



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Proposed Changes to the 2011-2012 Student Code of Conduct Student Handbook (Bus Rider Handbook & Technology Use Guide)

SUBMITTED BY: Sandra Cavazos/Annette Perez **OF:** Student Relations/Discipline Management

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:

DATE ASSIGNED FOR BOARD CONSIDERATION: June 22, 2011

A student Code of Conduct District Wide Revision Committee composed of administrators, parents, and students met to review and recommended changes to the Student Code of Conduct on March 30, 2011. Chairperson for this Committee: Annette Perez

The Student Handbook was reviewed by individual department directors and coordinators. Recommended changes were submitted to Annette Perez.

On June 28, 2011, all recommended changes (internal and legislative) to the Student Code of Conduct, Student Handbook, Bus Rider Handbook and the Technology Use Guide will be presented to the District Educational Improvement Council for their approval.

All recommended changes by the District Educational Improvement Council and any state mandated Legislative changes to the Student Code of Conduct and Student Handbook will be presented to the School Board of Trustees for final approval at the July 20, 2011 Regular Board meeting.

BOARD POLICY REFERENCE AND COMPLIANCE: Chapter 37-Texas Education Code

2011-2012 Student Code of Conduct

Outline of Key Recommended Changes

Pg 2

Posting and Distribution of Student Code of Conduct:

... Each student, teacher, and parent annually shall sign a statement that they have been offered the option to obtain a paper copy of the United ISD Student Code of Conduct, Technology Use Guide, Bus Rider's Handbook, and Student Handbook or to electronically access it at <http://www.uisd.net>. Each school year, a paper copy of the handbook will be available to parents in the administrative office of your child's school. Please visit your child's school to obtain the most recent paper copy of the Student Code of Conduct. ~~received and read the Student Code of Conduct and acknowledge the rules and responsibilities outlined therein.~~ Failure to read and sign the Student Code of Conduct does not excuse the student from any consequences if they are in violation of the Student Code of Conduct.

PLEASE NOTE: UISD will notify parents of the following key SCoC changes via

1. School Messenger

2. UISD Instructional Television Dept. – will prepare a video highlighting key changes to be forwarded to Public Access stations and all schools for viewing by the students and parents.

KEY SCoC changes:

- a. SCoC electronic or paper copy option;
- b. Medicine at School Procedures; and
- c. Telecommunications/Cell Phone Retrieval Procedures.

Standards for Student Conduct:

1. Develop good habits, such as

- attending school daily.
- arriving to classes punctually.
- working well independently.
- using appropriate language.
- maintaining good health habits.

2. Assume responsibility for their actions by

- keeping their parents informed of school activities, of credits earned and required, of supplies needed, and of communications sent home.
- being self- disciplined.
- making their own decisions despite peer pressure.
- accepting the consequences for their behavior including penalties for inappropriate behavior.
- using time wisely.
- completing work on time.
- having good study habits.
- practicing neatness.
- doing all assigned work.

*Supervising backpacks and/or personal belongings at all times.

*Paying required fees and fines, unless these are waived.

3. Maintain a positive attitude by

- being proud of personal accomplishments.
- being trustworthy.
- having academic integrity.

4. Respect the rights of others by

- allowing others to concentrate on their work.
- allowing others to assume responsibility for their own actions.
- learning to resolve differences in appropriate ways.
- realizing that their behavior will directly affect others.
- respecting others' property including district property and facilities.

5. Treat others with respect by

- working and interacting well with others.
- being courteous.
- being polite and helpful.
- caring for others.
- displaying affection appropriately.
- appreciating others' accomplishments.

Standards for Student Conduct:

6. Treat teachers and school staff with respect by

- being cooperative.
- being attentive.
- listening to teachers.
- being polite.

7. Respect the authority of teachers and other school staff by

- listening to them.
- following their directions.
- questioning the classroom teacher appropriately.
- seeking changes in school rules and policies in an appropriate and responsible manner through approved channels.

8. Obey all school and classroom rules and procedures, such as

- being in the appropriate seat and ready when the bell rings.
- being prepared for each class with appropriate materials and assignments.

9. Participate in assigned academic activities, such as

- attending all classes.
- bringing supplies as required for classroom work.
- talking when it is appropriate.
- following instructions.
- doing all assignments.

10. Assume responsibility for maintaining the learning environment, such as

- coming to school well groomed and dressed appropriately.
- walking quietly in the school hallways.
- staying in the classroom seat as required.

