student achievement of four advanced measures. See IAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Academic Elective	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies <ul style="list-style-type: none"> ▪ A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective. • Any SBOE-approved science course <ul style="list-style-type: none"> ▪ If substituting Chemistry or Physics for IPC, a student must use the other of these two courses as academic elective credit. 	None	None
<p>Languages Other Than English ♦</p> <p>Physical Education</p>	<p>None</p> <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>Two credits: The credits must consist of any two levels in the same language.</p> <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies). 	<p>Three credits: The credits must consist of any three levels in the same language.</p> <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: <ul style="list-style-type: none"> ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. • A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies).
Speech	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) 	<p>One-half credit from either of the following:</p> <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE)

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
 * Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

Graduation Credit Requirements for Students Entering Ninth Grade Beginning in 2012-2013

Discipline	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
Fine Arts ♦	<p>One credit for students who entered Grade 9 in 2010-11 or later from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications) 	<p>One credit from any of the following:</p> <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE) • Digital Art and Animation (Technology Applications) • 3-D Modeling and Animation (Technology Applications)
Elective Courses ♦	<p>Six and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Five and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>	<p>Four and one-half credits from any of the following:</p> <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) <p>A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.</p>
Total Credits	22	26	26

♦ College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.
 * Distinguished Achievement Program requirements also include student achievement of four advanced measures. See TAC §74.74(d) for more information.

EARLY GRADUATION

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation. Education Code 26.003 (a) (3) (C) [See EIF, EIG, FNG (LEGAL)]

STUDENTS WITH DISABILITIES

Students with disabilities may be permitted to graduate under the provisions of their IEP and with the consent of the ARD committee and their parents.

HIGH SCHOOL CREDIT FOR COLLEGE COURSES

Students who are classified as junior or seniors may be awarded concurrent credit toward high school graduation for completing college-level courses.

The course for which credit is awarded shall provide advanced academic instruction beyond or in greater depth than the Texas Essential Knowledge and Skills (TEKS).

The student who wishes to obtain high school credit for a college course will need to enroll in an approved college in the summer between his/her sophomore and junior year or concurrently during his/her senior year.

College credit earned will be held in escrow until the student furnishes an official transcript from the high school after graduation. Students must be approved for early graduation by Waskom High School.

IMMUNIZATON

All students must be immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Their immunizations required are diphtheria/tetanus, polio, measles (rubeola), mumps and rubella; the school nurse can provide information on the required doses of these vaccines. Proof of immunization may be personal records by 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 document, signed by a U. S. licensed physician that states that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a statement signed by the student (or by the parent if the student is a minor) that states the immunization conflicts with the beliefs and practices of a recognized church or religious denomination of which the student is an adherent or member. This statement must be renewed yearly.

INSURANCE

At the beginning of the school year, the district will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the principal's office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury. Before participating in a school-sponsored trip outside the district or in a school-sponsored athletics, students and parents must have (1) purchased the student accident insurance, (2) shown proof of insurance, or (3) signed a form rejecting the insurance offer.

LIBRARY

- 1 Enter the library quietly.
- 2 Choose your book promptly.
- 3 Return book when due. Books are loaned for 2 weeks. A fine of 5 cents per day is assessed for each day the book is overdue.
- 4 Lost or severely damaged books will be paid for by the student.
- 5 Check out all books with the librarian before you take the books from the library.
- 6 Reference books and encyclopedias will not be taken from the library.

LOCKERS

Waskom High School and Middle School have removed all student lockers from the hallway. Each student will be issued a textbook to use to complete class assignments at home. A classroom set of textbooks will be provided for assignments that need to be completed during class time.

MEDICINE AT SCHOOL

A student who must take a prescription (or nonprescription) medicine during the school day must have their parent/guardian bring the medicine, in its properly labeled bottle, to the school nurse or campus administrator. The school nurse or campus administrator will either give the medicine at the proper times or give the student permission to take the medication as directed.

