

WEST ORANGE-COVE CISD

*Student Handbook
Student Code of Conduct*



West Orange-Stark High School

A College Preparatory High School

2012-2013

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PREFACE

To Students and Parents:

Welcome to school year **2012-2013**! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together will make this a successful year for our students.

West Orange-Stark High School is one of twelve schools in the state of Texas that has been identified by the Southern Regional Educational Board as a “*High School That Works*”. Parents, students, educators and community members have worked hard to establish this school District as one of the best. For educators to maintain these academic standards, we seek your continued support and involvement.

The West Orange-Stark High School Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into three sections:

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

Section II—CURRICULUM-RELATED INFORMATION—to provide information to students and their parents about graduation programs, required courses, class rank, and extracurricular and other activities; and

Section III—GENERAL INFORMATION AND REQUIREMENTS—describing school operations and requirements such as safety procedures, the dress code, and fees that may be charged.

Each section has a Quick Reference component to serve as a guide for day-to-day questions that may arise.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student.

The student handbook is **a general reference guide only and is** designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that **it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. ~~the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications.~~**

In case of conflict between board policy including the Student Code of Conduct and any provisions of student handbooks, the provisions of board policy and the Student Code of Conduct that were most recently adopted by the board are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The District reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances. Although the Student Handbook may refer to rights established through law or District policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the District.

Both students and parents should become familiar with the West Orange-Cove Student Code of Conduct required by state law and which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as an attachment to this handbook **and as a separate document sent home to parents and** available in the principal’s office and on line at www.woccisd.net.

We encourage parents to review the entire handbook with their children and keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact the principal. Also, please complete and return the **Student and Parental Acknowledgment Form**, **Student Directory Information Form**; **Parent’s Objections to the Release of Student information to Military Recruiters and Institutions of Higher Learning Form**, **if you choose to restrict the release of information to these entities**; and **Consent/Opt-Out Form** accompanying this handbook so that we have a record of your choices. [See **Obtaining Information and Protecting Student Rights** on page 13 and **Directory Information** on page 18 for more information.]

Please note that references to alphabetical policy codes are included so that parents can refer to current board policy. A copy of the District’s policy manual is available for review online at www.woccisd.net.

BOARD OF TRUSTEES

| | |
|--------------------------|---------------------------|
| Ricky Jacobs | President |
| Harry Barclay | Vice President |
| Eric Mitchell | Secretary |
| Pete Amy | Board Member |
| Tony Dallas | Board Member |
| Andrew Hayes | Board Member |
| Hardy O'Neal | Board Member |

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| Ricky Jacobs | Board Member |
| Eric Mitchell | Board Member |
| Hardy O'Neal | Board Member |

ADMINISTRATION

| | | |
|---|-----------------------------------|----------|
| James Colbert, Superintendent | 505 North 15 th Street | 882-5500 |
| Dr, Silvia Martinez, Assistant Superintendent of Curriculum and Instruction | 505 North 15 th Street | 882-5555 |
| Anitrea Goodwin, Executive Director of Human Resources | 505 North 15 th Street | 882-5610 |
| Dr. Wayne Guidry, Dir. of Federal Programs, Testing & Accountability | 505 North 15 th Street | 882-5462 |
| Melinda James, Executive Director of Business Operations | 505 North 15 th Street | 882-5444 |
| Dr. Brant Graham, Director of Special Services | 2020 Western Avenue | 882-5407 |
| Greg Willis, Director of Maintenance | 2020 Western Avenue | 882-5550 |
| Ramona Burgess -Keisha Vicks, Director of Food/Nutrition | 2020 Western Avenue | 882-5447 |
| Elvis Rushing, Director of Technology | 2020 Western Avenue | 882-5421 |

SCHOOLS

| | | |
|-------------------------------------|-------------------------|----------|
| North Early Learning Center | 801 Cordrey | 882-5434 |
| West Orange-Stark Elementary School | 2605 Martin Luther King | 882-5630 |
| West Orange-Stark Middle School | 1402 West Green Ave. | 882-5520 |
| West Orange-Stark High School | 1400 Newton Street | 882-5570 |
| Academic Alternative Center | 902 West Park | 882-5424 |

WEST ORANGE-COVE CISD
BOARD OF TRUSTEES
DISTRICT GOALS 201~~12~~-201~~23~~

Mission Statement

The mission of the West Orange Cove Consolidated Independent School District, as a progressive multicultural community, is to graduate students able to reach their potential and excel in a diverse society as productive, responsible citizens by utilizing an innovative curriculum, outstanding facilities, patrons' special talents and unique business/industry partnerships.

Encompassing Goal

- We will provide a quality instructional program that meets the needs of all students and ensures continuous improvement.
- We will provide students and staff with facilities and services that are safe and conducive to an orderly, positive, and disciplined learning environment.
- We will foster good stewardship of financial resources.
- We will involve our community and encourage their support in the implementation of our District's mission and goals.

Achieve the academic indicators of the Texas Education Agency for educational excellence ensuring that curriculum is aligned with Texas Essential Knowledge and Skills

1. Achieve high level of student performance on STAAR assessments at all levels
2. Increase STAAR performance by closing the gap for identified subgroups as a part of No Child Left Behind federal legislation
3. Increase the number of students taking dual credit courses at Lamar State College-Orange
4. Implement a District-wide common reading list at grades 6-12
5. Implement an early high school experience for grades 7 and 8
6. Increase student participation in college entrance testing
7. Work to remove barriers to student achievement and psycho-social development that includes enlisting state agency services for every campus
8. Begin instruction in a world language in Grades K-5

School Climate and Professional Development

9. Maintain good order and discipline in the schools
10. Improve facilities for aesthetics, safety and function
11. Develop a Superintendent's Leadership Team that includes campus principals

Accountability to Community

12. Build a laser focus on instruction to benefit students and teachers
13. Better communicate excellence to our community, staff and students
14. Seek to bring honor, civility and a professional spirit to all we do at all levels including Board of Trustees, staff and students
15. Work to re-invigorate the band program at the high school and middle school levels to include increased participation, jazz band and excellent marching band
16. Seek private funding sources to assist students in participation of a senior year in college program
17. Increase the numbers of graduates going to post-secondary education: university, technical school and military
18. Focus on the development of character in our students; instill a system of personal ethics and a sense of obligatory service to our fellow man.

**WEST ORANGE-COVE CISD
OUR SHARED VISION
OUR STUDENTS:**

- Graduate as well educated decision-makers with a positive vision of themselves and their futures.
- Recognize, respect, and honor the strength and value of cultural diversity.
- Are responsible, productive citizens who are accountable for their actions and demonstrate strong work ethics.
- Are enthusiastic learners who work well independently and as team members.
- Demonstrate pride in their school and community.

WO-C OFFERS A LEARNING ENVIRONMENT THAT:

- Fosters learning through highly dedicated and qualified staff members, who support one another in meeting the diverse needs of all students.
- Models leadership and skills for success to become positive contributors to society.
- Promotes a partnership between parents and educators to provide a quality education in a safe, nurturing environment.
- Challenges students to succeed, using a broad-based rigorous curriculum.
- Integrates modern technology with curriculum to maximize learning.

IN OUR SUPPORTING ENVIRONMENT:

- We are proud of our diverse, high performing community that sets the standards of excellence.
- Our businesses, District, and community work together as full partners and provide the resources necessary for a quality education for all.

**WEST ORANGE-STARK HIGH SCHOOL
SITE-BASED STRATEGIC PLAN**

MISSION STATEMENT

The West Orange-Stark learning community (students, parents, staff and faculty) passionately: celebrates diversity, promotes intellectual, social and personal growth. In an environment that is: innovative, supportive and relevant, respectful of self and others, so that each student realizes personal success, excels in our global society and grow in a lifelong love of learning.

OBJECTIVES

- I. Within eight terms, 100% of our students entering the 9th grade will graduate by successfully completing the EOC Assessments and credit requirements.
- II. We will successfully prepare all graduating seniors for entry into a college/vocational-technology school or involvement in a successful vocational endeavor.
- III. Twenty-five percent of our students will be enrolled in advanced placement or honor's program courses.

TACTICS

- A. We will develop opportunities and utilize all available resources to achieve exemplary ratings on the State of Texas report card.
- B. We will establish a comprehensive counseling program to achieve the campus mission statement and objectives.
- C. We will develop a partnership program with business and industry that provides career technology and apprises the students of job opportunities.
- D. We will promote awareness and increase participation in advanced placement and honor's program.
- E. We will develop a time management plan for class scheduling that will enhance the quality of academic performance.

For additional information on specific action plans addressing the campus objectives, contact West Orange-Stark High School,

P. O. Box 1107, Orange, Texas 77631 (409) 882-5570.

PLEDGE OF ALLEGIANCE

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

SCHOOL SONG

Far out on the coastal prairie
Standing plain to view
Is our dear West Orange-Stark High School

Towering toward the blue.
Hail! All Hail! Our Alma Mater!
Hail! West Orange-Stark High!
We bear thee a love so fervent
It shall never die.

MASCOT

Mustang

SCHOOL COLORS

Blue and Silver

SECTION I IMPORTANT INFORMATION FOR PARENTS

This section of the West Orange-Stark High School Handbook includes information on topics of particular interest to you as a parent.