11. Take care of the school, such as

- helping keep it clean.
- keeping it free from destruction.
- cooperating with school staff on vandalism cases.
- cooperating with and assist school staff in maintaining safety, order, and discipline.
- helping keep the school a safe place to be.

*Cooperating with staff in investigation of disciplinary cases, and volunteering information within the student's knowledge relating to an serious-offense.

Parent and/or Guardian Responsibility

Parents have the responsibility to:

1. Ensure that their child complies with district and school policies, rules and regulations.
2. Assist their child to attend school well groomed and dressed appropriately.
3. Communicate regularly with the school concerning their child's academic progress and conduct.
4. Provide for the physical needs of the child.
5. Participate in parent-teacher conferences and other activities in which their child is involved.
6. Cooperate with and support the teachers and the school administrators in their efforts to achieve and maintain a quality school system.
7. Discuss report cards and classroom assignments with their child.
8. Inform the school of any problems or conditions in the home, which affect their child.
9. Provide a work area free of interruption where their child may study and do homework.
10. Maintain up-to-date home, work, and emergency telephone numbers at the school.
11. Prepare the child emotionally and socially to be receptive to learning and discipline.
12. Encourage the child to develop proper study habits at home.
13. Send their child to school regularly and on time.
14. Teach their child to respect authority.
15. Insist that the child spend a minimum period of time studying/reading each day.
16. Assist the child to assume responsibility for appropriate behavior and to accept the consequences of inappropriate behavior.
17. Cooperate with the school in assisting their child to grow into a self-disciplined, mature, and responsible individual.

Pg 8

Harassment On the Basis of Race, Color, Religion, National Origin, or Disability:
To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

Pg 9

Sexual Harassment / Sexual Abuse:

The District shall provide child abuse anti-victimization programs in elementary and secondary schools (Education Code 38.004). The programs will address the likely warning signs of child sexual abuse; methods for preventing child sexual abuse; actions that a child who is a victim of child sexual abuse should take to obtain assistance and intervention; and available counseling options for students affected by sexual abuse. For more information regarding the District's child abuse anti-victimization programs or if a parent or student would like additional information, please contact Christina Uribe Flores, Director of Guidance and Counseling, or the school counselor at the student's home campus. ~~In accordance with HB 1041 enacted by the 81st Texas Legislature, the District will be adopting and implementing a policy addressing the sexual abuse of children. The policy will be included in the district improvement plan and by amendment to this handbook.~~

Sexual Harassment / Sexual Abuse: (continued)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

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

As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The following Web sites might help you become more aware of child sexual abuse:

- http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.
- <http://www.tea.state.tx.us/index.aspx?id=2820>
- <http://sapn.nonprofitoffice.com/>
- <http://www.taasa.org/member/materials2.php>
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
- http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml
- Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the Web at <http://www.txabusehotline.org>).

Discipline Management Techniques:

pg. 11

Suspension:

After the third time during the school year that a student has been suspended, the student may appeal the suspension to the Superintendent or the Superintendent's designee, who shall have the opportunity to speak to the individuals involved in the incident, which forms the basis for the suspension. Any decision by the Superintendent or Superintendent's designee is final and may not be appealed.

PLEASE NOTE: Page 13 of the Student Code of Conduct already addresses the appeal process for disciplinary consequences.

Page 13: **SECTION IV – INAPPROPRIATE CONDUCT**

Appeals: Parental questions or complaints regarding disciplinary measures should be addressed to the teacher or campus administration, as appropriate, and in accordance with policy FNG(LOCAL). Consequences will not be deferred pending the outcome of a grievance/hearing.

SECTION IV – INAPPROPRIATE CONDUCT

LEVEL I- Minor Offenses

Pg. 13

Misuse of Telecommunications/Electronic Devices:

4. Using a cellular telephone, two-way radios, paging devices, text messaging devices, and/or other telecommunications devices on school district property/facilities is prohibited and on all USD campuses during school hours (first bell to last bell). Device must be turned off and cannot be visible. **The school is not responsible if these items are lost or stolen.** Examples of communication devices include but are not limited to cellular telephones, IPAD, personal computer, IPOD or any other communication device which has networking and/or communication capabilities.