MISCELLANEOUS

Bring toys to school only with your teacher's permission. They must not interfere with classroom activities. Radios, tape recorders, etc., will not be brought to school. NOTE: Teachers are not responsible for toys, etc. at school.

CAMPUS PARENT INVOLVEMENT POLICY

Acknowledging that parents/guardians are a student's first teachers and that this continuing support is essential for academic success, Waskom ISD is committed to the following parent involvement policy:

** Title I, Part A parents will annually receive information concerning the implementation of the Title I, Part A program and will be encouraged to offer suggestions for improving/strengthening the program.

** Parents will be given timely information concerning overall student performance standards and expectations (TEKS).

** Parents will be given timely information concerning campus/state assessment instruments:

local assessment measures, TPRI, RPTE, TAKS, STAAR/EOC.

** Parents will be offered opportunities for learning how to foster improved academic performance for their child(ren).

** Parent representatives (including parents of Title I, Part A students) will be involved in the development, review and evaluation of the campus improvement plan.

** Title I, Part A parents will be involved annually in the review/revision of the School/Parent Compact.

** Title I, Part A parents will be asked to complete surveys seeking evaluation of the Title I, Part A program and parent involvement.

** Parents will annually review/revise this policy.

Waskom Independent School District agrees to implement the following policy standards:

- Waskom ISD will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- Waskom ISD will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Waskom ISD will make the Parental Involvement Policy available to the local community.
- Waskom ISD will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- Waskom ISD will adopt the school-parent compact as a component of its Parental Involvement Policy.
- Waskom ISD agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that:

(A) parents play an integral role in assisting their child's learning;

(B) parents are encouraged to be actively involved in their child's education at school;

(C) parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Waskom ISD will implement required school parental involvement policy components as follows:

1. Waskom ISD will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices from the Table on page 45 of the Title I, Part A Non-Regulatory Guidance. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.

2. Waskom ISD will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.

- *The policy will be posted on the school web site.*
 - *The policy will be included in the Student Handbook.*
3. Waskom ISD will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:
 - *Regularly scheduled Site Based Decision Making (SBDM) Team meetings*
 - *Annual Title I meetings*
 - *General School meetings*
 4. Waskom ISD will convene an annual meeting to inform parents of the following:
 - *That Waskom ISD participates in Title I,*
 - *The requirements of Title I*
 - *Of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school-parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, the district wide parental involvement policy, and the school's parental involvement policy and*
 - *Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, and the web page.*
 5. Waskom ISD will hold a flexible number of meetings at varying times, and may provide child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - *To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.*
 6. Waskom ISD will provide information about Title I programs to parents of participating children in a timely manner through the use of memos, newsletters, and the web page.
 7. Waskom ISD will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:
 - *Annual Title I parent meetings*
 - *Regular parent/teacher conferences*
 - *Title I meetings and Family Nights throughout the year*
 - (a) If requested by parents, Waskom ISD will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - *through meetings with the student's teacher which may include the Title I Coordinator, the principal, and other staff as appropriate*
 - (b) Waskom ISD will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
 - *Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or the appropriate department within Waskom Independent School District.*

RESPONSIBILITIES FOR STUDENT ACADEMIC ACHIEVEMENT

1. Waskom ISD will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a

partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:

- *Parent training and/or educational opportunities*
- *Parental access to the available Teacher/Parent Resources and other resources such as web sites, parent organizations, etc.*
- *Parent Portal*

2. Waskom ISD will incorporate the School-Parent-Student Compact as a component of its School Parental Involvement Policy:

- *The School-Parent-Student Compact will be a part of the School Parental Involvement Policy on the school's web page.*
- *During regular parent/teacher/student conferences, the school-parent compact may be completed and signed by the teacher, the parent(s), and the student.*
- *As needed, the School-Parent-Student Compact will be included in school newsletters along with the School Parental Involvement Policy.*

3. Waskom ISD will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

- *the State's academic content standards,*
- *the State's student academic achievement standards,*
- *the State and local academic assessments including alternate assessments,*
- *the requirements of Title I, and*
- *how to monitor their child's progress.*