QUICK REFERENCE:

Where to look when you need information about ...

| | | |
|--|-----------------|---------------|
| End Of Course (EOC) Assessment | page | 8 |
| Enrollment procedures grades PK – 12 | page | 9 |
| Grading guidelines | page | 9 |
| Medicine at school | page | 11 |
| Other standardized testing: college requirements | page | 12 |
| Parental involvement | page | 12-15 |
| Psychotropic drugs | page | 15 |
| Release of students from school | page | 16 |
| Report cards/progress reports and conferences | page | 16 |
| Steroids | page | 16 |
| Student or parent complaints and concerns | page | 17 |
| Student records | page | 17 |
| Students' rights and responsibilities | page | 18 |
| THEA | page | 18 |

END-OF COURSE (EOC) ASSESSMENT FOR STUDENTS IN GRADE 9-12

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

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

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

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

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

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

STARR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation. **A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.**

~~Additional information will be provided to students and parents prior to the spring 2012 administrations.~~

Also see Course Credit on page 23 Grading Guidelines on page 9 and Graduation on page 28-37 for additional information

TAKS (Texas Assessment of Knowledge and Skills)

TAKS is a state-mandated assessment currently being transitioned to the STAAR program. However, depending on the grade level of the student, TAKS may still be administered to a student.

For a student in grade ~~10 or~~ 11 during the ~~2011-2012~~ 2012-2013 school year, the student will be assessed with **what is termed the "exit level" TAKS** in the subject areas of mathematics, English/language arts, social studies and science, **for which satisfactory performance is required for graduation. Any student in grade 12 who has not met the passing standard on the exit-level TAKS will have an opportunity to retake the exam in accordance with timelines established by TEA. ~~The test at grade 11 is "exit level" TAKS, and satisfactory performance on this test is required for graduation.~~**

Also see Graduation on page 28-37 for more information.

ENROLLMENT PROCEDURES GRADES PK-12

Early registration events are scheduled for each campus prior to the first day of school

For students enrolling during the year:

- Request verification of driver's license of person enrolling student and make copy for our files
- Complete V-Soft (Raptor) visitor screening process
- Parent/Guardian of the student comes to the attendance office and completes enrollment forms for student.
If person enrolling the student is not the parent or legal custodian of child, the enrolling individual must go to administration building to complete Power of Attorney form
- Campuses will be notified when Power of Attorney is completed

The following items are necessary for enrollment:

- Latest report card or withdrawal form from previous school
- Birth certificate –Original birth certificate must be provided at first enrollment into West Orange-Cove CISD. A copy is made and identified by the enrolling campus as "copy of original certificate."
- Social security card
- Immunization record (30-day grace period allowed for students transferring from another Texas school or students identified eligible for McKinney-Vento assistance). All out of state and out of country students must present immunization records at time of enrollment. Without the documentation in hand, the student cannot be enrolled. If the student provides records, the immunizations must be current. If not, the student must begin the necessary vaccine dose before he/she can be provisionally enrolled.
- Proof of residency may be required
- Student Emergency Form and all other enrollment forms must be completed.

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated {i.e., letter grades, numerical averages, checklist of required skills, etc}. Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. **Procedures for a student to follow after an absence will also be addressed.**

State law requires a student's score on an end-of-course (EOC) assessment to count as 15 percent of the student's final grade for the course.

Also see Report Cards/Progress Reports and Conferences on Page 16 for additional information on grading guidelines. See Graduation on pages 28-37, Course Credit on page 23 and EOC assessments on page 8.

In grades 9–12, achievement is reported to parents as:

The grade conversion scale shall be as follows:

| | |
|------------|---|
| 90 – 100 | A |
| 80 – 89 | B |
| 75 – 79 | C |
| 70 – 74 | D |
| 69 & below | F |

Transfer students with letter grades that have pluses and minuses shall be converted to District numerical grades using the following scale:

| | | |
|---------|----------------------------|------------------|
| A+ = 98 | C+ = 79 | F = 69 and below |
| A = 95 | C = 77 | |
| A- = 92 | C- = 75 (lowest C allowed) | |
| B+ = 88 | D+ = 74 | |
| B = 85 | D = 72 | |
| B- = 82 | D- = 70 | |

Students Transferring from a Non-Accredited School

Students entering the District from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement test(s), which may be administered by appropriate District personnel
2. Recommendation of the sending school
3. Prior academic record
4. Chronological age and social and emotional development of the student
5. Other criteria deemed appropriate by the principal

Transfer students from non-accredited public, private, or parochial schools shall validate high school credit for courses by testing or evidence that courses meet State Board requirements and standards.

Grading Policy (EIA-LOCAL)

The six-week grade will be determined by the following: 40% average of all daily grades and 60% major assessment.

1. The student's ongoing evaluation shall consist of projects, class work, tests and graded homework. A student's daily grade, derived from his ongoing evaluation, shall comprise 40% of the six-week total grade, and shall include at least twelve (12) grades. Long-term projects, such as research papers, should be graded at various stages of completion rather than only giving a grade for the final project.
2. Each teacher will develop a clearly defined grading procedure. A copy will be distributed to students at the beginning of each course so they are aware of the way in which they will be evaluated.
3. Semester grades shall be computed by the following:
Three grading periods will represent the semester grade.
4. Three grading periods will be counted as 80% of the semester grade. The final exam is counted as 20% of the semester grade.

Honor Roll

High School:

Superintendent's Honor Roll (All A's)

Principal's Honor Roll (A's and 2 B's)

Honor Roll (Any combination of A's or B's)

Exemption policy

The number of exemptions shall be determined by the classification, grade average, and number of absences as described below:

Fall Term

| | | |
|----------------------------|---------------------------|--------------|
| Seniors | 1 absence / 85 average | 3 exemptions |
| | 2-3 absences / 85 average | 2 exemptions |
| Juniors | 1 absence / 85 average | 2 exemptions |
| | 2-3 absences / 85 average | 2 exemptions |
| Sophomores and Freshmen | 1 absence / 90 average | 2 exemptions |
| | 2-3 absences / 90 average | 1 exemption |

Spring Term

| | | |
|----------------------------|---------------------------|--------------|
| Seniors | 1 absence / 85 average | 4 exemptions |
| | 2-3 absences / 85 average | 2 exemptions |
| Juniors | 1 absence / 85 average | 3 exemptions |
| | 2-3 absences / 85 average | 2 exemptions |
| Sophomores and Freshmen | 1 absence / 90 average | 2 exemptions |
| | 2-3 absences / 90 average | 1 exemption |

1. Students with more than three absences in any class are ineligible for exemptions from final exams in the class in which they have more than three absences.
2. Two tardies per six-week grading period in any one class will equal one absence for exemption purposes.
3. Students must be enrolled in WO-S the entire semester for which an exemption would be granted to be eligible for exemption from any exam. Any student enrolled in WO-S after the second week of a semester is ineligible for exemptions.
4. Any student who received any discipline past the detention level shall not be eligible for exemptions from any exam.
5. The opportunity shall be provided for students to take an exam although they qualify for an exemption should they so desire. The student's grade average for the course shall not be lowered by his/her performance on the semester exam should he/she choose to take one in a course for which he/she qualifies for exemption.
6. Determination of the grade average to qualify for an exemption will be accomplished by calculating the average. The cut off date for determining grades used for exemption purposes will be the Friday before the week of exams. (Teachers will continue to take grades through the end of the grading period; however, any grades taken after the cut-off date shall not be used in determining the grade average used for exemption calculation.)
7. Exemption forms will be given to students the week of exams verifying student's eligibility. Students failing to complete this verification process by deadline **WILL NOT** be exempt from exams.

Academic Dishonesty

Academic dishonesty (plagiarism) is not acceptable. Cheating includes the copying of another student's work – homework, class work, test answers, etc. – as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

MEDICINE AT SCHOOL

All medications **must** be in the original container along with a note of instructions. The nurse will not administer medications if they are not properly identified. The label of prescribed medications must state a) name of student; b) name of medication; c) amount to be taken; d) time to be taken.

All medications including over the counter or those prescribed by a doctor or dentist, **must be brought to the nurse's office in the original container, by parent/guardian, stating the number of pills or capsules in the container. Nurses will count pills in parent's/guardian's presence to verify number of pills.**

All medications to be given for 5 days or greater must be accompanied by a doctor's release. It is recommended that medications not be sent to school if they are ordered to be given:

1. Daily
2. Two times a day
3. Three times a day
4. Every 8 hours
5. Every 12 hours

These medications may be given at home, before school, after school and at bedtime. The exceptions would be medications that are prescribed to enhance the student's ability to function in the school environment effectively. For example: medications used for learning disabilities, behavior modifications, seizures and psychiatric problems.

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, ~~brought to school~~ **provided** by the parent, along with a written request.
 - **Prescription M** medication from a properly labeled unit dosage container filled by a registered nurse or another qualified District employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, ~~brought to school~~ **provided** by the parent along with a written request.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- In certain emergency situations, the District will administer to a student nonprescription medication, but only:
 - In accordance with the guidelines developed with the District's medical advisor and
 - When the parent has previously provided the medication with written consent to emergency treatment on the District's form.

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

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

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

PSYCHOTROPIC DRUGS

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

Teachers and other District employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A District employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policies at FFAC.]

OTHER STANDARDIZED TESTING: COLLEGE REQUIREMENTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. (Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]).

PARENTAL INVOLVEMENT

Title I School-Parent Compact

The reauthorized law puts new emphasis on the shared responsibilities of parents and schools for the high performance of children. In recognition of this partnership, Title I initiated the use of school-parent compacts that identify the mutual responsibilities of each party to help Title I students succeed. As a component of the school-level involvement policy, each school developed a school-parent compact jointly developed with parents of Title I children. This compact outlines how parents, the entire school staff, and students will share responsibility for improved student achievement. Schools and parents also are jointly responsible for building and developing a partnership to help children achieve the state's challenging standards. The school-parent compacts may be obtained from the principal of each campus.