Pg. 14

5. Using or exhibiting an electronic device such as stereo, headsets, cassette players electronic games, IPOD-without communication capabilities, Zune, MP3 or CD players and accessories is prohibited during school hours (first bell to last bell). Device and accessories must be turned off and cannot be visible. **The school is not responsible if these items are lost or stolen.**

Confiscation of Cellular Phones, Two-Way Radios...

.... Examples of communication devices include but are not limited to cellular telephones, IPAD, personal computer, IPOD or any other communication device which has networking and/or communication capabilities. Students using or exhibiting cellular phones, two-way radios, paging devices and/or text messaging shall have the device confiscated by school officials. Parents shall be notified within two school days after the cellular phones, two-way radios, paging devices and/or text messaging devices have been confiscated. The cell phone/communication device may not be retrieved on the same day it was confiscated. The parent/guardian may retrieve the paging device, cellular phone, or other communication device from the school's administrative office after school only on the next school day following the confiscation date. In accordance with retrieval procedures above, parents may obtain the release of the electronic device for an administrative fee of \$15.00 for each offense...

Extenuating Circumstances with Confiscated Devices: If a cell phone or communication device is involved in an ongoing disciplinary investigation, the device may be confiscated in order to perform a lawful search or until the outcome of the investigation is finalized. In addition, the confiscated device may be turned over to law enforcement to determine whether a crime has been committed. Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with the law.

SECTION IV – INAPPROPRIATE CONDUCT

LEVEL II- Serious Offenses

pg. 16

Possession of Prohibited Items:

35. Any ear/body piercing device, machine, or other object that is used to create an opening, cut or break the skin, or pierce an individual's body is prohibited.

Misuse of Computers, Internet, Telecommunications/Electronic Devices:

38. Using a camera, video equipment or other device inappropriately or distribution/display of inappropriate voice recording, pictures, video footage, or written message as determined by campus administration

LEVEL III – Disciplinary Alternative Education Programs - Discretionary Placement

pg. 22

Possession/Use of Prohibited Items:

13. Using any device, chemical, irritant, or substance in a manner inconsistent with its intended or prescribed use, or in a manner designed to cause harm, shock, physical irritation, allergic reaction, or mental/physical impairment. Examples include, but are not limited to, mace, pepper spray, or "itching powder".

14. Possessing, selling, using, giving, or being under the influence of a look-a-like drug or attempting to pass item off as drugs or contraband.

Prescription and Over-the-Counter Drugs:

18. Abusing the student's own prescription drug, giving a prescription drug to another student or possessing, exhibiting or using another person's prescription drug. School-related drug offenses are also addressed in the Mandatory Placement and Expulsion section of the Student Code of Conduct. (See Student Handbook - "Medicine at School" for medication procedures).

19. Being under the influence of a prescription drug or over the counter drug. School-related drug offenses are also addressed in the Mandatory Placement and Expulsion section of the Student Code of Conduct. (See Glossary for Under the Influence definition).

20. Abusing an over-the-counter drug. (See Student Handbook - "Medicine at School" for medication procedures).

Glossary:

Pg 42

BULLYING: A student or group of students engages ~~Engaging~~ in written or verbal expression or physical conduct that a school district board of trustees or the board's designee determines:

2011 – 2012 STUDENT HANDBOOK

Outline of Key Recommended Changes

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Requesting Limited or No Contact with a Student through Electronic Media: Teachers and other approved employees are permitted by the district to communicate with students who are enrolled in the district through the use of electronic media within the scope of the individual's professional extra-curricular responsibilities. In addition to texting the student, the teacher, trainer, or other employee shall also send the same text message to the parent/guardian, unless the parent/guardian does not have a cell phone.

If you prefer that your child not receive any one-to-one electronic communications from a district employee, please submit a written request to the campus principal stating this preference.

Providing Assistance to Students Who Have Learning Difficulties or Need Special Education Services

Pg. 55

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Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

The district is required to give parents the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities. Additional information regarding the IDEA is available from the school district in a companion document A Guide to the Admission, Review, and Dismissal Process. 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 following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- Texas Project First (<http://www.texasprojectfirst.org/>)
- Partners Resource Network (<http://www.partnerstx.org/howPRNhelps.html>)

Pg 60

- **Students in Home Schooling:** When the district becomes aware that a student is being or will be home-schooled, the superintendent or designee ~~may request in writing a letter of notification from the parents of~~ will request that the parent fill out a District Home-School Information form indicating their intention to home-school their child. ~~using a curriculum designed to meet basic education goals of reading, spelling, grammar mathematics and a study of good citizenship.~~

Source: Raul Ramirez, Director – Guidance and Counseling

Cafeteria Services

Pg. 63

Alternative Meals: Students on Paid or Reduced Status Lunch and Breakfast who miss payment of ~~three~~ ~~two~~ meals will be served an alternative meal other than what is on the menu. Normally the alternative meal will be a ham sandwich and a juice or milk for either breakfast or lunch. Parents will be notified of their account status through a note sent home with the student.