Parents may receive training and necessary information on the topics above through:

- *School-Parent-Student Intervention Compact, highlights of the standards, list of web sites, school sponsored trainings and workshops.*

4. As appropriate, Waskom ISD will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

- *Holding Annual Title I meetings, Family Nights, and encouraging parental participation in the Parent Portal.*

5. Waskom ISD will, with the assistance of the district and parents, educate its teachers, student services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *Encouraging staff to attend parental involvement workshops, conferences and staff development, web-based learning, and on-site staff development.*

6. Waskom ISD will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.*

SCHOOL-PARENT-STUDENT COMPACT FOR WASKOM ISD

Waskom ISD and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the high standards as set forth by the state of Texas.

This school-parent-student compact is in effect during the 2013-2014 school year.

REQUIRED SCHOOL-PARENT-STUDENT COMPACT PROVISIONS

Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.

School Responsibilities

The entire staff of Waskom ISD will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards as follows:**
[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Specifically, those conferences will be held:**
[Describe when the parent-teacher conferences will be held.]
3. **Provide parents with frequent reports on their student's progress. Specifically, the school will provide reports as follows:**
[Describe when and how the school will provide reports to parents.]
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
[Describe when, where, and how staff will be available for consultation with parents.]
5. **Provide parents opportunities to volunteer and participate in their student's class and to observe classroom activities, as follows:**
[Describe when and how parents may volunteer, participate, and observe classroom activities.]

[Add additional items as needed and agreed upon]

Additional School Responsibilities

Waskom ISD will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many

parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Parent Responsibilities

We, as parents, will support our child's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

WASKOM HIGH SCHOOL

Mission Statement

Our mission at Waskom High School is to provide a safe and supportive learning environment where each student may excel academically and socially in order to become a responsible, successful citizen.

Vision Statement

Our vision is a supportive and productive community of stakeholders including students, teachers, staff, parents, and community members who through involvement, respect, and inspiration, create an environment of teamwork to help all members become successful.

**Supportive
Productive
Involvement
Respect
Inspiration
Teamwork**

SPIRIT = SUCCESS!!!

Belief Statements

At Waskom High School, we believe...

- *that every person deserves the opportunity to achieve his/her potential.*
- *that all students have unique talents, gifts, and abilities that can flourish if given the right opportunities.*
- *that staff development should be effective and impact both the instructional and learning processes.*
- *that all students learn in a variety of ways and that differentiated instruction is vital to meet their needs.*
- *that involvement from all stakeholders is essential for student success.*
- *that a safe, orderly, and comfortable environment promotes student learning.*
- *that a culturally diverse education enables the student to become a positive influence on society.*

WASKOM MIDDLE SCHOOL

Mission Statement

The mission of Waskom Middle School is to provide our diverse student population with a meaningful and extensive education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning and life.

WASKOM MIDDLE SCHOOL

Vision Statement

The vision of Waskom Middle School is to inspire in all the desire to learn and succeed. By celebrating achievements and actively partnering with families and the community, we will empower students to embrace the challenges and opportunities of their future.

WASKOM MIDDLE SCHOOL

Belief Statements

- We believe...that education is a responsibility shared by parents, students, the school, and the community.
- We believe...that each student is an unique individual with special talents, strengths, and needs.
- We believe...that ongoing staff development is essential enhancement of the learning process.
- We believe...that the best learning process occurs when students and staff are motivated to strive for excellence.
- We believe...that each student can be a successful learner and every student should strive to reach his or her full potential.
- We believe...that consistent rules and discipline, positive values, and social skills are necessary for all individuals to reach their full potential.
- We believe...that the best interests of students should be first and foremost when decisions are being made.
- We believe...in a commitment to excellence in all aspects of education.

**Waskom Elementary School
Mission Statement**

The mission of Waskom Elementary School is to provide a safe learning environment that will establish a foundation for all students to be successful in education as well as life circumstances.

