

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.

IMMUNIZATION

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 parent 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 2015-2016 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 -90-100
- B -80-89
- C -70-79
- 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 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 designated 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, Bonita Cherry, 687-3361 ext. 1200
High School, Kassie Watson, 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 STARR EOC 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;

TEST SCHEDULES (2015 – 2016))

2015/2016 Testing Dates

Oct.19 Exit Level ELA-TAKS
Oct.20 Exit Level Math-TAKS
Oct. 21 Exit Level Science-TAKS
Oct. 22 Exit Level Social Studies-TAKS
Dec. 7 English I -STAAR
Dec. 9 English II -STAAR
Dec. 11 All make-up sessions for
STAAR English assessments scheduled
to be administered from Dec.7-11, 2015,
must be completed by the end of this day.

Dec. 7-11 Algebra I, Biology, U.S. History-STAAR
Feb. 29 – Mar. 3 STAAR Alternate – Grades 3-8 and EOC
Feb. 29 Exit Level ELA-TAKS
Mar.1 Exit Level Mathematics-TAKS
Mar.2 Exit Level Science-TAKS
Mar.3 Exit Level Social Studies-TAKS
Mar. 7 -Apr. 6 Grades K-12 TELPAS Listening,
Speaking, Reading and Writing
Mar.29 Grade 4 Writing Day 1-STAAR
Grade 7 Writing Day 1-STAAR
Grade 5 Mathematics-STAAR
Grade 8 Mathematics-STAAR
English I-STAAR
Mar.30 Grade 4 Writing Day 2-STAAR
Grade 7 Writing Day 2-STAAR
Grade 5 Reading
Grade 8 Reading
Mar. 31 English II-STAAR
Apr.1 All make-up sessions for STAAR assessments
scheduled to be administered from
Mar. 30-Apr. 1, 2015 must be completed
by the end of this day.
May 9 Grades 3-4 Mathematics-STAAR
Grades 6-7 Mathematics-STAAR
Grade 8 Social Studies-STAAR
May 10 Grades 3-4 Reading-STAAR
Grades 6-7 Reading STAAR
Grade 5 Science-STAAR
Grade 8 Science-STAAR
May 13 All make-up sessions for STAAR assessments
scheduled to be administered from Apr 21-22, 2016,
must be completed by the end of this day.
May 2-6 Algebra I-STAAR
Biology-STAAR
U.S. History-STAAR
May 11 Grade 5 Reading & Mathematics -STAAR Retest
Grade 8 Reading & Mathematics -STAAR Retest
May 15 All make-up sessions for STAAR assessments
scheduled to be administered on May 13, 2016,
must be completed by the end of this day.
June 21 Grade 5 Reading & Mathematics -STAAR Retest
Grade 8 Reading & Mathematics -STAAR Retest
June 24 All make-up sessions for STAAR assessments
scheduled to be administered on June 23, 2016
must be completed by the end of this day.
July 11 English I-STAAR
Exit Level ELA-TAKS
July 12 Exit Level Mathematics-TAKS
July 13 English II-STAAR
Exit Level Science-TAKS
July 14 Exit Level Social Studies-TAKS
July 15 All make-up sessions for STAAR English
Assessments scheduled to be administered on
July 11 and July 13, 2016 must be completed by the end of this day.
July 11-15 Algebra I, Biology, 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
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.

Student

Code

Of

Conduct

Student Code of Conduct

The Waskom ISD Code of Conduct was developed through involvement and commitment of the district's administrators, teachers, parents and students. The Code describes district expectations of student conduct and consequences for violations. The district objective is to provide students with a quality educational program that encourages the acquisition, sharing and application of ideas. This objective can only be attained in a cooperative environment that is free from disruptions of the educational process. The district is committed to honoring student rights recognized and protected by state and federal legislation while students are expected to behave in a manner that is positive and supportive of rights of others and the instructional process. A balance between rights and responsibilities is essential if the district is to provide an education that allows the student to develop to their fullest potential.

Disciplinary consequences for a student shall be appropriate to correct individual misconduct, to promote student respect for the rights of others, and to gain compliance with policies of the district. Disciplinary action shall be predicated upon the seriousness of the offense, the effect of the offense on others, the facts of the offense, and the resolve of the Board of Trustees to provide a safe educational environment conducive to carry out the education mission.

PARENT VERIFICATION

Parents will be provided a copy of the Code of Conduct. Student, teacher, administration and parent responsibilities are outlined. A statement will be provided to be signed by parents and returned to school that verifies parental understanding and consent to respective responsibilities and Code of Conduct provisions. The verification statement will be maintained in the student's campus file.