Working Together

Both experience and research tells us that a child's education succeeds best when there is ~~a strong partnership~~ **good communication and a strong partnership** between home and school, ~~a partnership that thrives on communication~~. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the District.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- **Review the requirements of the graduation programs with your child.** Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit. (~~See the Graduation Requirements in the Choices Catalog~~)
- **Monitoring** your child's academic progress and contact teachers as needed. [See **Counseling** on page 23 and **Academic Programs** on page 19.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the West Orange-Stark High School office at 882-5570 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences** on page 16]
- Becoming a school volunteer. [For further information, see policy GKG and contact the ~~Executive Director of Public Information at 882-5627.~~ **Human Resources at 882-5610.**]
- Participating in campus parent organizations such as the Parent Teacher Association is strongly encouraged. Please contact the campus principal for more information.
- ~~Offering to serve~~ **Serving** as a parent representative on the District-level or campus-level planning committees assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus principal.
- ~~Offering to~~ **Serving** on the School Health Advisory Council (SHAC), assisting the District in ensuring local community values are reflected in health education instruction. [See policies BDF, EHAA, FFA and **School Health Advisory Council** on page 19.]
- **Being aware of the school's ongoing bullying and harassment prevention efforts.**
- Attending board meetings to learn more about District operations. Board meetings are held on the last two Mondays of the month at 6:00 p.m. at the Administration Building, 505 N. 15th Street, Orange, TX. [See policies BE and BED for more information.]

PARENT INVOLVEMENT COORDINATOR

The Parent Involvement Coordinator who works with parents of students participating in Title I programs is Dr. Wayne Guidry and may be contacted at (409) 882-5462.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

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

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

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

“Opting Out” of Surveys and Activities

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, ~~or~~ selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. See policies EF and FFAA.

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

[Also see **Removing a Student from Human Sexuality Instruction** on page 15 for additional information.]

~~Display of your~~ **Displaying a Student's child's Artwork, projects Photos, and other special work products-Original Work:**

~~Teachers may display students' work in classrooms or elsewhere on campus as recognition of student achievement. However, the District will seek parental consent before displaying students' artwork, special projects, photographs taken by students, and other original works on the District's web site, on any campus or classroom web site, in printed material, by video or by any other method of mass communication. a parent, if you choose that your child's artwork, special projects, photographs, and the like not be displayed to the community on the district's Web site, in printed material, by video, or by any other method of communication, you must notify the principal in writing. The form for Promotional Internet Permission is distributed to parents in the Parent Signature packet or may be obtained in the principal's office~~

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.
[See **Student Records** on page 17.]
- To grant or deny any written request from the District to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
 - When it is to be used for school safety;
 - When it relates to classroom instruction or a cocurricular or extracurricular activity; or
 - When it relates to media coverage of the school.

Removing a Student Temporarily from the Classroom

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

Removing a Student from Human Sexuality Instruction

- As a part of the District's curriculum, students receive instruction related to human sexuality. The school Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.
- State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:
 - Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
 - Devote more attention to abstinence from sexual activity than to any other behavior;
 - Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
 - Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; **and**
 - If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

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

Choosing the Best utilizes the following five keys to effective abstinence and relationship education:

- **Motivational Learning Environment**-Video vignettes of real-life teens, in depth discussions, classroom exercises and role-plays engage the students in learning
- **Medical Learning Model**-Current information on STDs, emotional consequences and teen pregnancy.
- **Relationship Education and Refusal Skills** – Provides students with the confidence to handle negative peer and relationship pressures.
- **Parent Involvement**–Student Manual provides at-home opportunities for parent-student interaction.
- **Character Education**– Students are challenged to develop respect, self-respect, compassion, honesty and courage.

Middle School Programs:

- Choosing the Best Way for grade 6
- Choosing the Best Path for grade 7
- Choosing the Best Life for grade 8
-

High School Programs:

- Choosing the Best Journey for grade 9-10

- Choosing the Best Soul Mate for grade 11-12

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

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flag

- ~~To~~As a parent you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag, the request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** on page 55 and policy EC (LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

- ~~To~~You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL)]

Requesting Limited or No Contact with a Student through Electronic Media

- Teachers and other approved employees are permitted by the District to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.
- An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.
- If you prefer that your child not receive any one-to-one electronic communications from a District employee ~~or if you have questions related to the use of electronic media by District employees, please submit a written request to the campus principal stating this preference.~~ contact the campus principal.

Requesting Notices of Certain Student Misconduct

- ~~To request in writing, if you are a~~ A noncustodial parent may request in writing that ~~you~~ he or she be provided for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her misconduct that may involve placement in ~~a Disciplinary Alternative Education Program (DAEP)~~ Academic Alternative Center (AAC) or expulsion. See policies FL (LEGAL) and (LOCAL), FO (LEGAL), and the Student Code of Conduct.

School Safety Transfers

As a parent, you may:

- ~~To~~Request the transfer of your child to another classroom ~~or campus~~ if your child has been determined by the ~~District board or its designee~~ to have been a victim of bullying as the term is defined by Education Code ~~25.0344~~ 37.0832. See the superintendent or designee for information. ~~(See Policy FDE)~~
- [See Bullying on page 43 policy FDB, and policy FFI.]
- ~~To~~Request the transfer of your child to attend a safe public school in the District if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL)]
- ~~To~~ Request the transfer of your child to another neighboring District if your child has been the victim of a sexual assault by another student on the same campus, whether that assault occurred on or off campus and that student has been convicted of or placed on deferred adjudication for that assault. [See policy FDE(LOCAL)]

Requesting Classroom Assignment for Multiple Birth Siblings

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

Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. [See policy FDB (LOCAL)]

Request for the Use of a Service Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten District business days before bringing the service animal on campus.

Parents of Students Who Speak a Primary Language Other than English

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

Accommodations for Children of Military Families

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

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

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the instructional day.

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are sent home to parents at the end of the 6 weeks.

At the end of the first three weeks of a grading period parents will be sent a written progress report of their child's performance in any course. **If the student receives a grade lower than 70 in a class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. (See working together on page 13 for how to schedule a conference.**

Teachers follow grading guidelines that have been approved by the Board pursuant to the **Board adopted policy** and **are** designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy. [See policy EIA (LOCAL) and Grading Guidelines on page 9.]

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 75 in a class or subject.

Tutorials

Students in grades 9-12 who have been identified as being at risk of dropping out of school, or who are not performing at grade level, or who have a grade in a core subject at the end of a three (3) week reporting period lower than 75, or who did not perform satisfactorily on a state-administered assessment instrument, shall be required to attend tutorials. The students identified with the above criteria shall be required to attend tutorials prior to participating in any practices associated with any extra-curricular program/activity. (See policy EHBC LOCAL)

- Students are provided morning and afternoon tutorials.
- Identified students will attend tutorials as required by campus administrators.
- Coaches and sponsors will be notified of identified students needing tutorials.
- Identified students will be required to attend tutorials prior to practices associated with any extra-curricular program/activity.

STEROIDS

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

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

Students participating in UIL athletic competition may be subject to random steroid testing. More information on [the UIL testing program may be found on the UIL web site at http://www.uiltexas.org/health/steroid-information](http://www.uiltexas.org/health/steroid-information).

STUDENT OR PARENT COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed by a phone call or a conference with the teacher or principal. For those complaints and concerns that cannot be handled so easily, the District has adopted a standard complaint policy at FNG (LOCAL) in the District's policy manual. A copy of this policy may be obtained in the principal's or superintendent's office or on the District's Web site at www.woccisd.net.

In general, the student or parent should submit a written complaint and request a conference with the campus principal. If the concern is not resolved, a request for a conference should be sent to the superintendent. If still unresolved, the District provides for the complaint to be presented to the board of trustees.

STUDENT RECORDS

Both federal and state law safeguards student records from unauthorized inspection or use and provide parents and "eligible" students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the District must verify the identity of the person, including a parent or the student, requesting information. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of post secondary education.

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

- The parents—whether married, separated, or divorced—unless parental rights have been legally terminated and if the school is given a copy of the court order terminating these rights.
- Federal law requires that, as soon as a student becomes 18 is emancipated by a court, or enrolls in a post secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law defines as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the District has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer; a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. "Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility; or investigating or evaluating programs.
- Various governmental agencies ~~including juvenile service providers. or in response to a subpoena or court order.~~
- ~~Individuals granted access in response to a subpoena or court order.~~
- A school or ~~institution of postsecondary education to which a student seeks to which a student transfers~~ or intends to enroll or in which he or she is already enrolled.

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

The principal or superintendent is custodian of all records for currently enrolled students at the assigned school. The Principal and Superintendent are the custodians of all records for students who have withdrawn or graduated.

Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the District will either provide a copy of the requested records, or make other arrangements for the parent or student to review these records. The address of the Superintendent's office is **505 N. 15th Street, Orange, TX 77630.**

The addresses of the principals' offices are:

North Early Learning Center, 801 Cordrey, Orange, TX 77630

West Orange-Stark Elementary 2605 Martin Luther King Dr., Orange, Texas 77630

West Orange-Stark Middle, 1402 West Green Ave., Orange, Texas 77630

West Orange-Stark High, 1400 Newton St., Orange, Texas 77630

A parent (or eligible student) may inspect the student's records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal or superintendent. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the District ~~refuses~~ ~~denies~~ the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the ~~requestor~~ **parent or eligible student** has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process ~~defined by~~ **found in** policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous or inconsistent with the District's grading policy. [See FINALITY OF GRADES AT FNG (LEGAL), **Report Cards/Progress Reports and Conferences** on page 16 and **Student or Parent Complaints and Concerns** on page 17 for an overview of the process.]

The District's policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal's or superintendent's office and on the District Web site at www.woccisd.net.

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

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with federal law regarding student records. That address is: Family Policy Compliance, U.S. Department of Education, 400 Maryland Avenue, S. W., Washington, DC 20202-4605. The District's policy regarding student records is available from the principal's or superintendent's office or on the District's Web site at www.woccisd.net.

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

Directory Information

The law permits the District to designate certain personal information about students as "directory information." This "directory information" will be released to anyone who follows procedures for requesting it. (See policy FL)

However, release of a student's directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of the child's first day of this school year. (See the "Notices regarding Directory Information and Parent's Response Regarding Release of Student Information" that are distributed to parents in the Parent Signature packet or may be obtained in the principals' office.)