Source: Cristy Uribe-Flores, Director – Guidance and Counseling

Class Rank / Top Ten Percent / Highest Ranking Student:

Pg. 65

For two school years following their graduation, students who are ranked in the top ten percent of their graduating class are eligible for automatic admission into four-year public universities and colleges in Texas. Beginning with college admissions for the 2008-2009 school year, students are required to demonstrate that he or she either completed the Recommended High School Program (RHSP) or ~~advanced curriculum~~ the Distinguished Achievement Program (DAP) or ~~made a certain score on the ACT or SAT~~ satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

Counseling and Guidance:

Pg. 68

Personal Counseling:

When individual students are in crisis (suicidal and/or homicidal ideations and/or gestures), identified staff shall collaborate to intervene. Any talk of suicide shall be taken seriously and the proper attention will be provided immediately. If a student verbalizes, writes or discusses any thoughts of suicide or harming himself/herself or others, they are immediately accompanied to the counselor or administrator.

The principal shall ensure that all staff is aware of the referral process to use when any student is potentially in crisis. An emphasis shall be made on confidentiality and swift referral to the appropriate professional. UISD does have Licensed Specialist in School Psychology staff members to assist with the referral.

Credit by Examination--If You've Taken the Course: Students in grades 6-12 may use credit by examination with prior instruction to demonstrate mastery to earn or to regain credit in selected academic courses with the prior approval of the appropriate administrator. Students who are eligible for this exam are the following:

- Students who are transferring from a non-accredited school or have been homeschooled [see FD];
- Students who are transferring from Mexico and did not receive a grade of 90 or better on their core subject areas;
- Students who have failed a subject or course; or
- Students who have earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC].

Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be ~~approved by the Superintendent or designee~~ administered according to established District procedures. To be eligible to earn credit by examination, ~~a student shall obtain written approval from the principal~~ the counselor shall verify demonstrate he or she that the student has had prior instruction in the course; obtain written approval from the parent or guardian, counselor and principal; ~~and earn a grade of at least 60 in the course failed~~ in order to gain credit by such examination. The counselor will order the locally developed exam from the testing department. To receive credit, a student must score at least 70 or above on the examination. Passing scores earned on credit by examination shall be recorded in the student's academic achievement record as a "P" for passing. ~~The examination taken will be recorded as a course attempted and will count for grade point average (GPA) purposes.~~ The actual grade received will not be calculated into the student's Grade Point Average (GPA). ~~An eligible student shall be allowed to obtain a total of the equivalent of two credits through credit by examination with prior instruction.~~ The attendance review committee may also allow a student with excessive absences to receive credit for a course by passing an examination. A student may not use this examination to regain eligibility to participate in extracurricular activities. If the student elects to take a credit by examination in lieu of exercising the District's credit recovery options the cost of taking the examination with prior instruction to earn credit or to regain credit shall be the student's or the parent's responsibility. ~~A fee established by the institution that provides the examination will be charged.~~ These guidelines are subject to change to adhere to legislative decisions in observance of End of Course (EOC) assessments. Refer to Policy EEJA EHDB

Pg. 72

Promotion/Retention: A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive at least a grade of 70 based on course-level or grade-level standards.

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Pg. 73

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.*

- In order to be promoted to grade 6, students enrolled in grade 5 must have performed satisfactorily on the Mathematics and Reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the Mathematics and Reading sections of the grade 8 assessment in English.

Because the 2011–2012 school year is the first year of implementation of the STAAR, students will not be required by state law to perform satisfactorily on the grade 5 or 8 STAARs for this one year only in order to be promoted to the next grade level.

Students who do not perform satisfactorily will have opportunities to participate in special instructional programs designed to help them improve their performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Promotion/Retention: (continued)

With the exception of the 2011–2012 school year, a student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

For further information, see Board policies at EHBC, EI, and EIE.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade nine. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee. (See policy EIF.)