JURISDICTION

Waskom ISD has jurisdiction over students or any related misconduct when going to and from school, on district transportation, or within 300 feet of school property while attending a school sponsored or school-related activity on or off of school property at any time. (TEC §37.006 (2))

STUDENT RESPONSIBILITIES

Each student is expected to respect the rights and privileges of other students, teachers, and district staff. District personnel are expected to respect rights and privileges of students. Student responsibilities for attaining a positive, safe learning environment at school or school related activities include:

- 1 Attendance of all classes daily and punctually
- 2 Preparation for class with appropriate materials and assignments
- 3 Compliance with WISD dress code
- 4 Exhibition of respect for others and the rights of others
- 5 Compliance with the Student Code of Conduct, school, and staff rules

PARENTAL RESPONSIBILITIES

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

- Encourage your child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Attend Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate.
- Review the information in the Student Handbook (including the attached Student Code of Conduct) with your child; and sign and return the acknowledgment form(s). Parents with questions are encouraged to contact the campus principal.
- Become familiar with all of your child's school activities and with the academic programs offered in the District. Discuss with the principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to your child. Monitor your child's academic progress and contact teachers as needed. Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Review your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) psychological records, (6) applications for admission, (7) health and immunization information, (8) teacher and counselor evaluations, (9) reports of behavioral patterns, and (10) state assessment instruments administered to your child.
- Become a school volunteer. For further information, contact the campus principal.
- Participate in campus parent organizations. The activities are varied, ranging from band boosters to the District and campus planning committees formulating District and campus plans to improve educational opportunities for all students. For further information, contact campus principals.

A parent has the responsibility to:

1. provide for the physical needs of the child
2. train child to obey rules and school personnel
3. insure prompt and regular attendance
4. foster attention, responsibility and study habits of child
5. participate in parent-teacher conferences to discuss welfare and progress of child
6. become informed of school policy, programs, and academic requirements
7. insure appropriate dress and conduct
8. contribute any information on learning disability or condition that may affect the child
9. insure that child attends academic or attendance tutorials or makeup
10. submit signature of understanding and consent of student code
11. cooperate with school officials to bring about clear and open communication and education

TEACHER RESPONSIBILITIES

Teachers have the responsibility to:

1. devise discipline management techniques and orient students to expectations
2. insure appropriate preparation, direction, assignments and instructional materials
3. comply with WISD policy, rules and directives
4. maintain an orderly and controlled environment conducive to all students
5. learn how to teach to standards of performance and meet the expectations required by WISD

6. establish effective rapport with students, parents, and other staff members
7. teach students self-discipline, personal responsibility, and respect for others
8. encourage and set examples of work habits that lead to attaining personal goals
9. serve as moral and ethical role model examples for students
10. cooperate with parents, administrators, and peers

ADMINISTRATOR RESPONSIBILITIES

Administrators have the responsibility to:

1. investigate and/or respond to disciplinary referrals of teachers and staff
2. promote effective training and discipline to students
3. comply with WISD policy, rules and directives
4. encourage parent/teacher communication and participate in parent/teacher conferences
5. assume responsibility and instructional leadership for discipline and evaluation of the District Code of Conduct
6. serve as appropriate role model for students and teachers
7. cooperate with parents and teachers
8. insure equal educational opportunities are availed to all students regardless of student's race, religion, color, sex, national origin or handicapping condition
9. insure equal access of all students to vocational programs regardless of students race, religion, sex, language, color, national origin or handicapping condition

RIGHT TO PRAY

Public school students have an absolute right to individually, voluntarily, silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school. A person may not require or coerce a student to engage in or refrain from such prayer or meditation during a school activity.

STUDENT RIGHTS

Parents have the right to inspect all instructional materials to be used in connection with a survey, analysis, or evaluation of information in any of the areas listed below. In order to ensure that parent and student rights are protected, the school will ask for written parental consent before allowing a student to participate when an educational program requires any of the following information:

- Political affiliations
- Mental and psychological problems, potentially embarrassing to the student or family
- Sexual behavior and attitudes Illegal, antisocial, self-incriminating, and demeaning behavior
- Critical appraisals of other individuals with whom the student or the student's family has close family relationship.
- Relationship privileged under law, such as relationships with lawyers, physicians, and ministers Income, except when the information will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law. District schools shall foster a climate of mutual respect for the rights of others in order to attain the educational purpose of WISD.

Students shall exercise their rights responsibly and in compliance with policy established by the Board for the orderly conduct of the district's academic mission. Students who violate the rights of others or who otherwise violate district policy or rules shall be subject to disciplinary measures designed to correct misconduct and promote collective compliance of students with responsibilities as citizens of the school community.