Directory Information for School-Sponsored Purposes

The District often needs to use student information for the following school-sponsored purposes: student name, address, telephone listing, electronic mail address, photograph, and date and place of birth, as well as major field of study, degrees, honors, and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. This information will not be released to the public without the consent of the parent or eligible student. (Consent form accompanying this handbook)

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

Release of Student Information to Military Recruiters and Institutions of Higher Education

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

STUDENTS' RIGHTS AND RESPONSIBILITIES

All students are entitled to enjoy the basic rights of citizenship, which are recognized and protected by laws for persons of their age and maturity. District schools shall foster a climate of mutual respect for the rights of others in order to enhance the District educational purpose and the program designed to achieve that purpose. Students shall exercise their rights responsibly in compliance with the rules established for the orderly conduct of the District's educational mission. Students who violate the rights of others or who violate District or school rules are subject to correct the misconduct and promote adherence by all students to the responsibilities of citizens in the school community.

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas Public college or university, most students must take a standardized test such as the Texas Higher Educating Assessment (THEA). The purpose of the THEA is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively on undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the District as well.

SECTION II CURRICULUM-RELATED INFORMATION

This section of the handbook contains information on academics and school activities, which is of particular interest to students. Students should take the time to review this information with their parents—especially if they are entering 9th grade and are a transfer student. The section includes information on graduation programs and requirements; options for earning course credit; extracurricular activities and other school-related organizations; and awards, honors, and scholarships.

QUICK REFERENCE:

Where to look when you need help with...

- Academic programs page 19
- Awards and honors page 19
- Career and technical education (CATE) page 19
- Class rank/top ten percent/highest ranking student page 20
- **College and university admissions** page 20
- Class schedules page 21
- College credit courses page 21
- Computer resources page 21
- Correspondence course page 23
- Counseling page 23
- College and university admissions page 23
- Course Credit page 23
- Credit by exam-If a student has taken the course page 23
- Credit by exam-If a student has not taken the course page 24
- Dual enrollment page 24
- Extracurricular activities, **CATE**, clubs, and organizations page 25
- Grade classification page 27
- Graduation **activities** page 27-37
- Granting permission to receive parenting and paternity awareness instruction page 37
- Promotion and retention page 37
- State scholarships and grants page 37
- Special programs page 38
- Textbooks, **electronic textbooks, technology equipment and other instructional materials** page 38

ACADEMIC PROGRAMS

The school counselor provides students and their parent's information regarding academic programs to prepare for higher education and career choices. [For more information see, [Academic Counseling](#) on page 23 of this handbook and policy EIF.]

AWARDS AND HONORS

Honor Roll High School

Superintendent's Honor Roll (All A's)

Principal's Honor Roll (A's and 2 B's)

Honor Roll (Any combination of A's or B's)

CAREER AND TECHNICAL EDUCATION (CATE)

The District offers Career and Technical Education Programs in Health Science Technology, Business Management and Administration, Human Services, Hospitality and Tourism, Marketing, Arts, AV and Communication Course,-Transportation, Distribution and Logistics, Architecture and Construction Manufacturing. Admission to these programs is based on needs, interests, career plans of students and age appropriateness. It is the policy of West Orange-Cove CISD not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technology programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

West Orange-Cove CISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

CLASS RANK/HIGHEST RANKING STUDENT

In order for a student to be eligible for the academic honors of valedictorian or salutatorian he/she must have been enrolled in the District's high school on or before the last day of the first six-weeks grade reporting period of his or her junior year. The student must be a full-time student.

In case a transfer student fails to meet the attendance requirements for academic honors or honor graduate, the student shall receive the rank-in-class to which he or she is entitled, but he or she will not be awarded the title or honor that might stem from the receipt of the academic honor.

Class Ranking (EIC-LOCAL)

It is the responsibility of the parent and student to plan course selections. The weight and value of courses and non-courses may affect class rank.

The following grade-point system will be used in computing class rank:

| Course Level | A | B | C | D | F |
|---|---|---|---|---|---|
| Honors/College Board Advanced Placement/ Dual Credit | 6 | 5 | 4 | 3 | 0 |
| Regular | 5 | 4 | 3 | 2 | 0 |
| Basic/Resource/Special Education Self-Contained/ <i>Modified</i> | 4 | 3 | 2 | 1 | 0 |

Only courses completed in grade nine through the conclusion of the fifth six-week period of the senior year shall be used in computing class rank.

Grades for all subjects, including physical education, shall be used in computing class rank. Grades earned from correspondence, summer school, adult school or any waived credit and advanced placement (credit by examination) shall not be used in computing class rank. Courses taken on a "no credit" or "pass-fail" basis shall not be counted for class rank. Courses taken in AEP (Alternative Education Placement) are considered modified courses.

Valedictorian

Using the prescribed ranking system, the student with the highest grade-point average and the highest ranking will be designated Valedictorian. Refer to EIC (LOCAL) policy.

Salutatorian

Using the prescribed ranking system, the student with the second highest grade-point average or second highest ranking will be designated Salutatorian. Refer to EIC (LOCAL) policy.

Ties

In the event of a tie for valedictorian or salutatorian, the tie will be broken according to the following guidelines:

1. The student with the highest number of honors courses shall be the recipient.
2. If a tie still exists, the student with the highest numerical grade average of honor classes shall be the recipient.
3. If a tie still exists, the student with the highest numerical grade average of all classes shall be the recipient.

There shall be only one valedictorian and one salutatorian. In the event of a tie for valedictorian, the student who comes in second in the tie-breaker process shall be salutatorian.

Early Graduation

Students graduating at the end of their third year will be assigned a rank. The early graduate's ranking will not displace any student graduating in regular order.

Honor Graduates

Using the prescribed ranking system, the top ten percent of the students who have the highest grade point average will be designated honor graduates. For two school years following their graduation, District graduates who ranked in the top ten percent of their graduating class are eligible for admission into four-year public universities and colleges in Texas. Students and parents should contact the counselor for further information about how to apply and the deadline for application.

CLASS SCHEDULES

Schedule changes should be made the week prior to the beginning of each semester. Necessary changes in courses may be made within the first five school days of a semester without penalty. The staff may change achievement levels in courses as needed. Students shall be responsible for making up work issued on essential knowledge and skills and objectives for the new course.

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

COLLEGE AND UNIVERSITY ADMISSIONS

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

- Completes the Recommended or Advanced /Distinguished Achievement Program: or
- Satisfies the ACT College Readiness Benchmarks or earns a least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2012-2013 term, the University will be admitting the top ~~nine~~-eight percent of the high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

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

(See also Class Rank/Higher Ranking Student on page 20 for information specifically related to how the District calculates a student's rank in class)

Transfer Students

A transfer student must be continuously enrolled in the District's high school on or before the last day of the first six-weeks reporting of his or her junior year to be an honor graduate. Please see your counselor for additional information. (See policy EIC)

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement(AP)
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Lamar State College of Orange and Lamar Institute of Technology
- Certain CTE courses.

All of these methods have eligibility requirements and must be approved prior to enrollment in the course. Please see the counselor for more information. **Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation and, if so, will affect a student's final course grade.**

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

Distance Learning

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

The Texas Virtual School Network (TxVSN) has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. Depending on the course in which a student enrolls, the course may be subject to the "no pass no play" rules. [Also see Extracurricular Activities, Clubs, and Organizations on page 25.]

COMPUTER RESOURCES

To prepare students for an increasingly computerized society, the District has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and their parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Computer use and electronic communications using District resources are not private and may be monitored at any time by Internet service providers, operators of system file servers and designated District staff to ensure appropriate use.

West Orange-Stark High School students wishing to obtain access to District Network Services such as Internet or TENET must be sponsored by a faculty member and must agree to the following:

1. The use of the network is a privilege that may be revoked by network administrators or authorized faculty designees at any time for abusive conduct. Such conduct would include, but is not limited to, the placing of unlawful information on or through the computer system and the use of obscene, abusive, or otherwise objectionable language or images in either public or private files or messages.
2. The District reserves the right to any material stored in files to which all users have access and will edit or remove any material which the staff, in its sole discretion, believes may be objectionable. Users of the network will not use their account to obtain, view, download or otherwise gain access to such materials.
3. Information services and features contained on WOCCISD network services are intended for use of its patrons, and any commercial or other unauthorized use of those materials, in any form, is expressly forbidden.
4. Information contained on WOCCISD network services is placed there for general information purposes and is in no way intended to refer to, or be applicable to, any specific person, case, or situation.
5. WOCCISD network services does not warrant that the functions of the system will meet any specific requirements of the individual user or that it will be error-free or uninterrupted; nor shall it be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, or profits) sustained or incurred in connection with the use, operation, or inability to use the system.
6. Rules and regulations of the system usage will be promulgated from time to time by the network administrators and authorized faculty designees, and users of the network are subject to these rules and regulations.

7. WOCCISD network services are intended for the exclusive use of its registered users, who are the responsibility of the account holder. Any misuse will result in suspension of account privileges.
8. E-mail responsibilities include checking e-mail regularly, remaining within the limited disk quota, and not interfering with the network traffic by sending "chain letters" or "broadcasting" messages to lists or individuals.
9. Gaining unauthorized access to any District Computer System, District Network Service, and outside telecommunications services is a prohibited activity under the provisions of West Orange-Cove Consolidated Independent School District School Board Policies FNC (LOCAL) and CMB (LOCAL).
10. Noncompliance with any of the provisions as stated will result in District staff reporting to the principal the name of any student responsible, and may result in further disciplinary action in accordance with provisions of the WOCCISD Student Code of Conduct.