PARTIES AND SOCIALS

The rules of good conduct and grooming shall be observed for school social events. Guests will be expected to observe the same rules as students attending the event; the person inviting the guest will share responsibility for the conduct of the guest. Students attending a party or social may be asked to sign out when leaving before the end of the party; anyone leaving before the official end of the party may not be readmitted.

PESTICIDES

The district applies only pest control products that comply with state and federal guidelines. All persons performing Pest management at this district are required to receive special training in current pest management practices and pesticide application. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area or who have further questions about pesticide use, including the types and timing of treatments, may contact their IPM Coordinator at (903) 687-3361.

PHYSICAL EXAMINATIONS

Students enrolled in Waskom Public Schools will be screened periodically according to state requirements for vision, hearing and spinal problems. Parents or guardians will be notified in the event an abnormality is suspected.

A student may be exempted from screening requirements if the tests conflict with the beliefs of a recognized church or religious denomination. The parent or guardian should submit to the principal an affidavit stating the objections to the screening.

Students participating in UIL athletic competition must submit annually a statement from a Texas licensed physician, indicating that they are physically able to participate in athletics. Physical forms may be obtained from the coaches of the respective sports.

POSTERS

Signs and posters that students wish to display must first be approved by the principal. Posters displayed without authorization will be removed. Any student who posts printed material without approval shall be subject to disciplinary action.

PROMOTION, RETENTION AND PLACEMENT

Students shall be promoted from one grade to the next on the basis of academic achievement. Waskom ISD students shall be placed in a remedial or compensatory course based on the following criteria:

1 Student has failed to demonstrate mastery on one or more areas of the most recent TAKS/STAAR test.

2 Student has been recommended, based on prior performance in academic courses, by the teacher, principal, or counselor.

Middle School students must have an overall average of 70 or above, as well as an average of 70 or above in at least three of the following subjects: language arts, mathematics, social studies, and science. Students in grades 5-8 who are not promoted shall be retained in the same grade or placed in an alternative program. No student shall be retained more than once in grades 5-8 unless the parents, teacher, and school administrators agree that the student should be retained a second time.

STAAR requirements for promotion-5th & 8th Grade must pass the Mathematics and Reading sections of the TAKS Exam.

Elementary. To be promoted from one grade level to the next in grade 1 and above, a student shall attain for the year an overall average of 70 or above. The overall average shall be derived by averaging the final numerical score for language arts, mathematics, social studies, and science. In addition, a student shall attain an average of 70 or above in language arts and in mathematics. Below grade 1, promotion may be granted using assessment methods other than numerical grades. Students in pre-kindergarten and kindergarten shall not be retained without parental consent. With parental consent, six-year-old students determined by the school not to be developmentally ready for first grade may be assigned to a grade as deemed appropriate by the school. No student shall be retained more than one time in grades pre-kindergarten through 2 nor more than one time in grades 3-4 unless a committee of the student's teacher(s) and two administrators approve and the parent(s) agree because of some special circumstance.

STAAR requirements for promotion-3rd Grade must pass the Reading section of the STAAR Exam.

RELEASE OF STUDENTS FROM SCHOOL

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission. The teacher will determine that permission has been granted before allowing the student to leave.

REPORT CARDS

Written reports of student's grades and absences shall be issued to parents at least once every six weeks. At the end of the first three weeks of a grading period, parents will be notified if the student's grade average is near or below 70 or the expected level of performance.

A -95-100

B -85-94

C -75-84

D -70-74

F -69 and below

Semester exams shall be at the end of each semester.

Semester Exam Exemption Policy Waskom High School

Waskom High School students may be exempted from semester examinations in individual classes. Exemptions will be based on academic performance, attendance, tardiness and discipline referrals. To qualify for exam exemptions students must meet the following requirements:

Student Absences

Grade Average

0	85
1	90
2-3	95

Any unexcused absence will nullify exemption opportunities for any student.