SUSPENSION (TEC§37.005)

The principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct, as adopted.

Students may be suspended from school to home for a period not to exceed three (3) school days [for each incident]. Students may also be removed or suspended to an on-campus alternative program designated at the Student Assignment Center for up to five (5) days per incident.

A student may be suspended pending investigation, before they are removed and placed into an alternative educational program.

Parents of students who have been suspended to home shall be advised that it is their responsibility to provide adequate supervision for the student during the period of suspension.

Parent Conference:

When an administrator suspends or removes a student to SAC for three (3) or more consecutive days in a semester, parents will be notified and offered an opportunity to attend a conference to discuss the disciplinary action and/or other student's misbehavior.

ALTERNATIVE EDUCATION PROGRAM (TEC§37.008)

Students may be removed and placed into an alternative education setting if the administrator determines either:

- 1 That the student's presence in the regular classroom or home campus presents a danger of physical harm to the student or others, or
- 2 That the student has engaged in serious or persistent misbehavior that violates the previously communicated Student Code of Conduct

Before removing a student from class and placing them into an alternative education program, the administration shall consider reasonable alternatives, including appropriate disciplinary management techniques, which may include removal to an alternative education setting. If the administration determines a removal is the most appropriate alternative, no other disciplinary action need precede the placement. Transportation to and from AEP will be the responsibility of the parent. Students will be ineligible to attend any regular school campus extra-curricular activities on any day they have been assigned to the AEP.

Removal to an alternative education setting shall not extend beyond the end of the semester in which the conduct that directly led to the removal occurred and the period will be not less than 5 days, unless determined appropriate, based on circumstances, by an administrator. If the conduct occurred during the last grading period of a semester, the removal may extend to the end of the next semester. The board may permit the student to remain in the alternative setting for an additional period of time if it is agreed on by the student, the parents, the

supervisor of the alternative setting, and the student's principal to best serve the students educational interest.

A student must be placed in a disciplinary AEP if the student commits any of the following offenses on school property or while attending a school-sponsored or school-related activity on or off school property (TEC § 37.006). The student may be suspended pending a hearing:

1. Committing an assault.
2. Making a terrorist threat, or false alarm or report.
3. Selling, giving, delivering, possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug if such conduct is not punishable as a felony offense.
4. Selling, giving, or delivering an alcoholic beverage; committing a serious act or offense while under the influence of alcohol, if such conduct is not punishable as a felony offense.
5. Possessing, using, or being under the influence of an alcoholic beverage, if conduct is not punishable as a felony offense.
6. Behaving in a manner that contains the elements of an offense relating to abusing glue or aerosol paint or relating to volatile chemicals,
7. Behaving in a manner that contains the elements of the offense of public lewdness.
8. Behaving in a manner that contains the elements of the offense of indecent exposure.
9. Student is under Court supervision under Chapter 62 of Criminal Code for a sexual offense. (if it occurred after 9/1/07)

A student must be placed in a disciplinary AEP and may be suspended pending a hearing if the student:

1. Engages in conduct punishable as a felony regardless of where or when the conduct occurs.
2. Engages in conduct that contains the elements of the offense of retaliation against any school employee, regardless of where or when the conduct occurs.

In an emergency, the principal or the principal's designee may order the immediate placement of a student who is so unruly, disruptive, or abusive that the student's presence seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

Notice:

Before removing a student from school premises for any of the foregoing reasons, the student shall be informed of the reason for the removal and have an opportunity to state any objections to such action. The district shall take reasonable effort to notify the parent prior to removing a child from school premises. If the parent cannot be notified prior to removal, the parent shall be notified as soon as possible of the reasons for removal.

Board Appeal:

The administration decision to remove a student to an alternative setting may be appealed first to the superintendent and second to the board. The parent shall have an opportunity to participate in the proceeding before the board. The student may be placed in an alternative education setting pending the appeal to the board.

A request to address the board to appeal a decision to remove a student shall be made in

writing to the superintendent within two (2) school days after notice of suspension or removal to AEP. The superintendent shall inform the parent that the matter will be placed on the agenda of the next board meeting. The board shall hear both sides of the issue and base its decision on the evidence. The board's decision on a removal shall be final and may not be appealed.

STUDENT ASSIGNMENT CENTER

An On-campus alternative program located on each WISD Campus, designated as the Student Assignment Center (SAC), is designed to allow a student to remain on campus while completing a disciplinary placement. Students will be ineligible to participate in any regular school campus extracurricular activities on any days they have been assigned to SAC.

A student may be placed in the SAC program for a period of up to five (5) days. A student's release from the SAC program is determined by his conduct, cooperation, work and study habits, and conformity with the SAC rules.