Rules for appropriate use

Access to West Orange-Cove computer resources is a privilege, not a right. Failure to comply with the guidelines set out in the Acceptable Use Policy may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. Students should refer to the Student Code of Conduct for a detailed description of the consequences of improper use of the computer system.

The District shall not be liable for users' inappropriate use of electronic communication resources, violations of copyright restrictions or other laws, users' mistakes or negligence, or costs incurred by users. The District shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet.

- You will be assigned an individual account, and you are responsible for not sharing the password for that account with others.
- The account is to be used only for identified educational purposes.
- You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.
- Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.

Inappropriate uses

- Using the system for any illegal purpose.
- Borrowing someone's account without permission.
- Downloading or using copyrighted information without permission from the copyright holder.
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation or illegal. If you feel there is a problem or if you feel uncomfortable with the information someone is sending you via the Internet, tell the teacher or computer lab operator immediately. If a user asks that you no longer send them mail or in any other way contact them, you must stop all contact immediately. You may feel you have the right to freedom of expression, but please remember that others have the right to be free from harassment.
- The system may not be used for financial or commercial gain or business use.
- Posting personal communications without the original author's consent is prohibited.
- Posting anonymous messages is prohibited.
- Wasting school resources through improper use of the computer system.
 - Do not download large (over 1MB) files unless instructed to do so by your teacher.
 - Do not play games with others on the network or Internet.
 - Only download the information you need.
 - Use your access time efficiently. Remember, there are others who need to use the network.
- Gaining unauthorized access to restricted information or resources.
- Using personal e-mail.

Consequences for inappropriate use

- Suspension of access to the system;
- Revocation of the computer system account; or
- Other disciplinary or legal action, in accordance with the District policies, Student Code of Conduct and applicable laws. [For additional information, see policy CQ.]

CORRESPONDENCE COURSES

The District permits high school students to take correspondence courses—by mail or via the Internet—for credit toward high school graduation.

Credit toward state graduation requirements may be granted for correspondence courses only under the following conditions:

1. The institution offering the course is the University of Texas at Austin, Texas Tech University, or other public institution of higher education approved by the Commissioner of Education of Texas.
2. The correspondence course includes the state-required Texas Essential Knowledge and Skills for such a course.
3. Only juniors and seniors are eligible to take correspondence courses.

4. Only one correspondence course may be taken at a time.
5. Grades for correspondence courses shall not be used in computing class rankings.
6. Approval must be secured from the principal or counselor.
7. A maximum of 2 state required credits may be earned through correspondence courses in the high school career.

See counselor for approved correspondence courses. [For further information, see policy EEJC]

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 9 through 12 will be provided information on anticipated course offerings for the next year and other information that will help them make the most of academic and CTE opportunities.

To plan for the future, students should work closely with the counselor in order to take the high school courses that best prepare them for attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact or notify his/her teacher or counselor.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies ~~EEJA (LOCAL)~~, EHBA (Legal), FFE (Legal), and FFG (Exhibit).]

COURSE CREDIT

A student in grades 9-12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken ~~has received prior instruction in~~ a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. ~~To receive credit, a student must score at least 70 on the exam.~~ Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school.

~~The counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject.~~

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. Credit earned through credit by examination will not be included in computing class rank.

In all instances, the District will determine whether any opportunity for credit by exam will be offered.

[For further information, see EHDB (LOCAL)]

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or **subject area** for which the student has had no prior instruction. The dates on which exams are scheduled can be found at the District Web site www.woccisd.net.

[For further information, see policy EEJB]

DUAL ENROLLMENT

Juniors and Seniors, only, may earn college credit on the West Orange-Stark High School Campus. Students receiving college credit must complete a LSC-O application for admissions and a parental consent form. Tuition must be paid to Lamar

State College-Orange. LSC-Orange offers a scholarship to assist with tuition and fees. Additional funding may be provided by WOCCISD to assist students with required fees for dual credit enrollment. Students should see the counselor for additional information. Students who plan to enroll in a mathematics course must make an acceptable score on the LSC-O Mathematics Placement Examination. Based upon the score, a student may earn credit for either College Algebra or Math 2312.

High school students who plan to enroll in dual-credit classes must take the THEA or ASSET test prior to enrollment. Students may be exempt from testing requirements if they meet the following qualifying standards:

- TAKS – 2200 in math and/or 2200 in ELA with a writing sub score of at least 3
- SAT – combined score of 1070 with a 500 on the math and verbal sections
- ACT – composite score of 23 with a 19 on the Math and English section.

Students must meet state, WO-S and LSC-Orange prerequisites and requirements in order to receive dual credit.

High School students may also take the E-Compass test which is a computer version of the ASSET test. The E-Compass test may be taken at the LSC-Orange testing center by appointment only.

Courses offered on this campus are taught by West Orange-Stark High School teachers. Courses at LSC-Orange are taught by members of the Lamar faculty. Students are **not** permitted to take more than **two** dual credit courses per semester (12 college hours per year).

The courses approved for Dual Enrollment Credit are:

| WO-S COURSE | CREDIT | LSC-O COURSE | HOURS | GRADE POINTS |
|-------------------------------|--------|---|--------|--------------|
| Precalculus Pre-AP | 1.0 | Precalculus Math (Math 2312) | 3 | 6.0 |
| AP Calculus | 1.0 | Calculus & Analytic Geometry (Math 2413) | 4 | 6.0 |
| AP Government | .5 | Government | 3 | 6.0 |
| Special Topics | .5 | (Govt. 2302) (Govt. 2301) | 3 | 6.0 |
| AP Economics | .5 | Economics 2301 | 3 | 6.0 |
| AP USA History | 1.0 | History (Hist 1301 AND 1302) | 3 3 | 6.0 |
| AP Biology | 1.0 | General Biology (BIO 1406) Lab Required | 4 | 6.0 |
| AP Chemistry | 1.0 | General Chemistry I (Chemistry 1411) | 4 | 6.0 |
| AP English IV | 1.0 | English Composition I (English 1301) English Composition II (English 1302) | 3 3 | 6.0 |
| AP Psychology | 0.5 | Introduction to Psychology (Psyc 2301) | 3 | 6.0 |
| | | | | |
| Pre-AP Anatomy and Physiology | 1.0 | Anatomy and Physiology (BIO 2401) | | |

Courses taught at WOSHS as AP, Pre-AP or co-enroll will receive honors grade points.

Lamar State College-Orange Internet Classes

Beginning fall 2006, West Orange-Stark High School students may take English 1301-1302, Government 2301-2302 and U.S. History 1301-1302 via the internet through Lamar State College-Orange. Internet courses are college credit options for juniors and seniors.

EXTRACURRICULAR ACTIVITIES, CATE, CLUBS, AND ORGANIZATIONS

Participation in school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization {See <http://www.uil.utexas.edu> for additional information.}

- The following requirements apply to all extracurricular activities:
 - A student who receives at the end of a grading period a grade below 70 in any academic class—other than a class identified as honors or advanced by either the State Board of Education or by the local board of trustees—may not participate in extracurricular activities for at least three school weeks.
 - A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
 - An ineligible student may practice or rehearse.
 - Students in grades 6-12 who have been identified as being at risk of dropping out of school, who are not performing at grade level, who have a grade in a core subject at the end of a three-week reporting period lower than 75, or who did not perform satisfactorily on a state-mandated assessment shall be required to attend tutorials. The students identified under the above criteria shall be required to attend tutorials prior to participating in practices associated with any extracurricular program or activity.
 - A student is allowed in a school year up to ten absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
 - A student who misses a class because of participation in an activity that has not been approved will receive an unexcused absence.

TO JOIN

If you are interested in becoming a member of any of the organizations listed below, please see the sponsor early in the year as many organizations have established codes of conduct, which may exceed the minimum grade point requirement for UIL competition and which must be achieved before you are allowed.

Club Funds

Club funds may not be used for functions not sponsored by the school. All proceeds acquired from dues or fund-raising activities are to be promptly deposited with the school secretary who in turn will deposit it with the District Business Office into the appropriate activity account.

Club Meetings

Club and class meetings are to be held only at the request of the sponsor. Meetings are to be held only if the sponsor is present, if prior approval is given by the building principal and meetings are held on school grounds.

All students interested in representing WOS in Interscholastic League literary events should call the school office (409) 882-5570

Academic Organizations:

| | |
|----------------|-----------------------|
| Prose & Poetry | Computer Applications |
| Drama | Science |
| Ready Writing | Journalism |
| Speech, Debate | Spelling |
| Mathematics | Literary Criticism |

Number Sense
 Calculator
 Social Studies

Current Events
 Extemp Speaking
 Robotics Team

Co Curricular and Extracurricular

Band
 Cheerleaders
 Choir
 Drill Team

Service and Interest Clubs

Club meetings are scheduled before and after school.

| | |
|---------------------------------------|----------------------------------|
| Art Club | Culinary Arts Club |
| Drama Club (Thespians) | Future Teachers of America |
| Health Occupation Students of America | Homecoming |
| Prom | Prom Court |
| Mock Trial | Mustang for the Master |
| National Honor Society | Science Team |
| Academic Team | Business Professional of America |
| Key Club | Library Club |
| Stark Reading Contest | Student Government |
| TEAMTCA-Metal Trades | Skills USA-Auto Collision Repair |
| Skills USA-Building Trades | Skills USA-Media Technology |

A student may participate in extracurricular activities on or off campus at the beginning of the school year only if the student has earned the cumulative number of credits in State-approved courses indicated as follows:

- beginning of the 9th grade year: - have been promoted from the eighth grade to the ninth;
- beginning of the 10th grade year: - at least six credits toward graduation;
- beginning of the 11th grade year: - at least twelve credits toward graduation;
- beginning of the 12th grade year: - at least eighteen credits toward graduation.