Pg. 74

Weighted Grading System: ~~Beginning with the 1999-2000 school year,~~ All high school courses listed in the State Board rules for curriculum shall receive grades according to the table below. Resource classes and courses approved for local credit only (except college prep classes) shall not be included for ranking purposes for those students who entered ninth grade prior to 2009-2010. [See EIC (Local)].

~~Weighted courses are as follows:~~

- ~~1. All Pre-Advanced Placement;~~
- ~~2. All Advanced Placement;~~
- ~~3. Scientific Research and Design;~~
- ~~4. Research Design and Development; and~~
- ~~5. College Prep (local).~~

~~Other courses could be “selected” for weight by the faculty and administration with final approval by the board. All teachers shall be informed of the weighted policy to ensure accurate reporting for honor roll purposes.~~

Pre-AP and Advanced Placement (AP) are nationally recognized for their advanced level of curriculum. District courses in this category, and grade points assigned are listed in Administrative Guidelines.

Weighted Grade Scale: ~~The following courses continue to be weighted for students entering 9th grade in 2010 and thereafter:~~

- ~~1. All Pre-Advanced Placement;~~
- ~~2. All Advanced Placement;~~
- ~~3. Scientific Research and Design;~~
- ~~4. Research Design and Development;~~

~~Beginning with the students who entered the 8th grade in 2009-2010 the following courses shall be weighted in addition to those mentioned above:~~

- ~~5. Anatomy and Physiology;~~
- ~~6. World Health Research;~~
- ~~7. Retailing and E-tailing;~~
- ~~8. Securities and Investments;~~
- ~~9. Internetworking I and II~~
- ~~10. Engineering Design and Presentation.~~

Graduation Requirements for a Diploma:

Students entering ninth grade in 2011-2012 and thereafter will be required to successfully complete 12 End of Course (EOC) exams in order to graduate. The STAAR assessments will be administered in Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U. S. History. Please see the plan for phase-out of HS TAKS and phase -in of EOC assessments:

Grade	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
GR 9	TAKS	EOC	EOC	EOC	EOC
GR 10	TAKS	TAKS	EOC	EOC	EOC
GR 11	TAKS	TAKS	TAKS	EOC	EOC
GR 12	TAKS*	TAKS*	TAKS*	TAKS*	EOC OR TAKS*

*Out-of-school testers and 12th grade retesters

Pg. 76

~~Graduation Programs: All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement (Advanced) Program~~ will be placed on a Distinguished Achievement Program (DAP) for graduation with the exception of those students with an individualized education plan. Annual reviews with grade level counselor for the progress toward earning measures will take place. The Recommended Program will be the default plan for students not being able to successfully complete the required advanced measures or other necessary requirement under the DAP.

Beginning with students entering ninth grade in 2011-2012 and thereafter, in addition to meeting the cumulative score requirement in each of the four core content areas, students must also meet other EOC testing requirements to graduate under the following plans:

Distinguished Achievement Program: DAP students must meet the college readiness performance (Advanced Academic Performance) standard on the STAAR EOC assessments in English III and Algebra II.

Recommended High School Program: RHSP students must achieve satisfactory academic performance on STAAR EOC assessments in English III and Algebra II.

Pg. 78

Revisions to student four year plans for students entering 9th grade in 2011-2012 are pending. They will be adjusted in accordance with EOC requirements and mandated testing interventions.

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

Graduation Programs:

Pg. 77

Four-year Plan Accelerated Block Students entering grade 9 in 2010-2011 Recommended Program				
8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
	English I*	English II*	English III**	English IV**
	Algebra I-A	Geometry*	Math Models or Algebra II	Algebra II* or Pre-Calculus or Advanced Mathematical Decision Making (AMDM) Advanced Quantitative Reasoning
	Biology*	Integrated Physics & Chemistry or Chemistry	Chemistry or Physics	Physics or 4 th Yr. Science-Lab based course or College Biology (Dual Cr. for 4 th Science)
	World Geography*	World History*	U.S. History** or College U.S. History for Dual Credit	Govt.** & Economics** or College Govt./Eco. for Dual Credit
Spanish I	Algebra I-B	Spanish II/III / AP Spanish IV or French II or III	Math TAKS Intervention or elective	Fine Arts for those students not in Band
Speech/Health	P.E./Athletics/Band/Dance/Cheerleading/ROTC	Athletics/Band/Dance/Cheerleading or ROTC or Elective	Athletics/Band/Dance/Cheerleading/ROTC /elective or ***TAKS ELA Intervention	Athletics/Band/ Dance/ Cheerleading/ROTC or Elective or ***TAKS Intervention Course
	Athletics/Band/Dance/Cheerleading/ROTC /elective or French I	Athletics/Band/Dance/Cheerleading/ROTC or Elective	Athletics/Band/Dance/Cheerleading/ROTC /elective or ** TAKS Science or Soc. Studies Intervention	Athletics/Band/ Dance/ Cheerleading/ROTC or Elective or ***TAKS Intervention Course
	Business Information Management I	Achieve Texas required Elective Career Pathway	Achieve Texas required Elective Career Pathway	Achieve Texas required Elective Career Pathway