During the time in the SAC program, the student receives his regular class assignments and is expected to complete all work. Students may seek permission to attend tutorials and may seek assistance from teachers before and after school.

Students violating school rules and/or failing to obey administrative directives (not adhering to the Student Code of Conduct) will be subject to placement in the center. Only the campus principal and/or the assistant principal have the authority to assign a student to the center. Students may be detained in the student assignment center (SAC) either during or outside school hours for one or more days if a student violates school rules of conduct. Assignment to SAC shall not begin until the student's parents have been notified, except in emergency placement.

Misbehavior in the SAC will result in additional days of assignment or other disciplinary action.

DISCIPLINE

Students who violate the District's Student Code of Conduct shall be subject to disciplinary action. The District's Disciplinary options include, but are not limited to, use of one or more discipline management techniques: student assignment center (SAC), removal to an alternative education program (AEP), corporal punishment, suspension, and expulsion. When students commit drug and alcohol related offenses or fighting, they may be referred to legal authorities for prosecution in addition to school imposed discipline, which may also include completion of an appropriate rehabilitation program or community service. Disciplinary measures are applied depending on the nature of the offense. Consideration will be given for each decision to remove a student by suspension, expulsion, or placement into a disciplinary or juvenile justice alternative education program to factors of self-defense, intent or lack of intent when student engaged in the conduct, student's disciplinary history; or a disability that substantially impairs student's capacity to appreciate the wrongfulness of their conduct. The principal or superintendent can give more information about the district's Code of Conduct.

DISCIPLINE MANAGEMENT TECHNIQUES

The following discipline management techniques may be used alone or in combination for Student Code of Conduct and non-Student Code of Conduct violations:

- 1 Oral correction.
- 2 Cooling-off time or "time-out".
- 3 Seating changes in the classroom.
- 4 Counseling by teachers, counselors or administrative personnel.
- 5 Parent-teacher conferences.

- 6 Temporary confiscation of items that disrupt the educational process.
- 7 Grade penalties for unexcused absences, copying or failing to do assignments.
- 8 Rewards or demerits.
- 9 Behavioral contracts.
- 10 Sending the student to the office or other assigned area.
- 11 Detention outside school hours.
- 12 Assigned school duties other than class tasks.
- 13 Withdrawal of privileges, such as participation in extracurricular activities and honorary positions.
- 14 Withdrawing or restricting bus privileges.
- 15 Probation.
- 16 Corporal punishment.
- 17 Referral to outside agency or authority.
- 18 Removal from classroom.
- 19 Suspension or AEP Placement.

STUDENTS WITH DISABILITIES

Disciplinary sanctions and changes in transportation for a student with disabilities shall be made in accordance with the provisions of the student's Individualized Education Program (IEP). Removal of a student with a disability for emergency reasons shall be used only in emergency situations and shall not exceed five (5) school days. Consecutive five day removals are prohibited. Students with disabilities may not be removed in violation of specific IEP provisions or for more than ten (10) days without ARD committee approval. Removals in accordance with the student's IEP are not subject to these procedures. If student with a disability is removed from school premises for a total of ten (10) school days in a school year, the ARD committee shall review the student's IEP, unless the IEP specifies otherwise.

REMOVAL BY TEACHER

- A. A teacher after employment of effective disciplinary management techniques, may send a student to the principal's office in order to maintain an effective classroom instructional environment. The principal shall respond by employing appropriate discipline management procedures consistent with the student code of conduct (**TEC § 37.002**).
- B. A teacher may remove from class any student:
 - 1 . who has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's class peers to learn; or
 - 2. whose behavior the teacher determines is sufficiently unruly, disruptive, or abusive that it seriously impairs the ability of the teacher to communicate effectively with students in the class or with the ability of the students class peers to learn.
- C. Should a teacher remove a student under Section B, the principal may place the student into another appropriate classroom, Student Assignment Center (SAC), suspend from school, or refer to the Alternative Education Program (AEP). The principal may not return the student to that teacher's class without the consent of the teacher unless a committee established under (**TEC§37.003**) has determined that such placement is the best or only alternative available. Terms of removal may prohibit the student from attending or participating in school-related events.
- D. A teacher shall remove from class and send to the principal for placement in Alternative Education Program or expulsion a student who engages in conduct described under Section 37.006 or Section 37.007. The student may not be returned to that teacher's

class without consent of that teacher unless a committee established under Section 37.003 determines that such placement is the best or only alternative available.