In order to be eligible to participate in an extracurricular activity event a student must pass all of the courses on his schedule. Eligibility will be checked after the first six weeks. Another eligibility check will be collected after each six-week grading period. A student can regain eligibility after each three-week period. If a student is passing (70 or above) in each class, he/she will be eligible to participate at the end of the fourth week. See chart.

36 School Week Chart for Six Week Grading Periods

1 2 3 4 5 6

Check eligibility for all students.

| 7 | 8 **9**

| 10 | 11 12 13 14 15 16 17 **18**

If semester ends prior to holidays, student is eligible during the holiday period.

| 19 | 20 21 22 23 24 25 26 **27**

All students are academically eligible during summer recess. See “Academic Requirements” for eligibility requirements for first 6 weeks of the school year.

Legend for six-week grading period:

- Grading period ends. Check eligibility for all students.
- || Student is in (regains eligibility) or out (loses eligibility) at the end of that week at the time the regular school day is scheduled to end. This school week is first week of three-school week evaluation period.
- Opportunity to regain eligibility. (Teachers are required to check grades for suspended students only) Student may regain eligibility 7 calendar days after the end of the three- week grading evaluation period at the time the regular school day ends if principal and teachers have determined the student is passing all courses.

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

[For further information, see policies FM and FO.]

NCAA-High School

If you wish to participate in college athletics, you must meet core-course requirements to attend Division I or Division II colleges. You must take the right courses as well as have an acceptable core-course grade point average and SAT 1 or ACT score. Please see your coach or counselor for additional information.

Announcements and School Bulletins

All announcements and articles for the school bulletin must be approved and signed by sponsors.

GRADE CLASSIFICATION-HIGH SCHOOL

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

Freshman classification: Successful completion of 8th grade

Sophomore classification: The student has earned 6 credits

Junior classification: The student has earned 12 credits

Senior classification: The student has earned 18 credits

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the District, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I, Geometry, Biology and Integrated Chemistry and Physics, English III, and early American and United States History, World History, and World Geography. Students in grade ~~10 and~~ 11 during the ~~2011-2012~~ 2012-2013 school year must pass the exit-level test to graduate. A student in grade 12 during the 2012-2013 school year who has not passed the exit-level test will have opportunities to retake it.

Also see [Standardized Testing on page 12 for more information.](#)

Also see EOC on page 8 for more information.

Beginning with students who entered grade 9 in the 2011-2012 school year, EOC assessments ~~will be~~ **are** administered for the following courses and ~~will~~ replace the exit-level test ~~as~~ mentioned above: English, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

If a student fails to perform satisfactorily on an EOC assessment, the District will provide remediation to the student in the content area for which the performance standard was not met.

Also see Grading Guidelines on page 9 and EOC Assessment on page 8 for more information.

CERTIFICATES OF COURSEWORK COMPLETION

A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level test {EI (LOCAL)}

Effective with ninth graders in the 2011-2012 school year **and thereafter**, in addition to the credit and course requirement for each program performance on EOC assessments will be linked to a student's **eligible** graduation program. To graduate, a student must meet a minimum cumulative score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. To determine whether the student meets the cumulative score, the students' EOC assessment scores in each content area will be added together. If the student's total score on the assessments with the content area is equal to or greater than the cumulative score set by TEA, the student may retake any of the assessments in that content area until the student achieves the cumulative score. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

To graduate on the Recommended Program, a student must perform satisfactorily on the Algebra II and English III EOC assessments, in addition to meeting the cumulative score requirements described above. To graduate on the Advanced/Distinguished Achievement Program, a student must demonstrate advanced academic performance on the Algebra II and English III EOC assessments, commonly referred to as college and career readiness standards, in addition to successfully meeting performance standards on the other EOC assessments. If this standard is not met, the student will graduate under the Recommended Program, regardless of whether the student has met all other requirements for graduating under the Advanced/Distinguished Achievement Program.

2012-2013 GRADUATION CREDIT REQUIREMENTS

| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|--|--|--|---|
| English Language Arts | Four Credits: . English I,II, and III . English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English Language proficiency. • The fourth credit of English may be Selected from any of the following: • English IV Research/Technical • Writing Creative/Imaginative • Writing Practical Writing Skills • Literary Genres Business English • (CTE) • Journalism AP English Literature and Composition • AP English Literature and Composition | Four Credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. | Four Credits: • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning of English Language proficiency. |
| Mathematics | Three credits: | Four credit: | Four credits: |
| | Algebra I Geometry • The third credit may be selected from any of the following: • Algebra II • Precalculus • Mathematical Models with Application | • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully | • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry. • Precalculus • Independent Study in Mathematics |

| | | | |
|--|---|--------------------------------|--|
| | <ul style="list-style-type: none"> • Independent Study in Mathematics • AAP Statistic | completed Prior to Algebra II: | <ul style="list-style-type: none"> • AP Statistics • AP Calculus AB • AP Computer Science |
|--|---|--------------------------------|--|

| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|----------------|--|--|--|
| | <ul style="list-style-type: none"> • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE) | <ul style="list-style-type: none"> • Mathematical Models with Applications • Mathematical Applications in Agriculture Food and Natural Resources (CTE) • The fourth credit may be selected from the following: after successfully completion of Algebra II: <ul style="list-style-type: none"> • Precalculus • Independent Study in Mathematics • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IP Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE) | <ul style="list-style-type: none"> • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE) |
| Science | Two credits: | Four credits: | Four credits: |
| | <ul style="list-style-type: none"> • Biology • Integrated Physics and Chemistry | <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry | <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry |

| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|------------|--|---|---|
| | <p>May substitute Chemistry or Physics for IPC but must use the other as academic credit</p> | <ul style="list-style-type: none"> • Physics, Principles of Technology AP Physics, or IB Physics • The additional credit may be IPC and must be successfully Completed prior to Physics. • The fourth credit may be selected from any of the following: <ul style="list-style-type: none"> • Aquatic Science • Astronomy • Earth and Space Science • Environmental Systems • AP Biology • AP Chemistry • AP Physics B • AP Physics C • AP Environmental Science • IB Biology • IB Chemistry • IB Physics • IB Environmental Systems • Scientific Research and Design (CTE) • Engineering Design and Problem Solving (CTE) • Medical Microbiology (CTE) • Path physiology (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE) | <ul style="list-style-type: none"> • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a Biology course, a chemistry Course, and a physics course, the fourth credit may be selected from any of the following: <ul style="list-style-type: none"> • Aquatic Science • Astronomy • Earth and Space Science • Environmental Systems • AP Biology • AP Chemistry • AP Physics B • AP Physics C • AP Environmental Science • IB Biology • IB Chemistry • IB Physics • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology (CTE) • Engineering Design and Problem Solving (CTE) • Medical Microbiology(CTE) • Path physiology (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (VTE) |

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| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|---|---|---|--|
| Social Studies | <p>Two and one-half credits:</p> <ul style="list-style-type: none"> • US History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: • World History studies (one credit) • World Geography Studies (one credit) | <p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • US History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) | <p>Three and one-half credits:</p> <ul style="list-style-type: none"> • World History Studies (one credit) • World Geography Studies (one credit) • U.S. Government (one-half credit) |
| Economics with emphasis on the free enterprise system and its benefits | One-half credit | One-half credit | One-half credit |
| Academic Elective | <p>One credit from any of the following:</p> <ul style="list-style-type: none"> • World History Studies • World Geography Studies • Any science course Approved by SBOE (if substituting Chemistry or Physics for IPC, must use the other as academic Elective credit here) | None | None |
| Languages Other Than English | None | Two credits: The credits consist of any two levels in the same language. | Three credits: The credits must consist of any three levels in the same language. |
| Physical Education | <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of Personal Fitness | <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of personal fitness | <p>One credit:</p> <ul style="list-style-type: none"> • The required credit may be from any combination of the following one-half to one credit courses: <ul style="list-style-type: none"> • Foundations of personal fitness required |

| | | | |
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| | <ul style="list-style-type: none"> • Adventure/Outdoor Education • Aerobic Activities • Team individual Sports | | |
|--|---|--|--|

| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|------------|--|--|---|
| | <ul style="list-style-type: none"> • In accordance with local district policy, credit for any of the above may be earned through participation in the following activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: <ul style="list-style-type: none"> • Drill team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. | <ul style="list-style-type: none"> • Adventure/Outdoor Education • Aerobic Activities • Team individual Sports • In accordance with local district policy, credit for any of the may be earned though participation in the following activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially physical activity programs conducted on or off campus. • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any one of the following activities: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. | <ul style="list-style-type: none"> • Adventure/Outdoor Education • Aerobic Activities • Team or individual Sports • In accordance with local district Policy, credit for any of the courses Listed above may be earned through participation in the following Activities: <ul style="list-style-type: none"> • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus. • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any one of the following activities: <ul style="list-style-type: none"> • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. |

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| Discipline | Minimum HSP | Recommended HSP | Distinguished Achievement Program |
|-------------------------|---|---|---|
| Health Education | One-half credit new requirement for all incoming freshman | One-half credit new requirement for all incoming freshman | One-half credit new requirement for all incoming freshman |
| Speech | One-half credit from Either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) | One-half credit from <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) | One-half credit from Either of the following: <ul style="list-style-type: none"> • Communication Applications • Professional Communications (CTE) |
| Technology | None | None | None |
| Fine Arts | None for students who Entered Grade 9 before 2010-2011. One Credit for students Who enter Grade 9 in 2010-11 or later from Any of the following: <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV. • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design(CTE) | One credit from any of the following: <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV. • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design(CTE) | One credit from any of the following: <ul style="list-style-type: none"> • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV. • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principals and Elements of Floral Design(CTE) |
| Elective Courses | Seven and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • For students who enter Grade 9 in 2010-11 or later, the number of electives will be six and one-half credits | Five and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) | Four and one-half credits from any of the following: <ul style="list-style-type: none"> • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) |
| Total Credits | 22 | 26 | 26 |