pg. 78

Graduation Credits Earned in Middle School: ~~Eighth grade students will be enrolled in the following year long classes:~~

- ~~Language Arts~~
- ~~Reading~~
- ~~*Math (meets daily)~~
- ~~Science~~
- ~~Social Studies~~

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STANDARDIZED TESTING:

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate. In addition, a student's score on each EOC assessment will be worth 15% of the student's final grade for that course.

Normally, there will be three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. For the 2011–2012 school year, however, there will be only the spring and summer administrations of the EOC assessments.

In each content area (English language arts, mathematics, science, and social studies), a student must achieve a cumulative score. To determine whether the student meets the cumulative score, the student's EOC assessment scores in each content area will be added together. If the student's total score on the assessments within the content area is not equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not achieve the minimum required score on any individual assessment will be required to retake that assessment.

A student may choose to retake an EOC assessment in situations other than those listed above as well.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments. If a student takes the STAAR Modified or STAAR Alternate assessment, the student's ARD committee will determine whether the score on an EOC assessment will count as 15 percent of a student's final grade, as well as whether successful performance and a cumulative score on the EOC assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation. Additional information will be provided to students and parents prior to the spring 2012 administrations.

STANDARDIZED TESTING: (continued)

STAAR (State of Texas Assessments of Academic Readiness) Grades 3–8: In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level. For the 2011–2012 school year only, this requirement will be waived.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student’s Language Proficiency Assessment Committee (LPAC).

In addition to local testing and other measures of achievement, students at certain grade levels will take state-mandated tests in the following subjects:

- Mathematics, annually in 3rd–7th grades without the aid of technology and in grades 8th–11th with the aid of technology on any assessment test that includes algebra (Satisfactory performance required for promotion for 5th & 8th graders).
- Reading annually in 3rd–9th grades (Satisfactory performance required for promotion for 5th and 8th graders under the state’s Student Success Initiative–SSI).
- Writing, including spelling, grammar, and composition in 4th and 7th grade.
- English language arts in 10th and 11th grades.
- Social studies in 8th, 10th, and 11th grades.
- Science in 5th, 8th, 10th, and 11th grades.

To receive a high school diploma, students must successfully pass exit-level tests in science, social studies, English language arts, and mathematics.

STANDARDIZED TESTING: (continued)

TAKS (Texas Assessment of Knowledge and Skills): TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade 10 or 11 during the 2011–2012 school year, the student will be assessed with TAKS in the subject areas of mathematics, English/language arts, social studies, and science. The test at grade 11 is called “exit-level” TAKS, and satisfactory performance on this test is required for graduation.

~~**Upcoming changes in state assessments and graduation requirements.** In 2007, Senate Bill 1031 was passed, which called for the development of “end of course assessment instruments for secondary level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history.” The EOC assessments is to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. (These students are the current 8th graders as of 2010–2011). The EOC assessments for lower level courses must include questions to determine readiness for advanced coursework. The assessments for higher level courses must include a series of special purpose questions to measure college readiness and the need for developmental course work in higher education. In addition, a student’s score on each EOC assessment will be worth 15% of the student’s final grade for that course. Please see TEA’s website for the most current information: http://www.tea.state.tx.us/index3.aspx?id=3302&menu_id3=793.~~

All recommended changes by the **District Educational Improvement Council** and any state mandated **Legislative changes** to the Student Code of Conduct and Student Handbook **will be presented to the School Board of Trustees** for final approval at the July 20, 2011 Regular Board meeting.