REMOVAL OR EXPULSION

A. **Authority:** The Board delegates the authority to expel students to an Administrative Committee whose members are appointed by the Superintendent. A decision by the committee to expel a student must be unanimous. (TEC § 37.007)

B. **Causes:** At the discretion of the **District, a student may be expelled** for:

- 1 assault of a teacher or individual;
- 2 retaliation against a school employee;
- 3 murder, capital murder or criminal attempt to commit murder;
- 4 indecency with a child;
- 5 kidnapping;
- 6 arson;
- 7 possession of a firearm;
- 8 possession of prohibited weapon;
- 9 possession of prohibited knife;
- 10 possession of a club;
- 11 use, transfer, sale, delivery, possession or being under the influence of alcohol, marijuana, other controlled substances, dangerous drugs, or abusable glue or chemicals;
- 12 engaging in conduct that constitutes criminal mischief,
- 13 vandalism;
- 14 robbery or theft;
- 15 extortion, coercion, or blackmail;
- 16 hazing;
- 17 aggressive, disruptive action or group demonstration that substantially disrupts or interferes with school activities;
- 18 insubordination;
- 19 profanity, vulgar language, or obscene/threatening gestures directed toward teachers or school employees;
- 20 fighting, committing physical abuse, or threatening physical abuse;
- 21 sexual harassment or assault of a student or school employee;
- 22 possession of, or conspiring to possess, any explosive or explosive device;
- 23 falsification of records, passes, or other school-related documents;
- 24 possession or distribution of pornographic materials
- 25 leaving school grounds without permission;
- 26 making threats or assisting in making threats including threats against individuals or bomb threats; and
- 27 refusal to accept discipline management techniques proposed by a teacher or principal

C. **Automatic Expulsion Causes (TEC §37.007):** A student must be expelled for any of following offenses if committed on school property or while attending a school-sponsored or school-related activity on or off school property:

1. a firearm violation, as defined by federal law:
 - a. a firearm under federal law includes:
 - 1) any weapon designed to expel a projectile by explosive action;
 - 2) the frame or receiver of any such weapon;
 - 3) any firearm muffler or firearm weapon;
 - 4) and any destructive device as explosive, incendiaries, gas, bomb, or grenade.
 - b. includes the use, exhibition or possession of the following under Texas Penal Code
 - 1) a firearm;
 - 2) an illegal knife (blade over 5 1/2" long); instrument designed to stab by being thrown; dagger, stiletto, or bowie knife; sword; or spear.
 - 3) a club; and
 - 4) a prohibited weapon, as explosive weapon; machine gun; handgun;

- c. silencer; switchblade; knuckles, chemical dispensing device; or zip gun includes behavior containing elements of the following Texas Penal Code:
 - 1) aggravated assault, sexual assault, or aggravated sexual assault;
 - 2) arson;
 - 3) murder, capital murder, or criminal attempt to commit murder;
 - 4) indecency with a child;
 - 5) aggravated kidnapping;
 - 6) aggravated robbery
 - 7) Manslaughter
 - 8) Criminall negligent homicide
 - 9) Continuous sexual abuse of young child or children uner Penal Code 21.02
 - 10) behavior related to an alcohol or drug offense punishable as a felony;
 - 11) and retaliation against a school employee combined with one of the above offenses on or off school property or at a school related activity.

2. **Emergency Placement or Expulsion (TEC §37.019):** In an emergency, the principal or the principal's designee may order the immediate removal of a student for the following reasons:

- a. the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.
- b. when people or property are in imminent harm;

Students with disabilities under Section 504: A student with a disability under Section 504 shall not be expelled unless the District first determines that the misbehavior is not a manifestation of the student's disability. That determination may be made by the same group of people who make decisions. The group must have available to it evaluation data that is recent enough to afford an understanding of the students current behavior. At a minimum, the group shall include persons knowledgeable about the student and the meaning of the evaluation data.

Students with disabilities under "IDEA": A student with a disability may be expelled for engaging in conduct that would warrant such action for a student without a disability only if the Admission, Review and Dismissal (ARD) committee determines the misconduct is not related to the disability or inappropriate placement.

In determining whether a student's disruptive behavior is related to a student's disability, the ARD committee shall base its decision on currently effective evaluation and assessment data and on review of the current IEP documentation rather than on established eligibility or previous committee decisions. The committee shall consider whether the student's behavior indicates the need for new assessment or evaluation data. Unless the parents agree otherwise, the student must be returned to his current placement after ten (10) days while additional assessments are being conducted.