Graduation Progress

The District offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended High School Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be a least 16 years of age; have completed a least two credits each in English language arts, math science, and social studies courses that are required for graduation; or have failed grade 9 one or more time (see policy EIF (Legal))

GRADUATION PLANS AND STARR 2012-2013

Minimum HS Plan

Recommended HS Plan

Distinguished HS Plan

| | 4 credits | | | | 4 credits | | | | 4 credits | | | |
|-----------------------|----------------------------------|--|------------|--|-------------------------------------|--|------------|--|---------------------|--|------------|--|
| ELA | English I | | EOC | | English I | | EOC | | English I | | EOC | |
| | English II | | EOC | | English II | | EOC | | English II | | EOC | |
| | English III | | EOC w/ CCR | | English III | | EOC w/ CCR | | English III | | EOC w/ CCR | |
| | Other English class | | | | English IV | | | | English IV | | | |
| Mathematics | 3 credits | | | | 4 credits | | | | 4 credits | | | |
| | Algebra I | | EOC | | Algebra I | | EOC | | Algebra I | | EOC | |
| | Geometry | | EOC | | Geometry | | EOC | | Geometry | | EOC | |
| | Other math class | | | | Algebra II | | EOC | | Algebra II | | EOC | |
| | | | | | Other math class | | | | Other math class | | | |
| Science | 2 credits | | | | 4 credits | | | | 4 credits | | | |
| | Biology | | EOC | | Biology | | EOC | | Biology | | EOC | |
| | IPC | | | | Chemistry | | EOC | | Chemistry | | EOC | |
| | | | | | Physics or Principles of Technology | | EOC | | Physics | | EOC | |
| | | | | | Other science class | | | | Other science class | | | |
| Social Studies | 2 1/2 credit | | | | 3 1/2 credit | | | | 3 1/2 credit | | | |
| | US History | | EOC | | World Geography | | EOC | | World Geography | | EOC | |
| | | | | | World History | | EOC | | World History | | EOC | |
| | World History or World Geography | | EOC | | US History | | EOC | | US History | | EOC | |
| | US Government | | | | US Government | | | | US Government | | | |
| Economics | 1/2 credit | | | | 1/2 credit | | | | 1/2 credit | | | |
| Elective | 1 credit | | | | None | | | | None | | | |

| | | | | |
|-------------------|--|--|--|--|
| | <i>from one of the following</i> | | | |
| | Chemistry or Physics | | EOC | |
| | World History or World Geography | | EOC | |
| | Minimum HS Plan | Recommended HS Plan | Distinguished HS Plan | |
| LOTE | None | 2 credits | 3 credits | |
| P.E. | 1 credit | 1 credit | | |
| Health | None | None | None | |
| | 1/2 credit | 1/2 credit | 1/2 credit | |
| | Communication Applications or Professional Communication | Communication Applications or Professional Communication | Communication Applications or Professional Communication | |
| Tech Applications | None | None | None | |
| Fine Arts | 0 (If entered 9th before 2012-2011) 1 credit | 1 credit | 1 credit | |
| Electives | 6 1/2 credits | 5 1/2 credits | 4 1/2 credits | |
| Total Credits | 22 credits | 26 credits | 26 credits | |
| Total EOC's | 12-Sep | 12 | 12 | |

GRADUATION PLANS 2012-2013

| COURSES | GRADUATION REQUIREMENT | | |
|---------------------------------------|---|------------------|------------------|
| | MINIMUM | RECOMMENDED | DISTINGUISHED |
| ENGLISH/LANGUAGE ARTS | 4 | 4 | 4 |
| MATHEMATICS | 3 | 4 | 4 |
| SCIENCE | 2 2 OR 3 | 4 | 4 |
| SOCIAL STUDIES INCLUDING ECONOMICS | 3.5 3 OR 4 | 3.5 4 | 3.5 4 |
| ECONOMICS | 0.5 | 0.5 | 0.5 |
| PHYSICAL EDUCATION | 1 | 1 | 1 |
| SPEECH | 0.5 | 0.5 | 0.5 |
| LANGUAGE OTHER THAN ENGLISH | | 2 | 3 |
| FINE ARTS | 1 (effective for grade 9 in 2010-2011 school year and thereafter) | 1 | 1 |
| LOCALLY REQUIRED COURSES | 3 | * | * |
| ELECTIVES | 7.5 credits (prior to 2010-2011) | 5.5 | 4.5 |

| | | | |
|---------------|--|----|-----------------------------------|
| | 6. 5 credits(2010-2011 and thereafter) | | |
| Miscellaneous | | | Completion of 4 Advanced Measures |
| TOTAL | 25 | 26 | 26 |

*Not needed if student is on recommended or distinguished plan

** ADVANCED MEASURES – Only Offered with Distinguished Plan. Four advanced credits may be awarded from any of the following areas.

1. Conduct an Original Research Project
 - (A) judged by a panel of professionals in the field that is the focus of the project, or
 - (B) conducted under the direction of mentor(s) and reported to an appropriate audience, and
 - (C) related to a curriculum based on Essential Knowledge and Skills
2. Test Performance on the PSAT – a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher.
3. Test Performance on the AP test – a score of three or above on the College Board advanced placement examination.
4. College courses: Dual or concurrent credit – college academic courses and tech-prep articulated college courses with a grade of 3.0 or higher

Note: Science and Social Studies- If a student has 2 science credits then they must have 4 social studies credits. If they have 3 science credits then they only need 3 social studies credits.

A student graduating under the Advanced/ Distinguished Achievement Program must also achieve a combination of four of the following advanced measures:

1. An original research project or other project that is related to the required curriculum. These projects must be judged by a panel of professionals or conducted under the direction of a mentor and reported to an appropriate audience. Please note that no more than two of the four advanced measures may be received from this option.
2. Test data where a student receives:
 - a. A score of three or above on an Advanced Placement (AP) exam;
 - b. A score of four above on an International Baccalaureate (IB) exam; or
 - c. A score on the Preliminary SAT/National Merit Scholarship qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score will count as only one advanced measure regardless of the number of honors received by the student.
3. College academic courses, including those taken for dual credit, and advanced technical courses, including locally articulated courses, provided the student scores the equivalent of a 3.0 or higher.

Information regarding specific courses required or offered in each curriculum area, along with a description of advanced measures available to students in the Advanced/Distinguished Achievement Program from the options listed above, will be distributed to students each spring in order to enroll in courses for the upcoming school year.

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

College Credit

West Orange-Stark High School offers several programs that provide students the opportunity to earn college credit while enrolled in high school. The following programs are available:

- Advanced Placement
- Dual Enrollment (WO-S campus/Lamar State College-Orange)
- Credit by examination
- Tech Prep

Advanced Placement

The following Advanced Placement courses are available on the WO-S High School campus and LSC-Orange:

Advanced Placement Language and Composition (English III AP)
Advanced Placement Literature and Composition (English IV AP)
Advanced Placement Calculus-AB
Advanced Placement U.S. History
Advanced Placement U.S. Government
Advanced Placement Psychology
Advanced Placement Chemistry
Advanced Placement Biology
Advanced Placement Computer Science
Advanced Placement Microeconomics
Advanced Placement Statistics
Advanced Placement Art
Advanced Placement Music Theory

Students enrolled in these classes receive instruction, which prepares them to take the Advanced Placement test. Students are advised to study the Advanced Placement policy of the college they plan to attend.

Students are charged a fee to participate in Advanced Placement testing. Fee reductions are available for eligible students. Students not enrolled in Advanced Placement classes may choose to take an Advanced Placement examination. To register please see your counselor.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with a disability ~~likes~~ who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP).

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

{See FMH (LEGAL).}

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the students' achievement and progress ~~and, if so, whether successful performance is required for graduation,~~ or whether an alternative assessment is more appropriate. STARR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. (See Standardized Testing for additional information). If a student takes ~~the a~~ STAAR Modified or STAAR Alternate EOC assessment, ~~the students' ARD committee will determine whether~~ the score on ~~the an~~ EOC assessment ~~will count~~ will not be used as 15 percent of ~~the student's~~ final course grade, ~~as well as~~ and is not required to be used toward the student's cumulative score for graduation. ~~whether successful performance and a cumulative score on the EOC assessments will be required for graduation.~~

A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

Graduation Activities

Students may participate in commencement exercises when they have completed all graduation requirements and have performed satisfactorily on all sections of the secondary exit level assessment instrument.

Graduating seniors assigned to Chapter 37 DAEP (~~Disciplinary-Academic Alternative Center Education Program~~) at the end of the school year will not be allowed to participate in any senior activity which includes but is not limited to graduation ceremony, prom, senior scholarship awards assembly, etc. Graduation ceremony is a privilege and the privilege can be denied. (TEC. 37.006 (g)).

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

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

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officer, class officers of the graduating class and other students holding positions of honor as designated by the principal and approved by the Superintendent.

[See FNA (Local) and the Student Code of Conduct.]

Graduation Expenses

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

The graduating senior will wear only what is approved by the administration at the graduation ceremony. The cap and gown will only be from the one company designated by the administration. [See **Student Fees** on page 59.]

GRANTING PERMISSION TO RECEIVE PARENTING AND PATERNITY AWARENESS INSTRUCTION

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

PROMOTION AND RETENTION

~~In grades 9 through 12, promotion is based on academic achievement or demonstrated proficiency of the subject matter of the course or grade level.~~ A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the District. To earn credit in a course a student must receive a grade of 70 based on course level or grade level standards. An average of 70 or above is needed to receive credit. A student may be promoted or reclassified only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course.

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

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the District as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan **among other items** will identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy EIF (LEGAL).]