Exemptions will be determined on a class by class basis. For attendance purposes 4 tardies to class will constitute an absence for exemption purposes. Major discipline problems, (3 discipline referrals) or as determined by the Campus Principal, will disqualify students from exemption eligibility.

Conduct grades are given as follows:

E/A -Excellent; S/B -Good; N/C -Needs Improvement;

U/D -Failure to behave in an acceptable manner

Progress reports will be developed for grades pre-kindergarten and kindergarten to determine six weeks evaluation.

For grades 1-4, numerical scores shall be established for language arts, mathematics, science, and social studies. Six weeks grades will be an average of all grades recorded. Semester grades will be an average of the three six weeks averages. Final grade will be an average of the two semester grades.

SCHOOL BUSES

Students being transported in school-owned vehicles shall comply with the Student Code of Conduct.

SCHOOL SAFETY TRANSFERS

Waskom ISD has a local policy to address School Safety Transfers. (Policy FDE Local) Contact the School Supt. at the Central Administration Office with any questions about school safety transfers.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented, Dyslexia, English as a Second Language (ESL) and for those with disabilities. A student or parents with questions about these programs should contact the campus principal; the coordinator of each program can answer questions about eligibility requirements and programs and services offered in the district or by other organizations. Students may be nominated for the gifted & talented program at any time by teachers, counselors, parents, or other interested persons. Conferences shall be held with nominated students and their parents to determine if the students are interested in the program. Criteria to identify gifted & talented students shall be established in the Board-approved program for the gifted & talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

STUDENT ASSISTANCE PROGRAMS

The district shall provide a structured program of assistance to students experiencing physical, emotional, social, medical, family, or chemical use problems to the extent that their academic or extracurricular performance is being adversely affected. To meet these students' needs, the district shall establish a student assistance program to systematically and professionally respond to their problems as they are manifested in school.

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the district overall general education referral or screening system for support services. This system links student to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support service that are available to all students including a process based on Response to Intervention (Rtl). The implementation of Rtl has the potential to

have a positive impact on the ability of local education agencies to meet the needs of all struggling students. At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The district must complete the evaluation and the report within 60 calendar days of the date of the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the district. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards-Rights of Parents of Students with Disabilities*.

The designate person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is:

Contact: Elementary School, Wade Youngblood, 687-3361 ext. 1100
 Middle School, Rachel Hawkins, 687-3361 ext. 1200
 High School, Andrew Chilcoat, 687-3361 ext. 1300

STUDENT COMPLAINTS

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested within 5 calendar days of the event or events causing the complaint. If the outcome of the conference with the principal is not satisfactory, a conference with the superintendent or designee can be requested within 5 calendar days following the conference with the principal. If the outcome of this conference is not satisfactory, the student or parent may appear before the board of trustees, in accordance with board policy. A student and/or parent with a complaint regarding possible discrimination on the basis of sex should contact the district superintendent. A complaint or concern regarding the placement of a student with disabilities who is not eligible for special education or about the district's programs and services available to the student should be brought to the district superintendent.

STUDENT HARASSMENT

The district believes that every student has the right to attend District schools and school-related activities free from all forms of discrimination on the basis of sex, race, or handicapping condition. Students must not engage in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee. This prohibition applies whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors. All students are expected to treat other students and District employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop these behaviors when asked or told to stop. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense. See the Student Code of Conduct for information regarding disciplinary sanctions. The District will notify the parents of all students involved in sexual harassment by student(s) when the allegations are not minor, and will notify parents of all incidents of sexual harassment or sexual abuse by an employee. The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with the teacher, the counselor, or the principal. A complaint alleging sexual harassment by another student, or sexual harassment or sexual abuse by a staff member may be presented by a student and/or parent in a conference with the principal. The first conference with the student ordinarily will be held by a person who is the same gender as the student. The conference will be scheduled and held as soon as possible within five days

of the request. The principal will coordinate an appropriate investigation, which ordinarily will be completed within ten days. The student or parent will be informed if extenuating circumstances delay completion of the investigation. The student will not be required to present a complaint to a person who is the subject of the complaint. If the resolution of the complaint is not satisfactory to the student or parent, the student or parent within ten days may request a conference with the Superintendent by following the procedure set out in Board policy FNCJ (LOCAL). If the resolution by the Superintendent is not satisfactory, the student or parent may present the complaint to the Board as provided by policy.