The ARD committee shall determine the instructional and related services to be provided during the time of expulsion. The student's IEP shall include goals and objectives designed to assist in returning the student to school and preventing significant regression. If the ARD committee determines that the student's disruptive behavior is related to the disability or inappropriate placement, the student shall not be expelled. When the disruptive behavior on

the part of the student indicates an inappropriate placement, the ARD committee shall review the placement and recommend alternatives. If the ARD committee determines that the behavior was related to the disability, it shall either rewrite the IEP to address the student's behavioral and emotional needs or, when appropriate, consider the extension of an emergency removal.

Notification of expulsion: Not later than the second business day after the hearing, the Board's designee will mail the parent a copy of the order expelling the student and information required by Section 52.04 of the Family Code.

Appeals: Request for a Board review of a decision to expel a student shall be made in writing to the Superintendent within three (3) school days after receipt of the written decision. The Superintendent shall provide the parent(s) and/or guardian(s) written notice of the date, time and place of the review within five (5) days of the receipt of the appeal request.

The Board shall review the record of the due process hearing on the expulsion in closed meeting unless the parent(s) or guardians requests in writing that the matter be heard in open meeting. The Board may also hear a statement from the student or parent(s) or guardian(s) and from the administrative committee.

The Board shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation. If the decision is for expulsion, the Board shall direct the Superintendent to issue the expulsion order within three (3) days.

Notice of expulsion order: The Board or its designee shall deliver a copy of the order expelling the student to the student and the student's parent(s) or guardian(s). The order shall advise parent(s) or guardian(s) that it is the parents' or guardians' responsibility to provide adequate supervision for the student during the period of expulsion. The Board or its designee shall also deliver a copy of the order to the authorized office of the juvenile court of the county in which the student resides. If the student enrolls in another school district before the expiration of the period of expulsion, the Board or its designee shall provide a copy of the order to that district at the same time other student records are provided. Education Code §21.3011 (g)(m), §21.301 (n).

VIOLATIONS OF STUDENT CODE OF CONDUCT

Violations of the following offenses are considered serious and will be referred to the campus principal for investigation:

- 1 Cheating or copying work of another student's with an intent to cheat.
- 2 Throwing objects that can cause a disturbance, bodily injury or property damage.
- 3 Leaving school grounds or events without permission.
- 4 Directing profanity, vulgar language or obscene/threatening gestures toward others.
- 5 Fighting.
- 6 Insubordination, including failure to comply with lawful directives from school personnel or school policies, rules and regulations.
- 7 Stealing from students, staff or the school.

- 8 Damaging or vandalizing property owned by others.
- 9 Hazing.
- 10 Disobeying school rules about conduct on school buses.
- 11 Committing extortion, coercion or blackmail, or forcing an individual to act through the use of force or threat of force.
- 12 Name-calling, ethnic or racial slurs or derogatory statements that school officials have reason to believe will substantially disrupt the school program or incite violence.
- 13 Engaging in any conduct that disrupts the school environment or educational process.
- 14 Engaging in inappropriate sexual physical contact including excessive display of affection in any form.
- 15 Engaging in conduct that constitutes sexual harassment or sexual abuse whether the conduct is by word, gesture, or any other sexual conduct, including, requests for sexual favors.
- 16 Forging signatures for any reason.
- 17 Possessing, smoking or using tobacco products.
- 18 Possessing a paging device or cellular telephone. (see FNCE (Local))
- 19 Violating safety rules.
- 20 Violating dress and grooming standards.
- 21 Repeatedly violating other communicated campus or classroom standards of behavior.

Minor Offenses:

Most violations of the Code of Conduct that are not listed above as a serious offense are considered a minor offense but not without consequences.

Persistent Offenses:

The district defines persistent to be two or more violations of the code in general or repeated occurrences of the same violation.

COMPULSORY ATTENDANCE (TEC §25.093)

Any parent of a child required to attend school who fails to require such shall be warned in writing that attendance is immediately required. If after warning, the parent, with criminal negligence, commits an offense, who fails to require the child to attend school and the child has unexcused absences as specified under section 5103(b)(2) of the family code. The attendance officer shall file a complaint against the parent in the county court of the parent's residence. If a complaint is not made the attendance officer may refer the child to county juvenile probation department for engaging in conduct indicating a need for supervision (TEC 4.25). An offense under this section is a Class C misdemeanor punishable by fine and/or community service.

BOOT CAMP

Harrison County Juvenile Services has established and is presently operating a Star Boot Camp for young people, ages 10-18, who require additional motivation to assist their compliance with state school attendance laws and conduct code. Waskom ISD is a partner in the Star Boot Camp Program and students from Waskom ISD are eligible to participate in the program. Students who demonstrate a need for the motivational strategies employed by the Star Boot Camp Program will be recommended for participation, through County Court at Law Judge.

DELINQUENT CONDUCT/CONDUCT INDICATING A NEED FOR SUPERVISION

a) Conduct indicating a need for supervision is:

the unexcused voluntary absence of a child on 10 or more days or parts of days within a six-month period without the consent of his/her parents.

b) For the purpose of Subsection (b) (2) of this section an absence is excused when the absence results from:

- illness of the child
- illness or death in the family of the child
- quarantine of the child and family
- weather or road conditions making travel dangerous
- an absence approved by a teacher, principal, or superintendent of the school in which the child is enrolled
- circumstances found reasonable and proper

c) For the purposes of Subdivisions (2) and (3) of Subsection (b) of this section, "child" does not include a person who is married, divorced, or widowed.

CORPORAL PUNISHMENT

Corporal punishment is limited to spanking or paddling the student, and is governed by the following guidelines:

1. The student is told the reason for the corporal punishment.
2. Corporal punishment may be given by the principal, or a designee of the principal.
3. The instrument to be used shall be approved by the principal.
4. Corporal punishment shall be administered in the presence of one other district professional employee and out of view of other students.

A record shall be maintained of each instance of corporal punishment.

ASSEMBLIES

Students are required to conduct themselves in assemblies as they do in class. Students who do not abide by District rules of conduct shall be subject to disciplinary action.

CHEATING/PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating and the student will be subject to academic disciplinary action that may include loss of credit for the work in question. Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed. The use of academic penalties is not governed by the policies pertaining to student discipline, but students and parents may appeal the teacher's decision, using the student complaint policy.

DISRUPTIONS

The district may pursue criminal charges against and/or discipline any person inciting, promoting, or participating in a protest demonstration, disruption, riot, sit-in, walkout, blocking of entrances, etc. 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 without the approval of the principal. Violators shall be subject to disciplinary action.

DRESS AND GROOMING

The district dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The district prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of or interference with normal school operations.

The District prohibits pictures, emblems, or writings on clothing that:

- 1 Are lewd, offensive, vulgar, or obscene
- 2 Advertise or depict tobacco products, alcoholic beverages, drugs, or any other substance prohibited under WISD policy FNCF (L).
- 3 Advertise or depict themes considered to be culturally or racially sensitive.

Specific dress and grooming guidelines are as follows:

- 1 . Hair shall be clean and neatly groomed with the following restrictions on length:
Male Students:
 - A. The back of the hair shall not be below the bottom of a regular collar.
 - B. The hair on the sides shall not be below the bottom of the ear.
 - C. A neatly trimmed mustache, not to extend below the corner of the mouth, shall be allowed; other facial hair shall not be allowed. The length of sideburns shall not exceed the bottom of the ear.
 - D. The front of the hair shall not be below the eyebrows.
 - E. Student hair color should be a natural color, i.e., black, blonde, brown, red, etc. Unnatural colors such as green, purple, blue, etc. are unacceptable.
- 2 Hair styles, trademarks, clothing, or symbols that identify a student with a particular gang, clan, or movement shall not be permitted. No bandanas will be permitted. Styles such as forms of mohawks, knobs, designs on the head (words or pictures) or any style that is in defiance of authority shall not be permitted. These are examples that, in the principals judgment, may reasonably be expected to cause disruption of or interference with normal school operation.
- 3 Students must wear full-fitting clothing, appropriate in length as determined by the campus principal. All clothing shall be hemmed.
- 4 Pants shall fit at the waist. Undergarments may not be visible at any time. No pajama style pants shall be worn.
- 5 Males may not wear earrings at school during the normal school day. (7:30 a.m. to 3:30 p.m.)
- 6 Students may have no visible body piercing including tongue.
- 7 Students may not wear wallet chains or heavy chain necklaces.
- 8 Students shall not wear tank tops or tops resembling tank tops, bare midriff tops, low neckline or low backline tops. No mesh shirts shall be worn without a full under shirt. All students shall wear appropriate underclothing.
- 9 Clothing with slits, or tears shall not be worn. (Except clothing with fringes)
- 10 Students shall not wear cutoff, biker, slider, short-shorts, running, or plastic shorts of all types.
- 11 Transparent items of clothing may not be worn.
- 12 Neither caps, hats, nor sunglasses shall be worn at school during the normal school day. (7:30 a.m. to 3:30 p.m.)
- 13 Skirts, shorts, dresses, and similar attire must be of a length necessary to avoid comment. The length of such garments should be no shorter than approximately three inches above the knee. Appropriateness of attire determined at principals discretion.
- 14 Lined-rounded tail shirts worn as jackets may be worn outside the pants. All shirts and blouses with rounded tails should be worn inside the pants or skirts at all times.
- 15 All tattoos must be covered at school and school related events.
- 16 Swim shoes and house shoes may not be worn during the normal school day. (7:30 a.m. to 3:30 p.m.) The student and parent may determine the student's personal dress and grooming standards, provided that they comply with the general guidelines set out above in the student discipline management plan.