STUDENT RECORDS

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student Withdraws or graduates. This record moves with the student from school to school. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. The principal is custodian of all records for currently enrolled students at the assigned school. The superintendent is the custodian of all records of students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The phone numbers and addresses of the superintendent and principals are listed on page II of this handbook. Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employees, agents, or trustees of the district, of cooperatives of which the district is a member or facilities with which the district contracts for the placement of handicapped students, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. The district forwards a student's records without prior consent on request to a school in which a student seeks or intends to enroll. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the District, do not have to be made available to the parents or student. Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the District refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester 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, parents and students are not allowed to contest a student's grade in a course through this process. Parents or students have the right to file a complaint with the U. S. Department of Education if they feel that the District is not in compliance

with the law regarding student records. Copies of student records are available at a cost of 10 cents per page, payable in advance. Parents may be denied copies of a student's records: (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education or (3) if the parent fails to follow proper procedures and pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge. Certain information about District students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after issuance of this handbook. Directory information includes, a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school and most recent previous school attended.

SUMMER SCHOOL

Summer school may be provided by the district as part of the Compensatory Education Program or as an Alternative Educational Arrangement. Details pertaining to the summer program may be obtained from the office of the principal, curriculum director, or Superintendent.

TELEPHONE POLICY

Students will not ordinarily be called to the telephone, as this disrupts the usual classroom procedure. Messages will be taken by the office staff and delivered at an appropriate time. Students will be allowed to use the phone when a real need exists as determined by the principal or school secretary.

TESTING

Texas state law has mandated that students must pass all portions of the Exit Level TAKS test by the end of their 12th grade year in order to receive their diploma. Registration forms and information regarding college entrance exams (ACT, SAT, TASP) may be obtained from the counselor. For additional information contact the high school principal, counselor, or the curriculum director. Testing is a vital part of the educational process of Waskom ISD. Testing is conducted according to the following schedule;

2013/2014 Testing Dates

Oct.21	Exit Level ELA-TAKS
Oct.22	Exit Level Math-TAKS
Oct. 23	Exit Level Science-TAKS
Oct. 24	Exit Level Social Studies-TAKS
Dec. 2	English I Writing-STAAR
Dec. 3	English I Reading-STAAR
Dec. 4	English II Writing-STAAR
Dec. 5	English II Reading-STAAR
Dec. 6	All make-up sessions for STAAR English assessments scheduled to be administered from Dec.2-5, 2013, must be completed by the end of this day.
Dec. 2-13	Algebra I, Biology, U.S. History-STAAR
Mar. 3	Exit Level ELA-TAKS
Mar.4	Exit Level Mathematics-TAKS
Mar.5	Exit Level Science-TAKS
Mar.6	Exit Level Social Studies-TAKS
Mar17-Apr11	Grades K-12 TELPAS Listening, Speaking, Reading and Writing
Mar.31	English I-STAAR
Apr.1	Grade 4 Writing Day 1-STAAR
	Grade 7 Writing Day 1-STAAR
	Grade 5 Mathematics-STAAR