If the principal determines that a student's grooming and/or dress violates the dress code, the student shall be given an opportunity to correct the problem at school. If not corrected, the student

shall be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated offenses may result in more serious disciplinary action. Appropriate discipline procedures shall be followed in all cases. (See FO, FOA, FOD)

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. (See FO, FOA, FOD.)

PAGING DEVICES, DIGITAL/CELLULAR TELEPHONES & AUDIO EQUIPMENT PROHIBITED

Possession of the paging devices/cellular phones are considered a serious offense. All paging devices/cellular phones used on school property during the instructional day of 8:00 a.m. to 3:20 p.m. will be confiscated. For the first offense, paging devices/cellular phones will be held in the principal's office until the student secures the paging device/cell phone at the end of the day. No administrative fees for the first offense. For the second offense, paging devices/cellular phones will be held in the principal's office for the rest of the scheduled day days. Parents may obtain the release of the paging devices/cellular phones for an administrative fee of \$15.00 following the end of the school day schedule SIM Cards will only be released after the \$15.00 administrative fee has been paid. FNCE (LOCAL) Third Ofense Phone will be held in the principal's office for 30 days at which time the phone will be released to the parent.guardian of the parent/guardian of the student for a fee of \$30.00 Radios, tape players, cellular/digital telephones, headphones, compact disc players, or any other audio equipment are not to be brought to school or any school activity without the permission of the campus principal. Audio equipment brought to school in violation of this regulation will be confiscated.

SCHOOL BUSES

Any student who fails to comply with that code or established rules of conduct while on school transportation may be denied transportation services and shall be subject to disciplinary action. The following rules shall apply to student conduct on school transportation:

- 1 Passengers shall follow the driver's directions at all times.
- 2 Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
- 3 Passengers shall not stand if there is a seat available. If a passenger must ride standing, the passenger shall face the front and hold on to the seat rails.
- 4 Passengers shall keep books, band instrument cases, feet, and other objects out of the aisle of the bus.
- 5 Passengers shall not deface the bus and/or its equipment.
- 6 Passengers shall not extend head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
- 7 Passengers shall not smoke, or use any form of tobacco.
- 8 Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
- 9 Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
- 10 Drivers may assign seats to passengers.
- 11 Students may not exit the bus at any place other than their regular stop without a written permission slip from a parent/guardian.

The following procedures shall be followed when a discipline concern arises on a bus serving a

regular route or an extracurricular activity:

1. A conference involving the appropriate administrator, the student passenger, the driver, and parent(s) may be required.
2. The appropriate administrator may suspend the student's bus-riding privileges. If such a suspension occurs, the parents will be notified prior to the time the suspension takes effect.
3. In the case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to put the student off the bus or to call law enforcement assistance; the principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.
4. Because the driver's primary responsibility is for safe driving, it is recognized that direct visual supervision cannot and should not be constant. Thus, the burden of proof of student misconduct for the drivers to assign students to specified seats is not required. Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP) for students considered disabled under IDEA or the individually designed program for students considered disabled under Section 504. Video cameras may be used in district vehicles to promote compliance with rules of conduct.

SMOKING AND TOBACCO

Senate Bill I made the use of all tobacco products illegal on or off school property where there are school sanctioned activities. Any student in violation of this policy shall be subject to disciplinary action.

Additionally, the Texas Legislature, changed the Texas Health and Safety Code, Chapter 161 (Public Health Provisions) Subchapter N (Tobacco use by Minors), section 161.252, effective January 1, 1998; made possession, purchase, consumption, or receipt of cigarettes or tobacco products by minors a crime, punishable through the court system.

Tobacco Use/Tobacco Possession

1st Offense	10 days AEP	Notify Police Department
2nd Offense	6 weeks AEP	Notify Police Department
3rd Offense	Expulsion	Notify Police Department

ZERO TOLERANCE

Waskom Secondary Schools (grades 5-12) have adopted a program of "Zero Tolerance" toward drugs, weapons and violence. It is important that all students and their parents understand that should they choose to become involved in any of these activities on school property or school activities they will face serious consequences.

During the school year, if students choose to fight on school property including school buses, the student, involved will be arrested by the Waskom Police Department, be assigned to a minimum of 10 days to Alternative school and charges of disorderly conduct will be filed by a campus principal. This charge carries a maximum penalty of a \$500.00 fine and 80 hours of community service work, for the first offense.