	Grade 8 Mathematics-STAAR
	English II-STAAR
Apr. 2	Grade 4 Writing Day 2-STAAR
	Grade 7 Writing Day 2-STAAR
	Grade 5 Reading
	Grade 8 Reading
Apr. 4	All make-up sessions for STAAR assessments scheduled to be administered from Mar. 31-Apr. 2, 2014 must be completed by the end of this day.
Apr. 21	Exit Level ELA-TAKS
Apr. 22	Grades 3-4 Mathematics-STAAR
	Grades 6-7 Mathematics-STAAR
	Grade 8 Social Studies-STAAR
	Exit Level Mathematics-TAKS
Apr. 23	Grades 3-4 Reading-STAAR
	Grades 6-7 Reading STAAR
	Grade 5 Science-STAAR
	Grade 8 Science-STAAR
	Exit Level Science-TAKS
Apr. 24	Exit Level Social Studies-TAKS
Apr. 25	All make-up sessions for STAAR assessments scheduled to be administered from Apr 22-23, 2014, must be completed by the end of this day.
May 5-9	Algebra I-STAAR
	Biology-STAAR
	U.S. History-STAAR
May 13	Grade 5 Mathematics-STAAR Retest
	Grade 8 Mathematics-STAAR Retest
May 14	Grade 5 Reading-STAAR Retest
	Grade 8 Reading-STAAR Retest
May 18	All make-up sessions for STAAR assessments scheduled to be administered on May 13-14, 2014, must be completed by the end of this day.
June 24	Grade 5 Mathematics STAAR Retest
	Grade 8 Mathematics STAAR Retest
June 25	Grade 5 Reading STAAR Retest
	Grade 8 Reading STAAR Retest
June 27	All make-up sessions for STAAR assessments scheduled to be administered on June 24-25, 2014 must be completed by the end of this day.
July 7	English I-STAAR
	Exit Level ELA-TAKS
July 8	English II-STAAR
	Exit Level Mathematics-TAKS
July 9	Exit Level Science-TAKS
July 10	Exit Level Social Studies-TAKS
July 11	All make-up sessions for STAAR English assessments scheduled to be administered on July 7-8, 2014 must be completed by the end of this day.
July 7-11	Algebra I-STAAR
	Biology-STAAR
	U.S. History-STAAR

*Testing procedures are coordinated through the district's guidance and counseling services.

TEXTBOOKS

State approved textbooks are provided free of charge for each subject or class; students are required to use these books carefully. Books must be covered by the student; as directed by the teacher; students who are issued damaged books should report that fact to the teacher. Any student failing to return a book issued by the school shall lose the right to free textbooks until the book is returned or paid for by the parent or guardian. Students who lose, damage, or deface textbooks will be charged a fine according to the following schedule:

Damaged cover or pages	\$ 5.00
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Writing in ink	\$ 2.00 per page
Broken Spine	\$ 5.00
Book unusable for any reason	Cost of book

VEHICLES ON CAMPUS

In order to park on campus, students must present a valid drivers license and insurance papers on any vehicle they will be driving to school. A Waskom ISD parking permit and a parking area will be assigned to those authorized to park. Vehicles parked on school property are under the jurisdiction of the school. The school reserves the right to search any vehicle if reasonable cause exists to do so. Students have full responsibility for the security of their vehicles and must make certain they are locked and that the keys are not given to others. Students will be held responsible for any prohibited objects or substances, such as alcohol, drugs, and weapons, that are found in their cars and will be subject to disciplinary action. Searches of vehicles may be conducted at any time there is reasonable cause to do so, with or without the presence of the student.

VISITORS

Parents and other visitors are welcome to visit district schools. All visitors must report to the principal's office. Visits to individual classrooms during instruction time shall be permitted only with the principal's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Visitors may be asked to wear an appropriate badge or sticker obtained from the campus principal. Each campus principal has the right to refuse entry to persons during class time or those who have no legitimate business or to request unauthorized persons to leave the school. Charges may be filed for noncompliance.

WITHDRAWALS

Students under eighteen years of age must have parents or guardian notify the principal's office before they can withdraw from school. Parents or guardians must accompany a student to school during withdrawal procedures. When permission has been granted, a withdrawal slip will be issued to the student. Each teacher will assign a current grade, clear the textbooks, and sign in the appropriate place on the slip. The counselor and librarian must also clear the student. When the withdrawal slip has been completed, the principal will sign it, and give the student his or her book card, withdrawal slip and health card for presentation and admittance to the new school.