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

STATE SCHOLARSHIPS AND GRANTS

Under the Texas Early High School Graduation Scholarship Program, students who complete the Recommended or Advanced (Distinguished Achievement) High School Program may earn financial credits in varying amounts to apply toward college tuition. The amounts depend on the number of consecutive months in which the student completed graduation requirements and the number of early college credits earned and may be used at public or private higher education institutions within the state. The counselor can provide additional information about meeting the program's eligibility requirements.

Students who have a financial need according to federal criteria and who complete the Recommended High School Program or Advanced/ Distinguished Achievement Program may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. [For further information, see the principal or counselor and policy EJ (LEGAL).]

Senior students are responsible for mailing all correspondence regarding scholarship, college admissions and financial aid.

SPECIAL PROGRAMS

The District provides special programs for gifted and talented students, homeless students, bilingual students, and migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the District or by

other organizations. A student or parent with questions about these programs should contact the Assistant Superintendent of Curriculum and Instruction 882-5555.

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

If a child is experiencing learning difficulties, the parent may contact the person listed below to learn about the District's overall general education referral or screening system for support services. This system links students 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 academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of school Districts 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 informed written 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 prior 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**. Additional information regarding the Individuals with Disabilities Education ACT (IDEA) is available from the school District in a companion document, **A Guide to the Admission, Review, and Dismissal Process**.

The following web sites provide information to those who are seeking information and resources specific to student with disabilities and their families:

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

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Director of Special Services at 882-5407.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

~~State-approved~~ Textbooks and other District-approved instructional materials are provided to students free of charge for each subject or class. ~~Any B~~ books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item ~~book~~ should report the damage to the teacher. Any student failing to return ~~a book issued by the school~~ an item in acceptable condition loses the right to free textbooks and technological equipment until the ~~book~~ item is returned or the damaged paid for by the parent; however, the student will be provided the necessary instructional resources ~~textbooks~~ and equipment for use at school during the school day. Additionally, any delinquent (instructional material debt carried over from the previous school year) will result in the student's suspension from all extra-curricular activities (including tryouts).

Fine Schedule

Money collected for abused books, in the form of fines, is retained by the school and deposited into the instructional materials fund. The recommended fine schedule is as follows:

| DAMAGES | % OF COST OF BOOK |
|---|--------------------------|
| 1. Torn pages | 25% |
| 2. Damaged cover | 25% |
| 3. Markings (pencil, highlighter, etc.) | |
| a. Minor | \$1.00/page |
| b. Major | 25% |
| 4. Loose bindings-due to apparent abuse | 50% |
| 5. Missing pages | 100% |
| 6. Obscenities-drawn or written | 100% |

- 7. Damages that prevent re-issuing books
(including ANY mold or mildew) 100%
- 8. Missing bar codes 100%

SECTION III: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information regarding school operations and requirements. Included are provisions on student welfare; health and safety issues; fees; the school’s expectations for student conduct (other than Student Code of Conduct requirements); use of facilities, such as the cafeteria, library, and transportation services; and emergency closings. For additional information or questions you may have, please see the principal.

QUICK REFERENCE:

Where to look when you need information about

- Absences/Attendance page 38-42
- Address/telephone changes for students page 43
- Arrival and Departure to and from school page 43
- Assemblies page 43
- Bullying page 43
- Child Sexual Abuse and other maltreatment of children page 43
- Conduct page 44
- Dating Violence, Discrimination, Harassment, and Retaliation page 45
- Distribution of published materials or documents page 45
- Dress and grooming page 46-47
- Electronic Devices and technology resources page 47
- Emergency Operation Plan page 48
- ~~Freedom from discrimination~~ page 48
- Fund-raising page 49
- Gang-free zones page 49
- Hazing page 49
- Health-related matters page 49-52
- Identification Badges for Students page 53
- Immunization page 53
- Law Enforcement Agencies page 53
- Limited English proficient students page 53
- Make-up work page 54
- Nondiscrimination statement page 55
- Pledges of allegiance and a minute of silence page 55
- Prayer page 55
- Safety page 55
- School facilities page 56-59
- Student Fees page 59
- Students in protective custody of the state page 59
- Suicide awareness page 59
- Transportation page 59
- Video cameras and Photographs page 60
- Visitors to the school page 61

ABSENCES/ATTENDANCE

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

Compulsory Attendance

State law requires that a student between the ages of 6 and 18 attend school, as well as any applicable accelerated instruction programs, extended year programs, or tutorial session, unless the student is otherwise excused or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year **and may be is subject to compulsory laws, if the student is under 21 years old. In addition if** a student 18 or older has more than five unexcused absences in a semester the District may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. (See Policy FEA)

Exemptions to Compulsory Attendance

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Service as election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. **A note from the health-care provider must be submitted upon the student's return to campus.**

Failure to Comply with Compulsory Attendance

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction (termed "accelerated instruction" by the state) assigned by the grade placement committee and basic skills for ninth graders; or from required tutorials will be considered truant and in violation of the compulsory attendance law and subject to disciplinary action.

Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents. If any parent or person standing in parental relation to a child, within the compulsory school attendance ages and not lawfully exempt or properly excused from school attendance, fails to require such child to attend school for such periods as required by law, it shall be the duty of the proper attendance officer to warn, in writing, the parent or person standing in parental relation that attendance is immediately required. If after this warning the parent or person standing in parental relation fails to require the child to attend school as required by law, the parent or person standing in parental relation commits a criminal offense.

A court of law may impose penalties against both the student and his or her parents if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student:

- Is absent from school on ten or more days or parts of days within a six-month period in the same school year, or
- **For a student younger than 12 years of age, the student's parent could be charged with a criminal offense based on the students' failure to attend school.**
- Is absent on three or more days or parts of days within a four-week period.
- If a student ~~between the ages of~~ age 12 **and through age 17 18** violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.
- If a ~~the~~ student is age 18 or older, the student ~~'s parents will not be subject to penalties as a result of their child's violation of state compulsory attendance laws~~ **may** be subject to penalties as a result of the student's violation of **the** state compulsory attendance law.

(See policy FEA (LEGAL)).

Attendance Regulations for High School

A student in grades 9-12 will be required to attend any assigned accelerated instruction program, which ~~will~~ **may** occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

Attendance requirements are set by board policies FDD (LEGAL), FDD (LOCAL) and Education Code 25.092.

Student absences shall be limited and make-up time shall be required from students with excessive absences (absences, excused and unexcused that exceed 10% of the days that the class is offered.) The following procedures will be implemented in addressing all student absences.

Excused absences for no more than 10% of the days that the class is offered:

Any student may be excused for temporary absences resulting from personal sickness, medical/dental appointments, sickness, death, or emergencies in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to the principal of the high school. The reasons for an excused absence must be stated in writing and signed by the parent or other person in parental relation to the student. (Students must make up any work missed in each class.)

Excused absences for more than 10% of the days that the class is offered:

Any student may be excused for temporary absences resulting from personal sickness with the reason stated in writing, signed by the parent or other person in parental relation to the student and accompanied by a doctor's statement verifying the sickness. Other extenuating circumstances must be accompanied by supporting data and approved by the attendance committee. (Students must make up any work missed in each class.)

Excused absences for more than 10% of the days that the class is offered without a doctor's verification or supporting data for other extenuating circumstances:

Any student returning to school after an absence resulting from personal sickness without a doctor's verification or supporting data for other extenuating circumstances will receive an unexcused absence until the following criteria has been met:

Make up all work in each class that he/she was absent in and attend tutorials-detention (two hours per day) for two days for each day absent.

The above criteria must be met within the term that the absence occurred or within seven (7) to ten (10) days if the absence occurs within the last week of the semester. Students are responsible for providing to the attendance committee documentation that the criteria for the excused absence have been met.

Unexcused absences:

The attendance record of any student that has unexcused absences, without meeting the criteria for acquiring an excused absence, will be reviewed by the attendance committee for possible denial of credit due to excessive absences. The committee will be composed of teachers, a principal, counselor and attendance clerk, with the majority of the committee being comprised of teachers.

1. Absences

Phone-call

~~The day a student is absent, a parent or guardian must call the attendance office, preferably before 10:30. a.m. The attendance office phone number is 882-5576. An answering machine is available for parents during after school hours to leave messages if they are unable to contact the attendance office during school hours.~~

Parent's Note after an Absence

When a student must be absent from school, the student-upon returning to school-must bring a note signed by the parent that describes the reason for the absence. A note signed by the student even with the parent's permission, will not be accepted unless the student is 18 or older. ~~The student has up to (5) parent notes per semester for an excused absence due to illness. Any absence exceeding five parent notes will require a doctor's excuse. No excuse will be accepted after (3) three days upon the student returning to school.~~

Doctor's Note after and Absence for Illness

Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school. ~~No excuse will be accepted after (3) days upon the student returning to school.~~

{See Policy FEC (LOCAL).}

This written note should contain the following information:

- a. The student's first and last name
- b. The reason for the student's absence
- c. The date(s) of this absence(s)
- d. The parent's full signature and telephone number

Failure to bring a written note from the student's parent or guardian will cause the absence to be marked unexcused until a note is received by the attendance clerk. No student will be allowed to leave class for an admission slip. It is the responsibility of the student to clear all unexcused absences, as soon as possible.

2. Late Arrival to School

Students who arrive at school after 20 minutes of their first class must report to the attendance office and sign in with the attendance clerk. Failure to comply with this procedure will result in disciplinary action.

3. Truancy

A student will be truant if:

- a. His/her parent or guardian has not given him permission to remain at home.
- b. He/she leaves home to attend school but goes elsewhere.
- c. He/she leaves campus or fails to attend assigned class without permission.
- d. He/she is more than ~~20~~ 15 minutes late to his class without an excused absence.

No make-up work is allowed if a student is truant.

4. Extra Curricular or Co-Curricular Absences

Students who participate in any school activity must be in school all day during the day the activity takes place. Students who are not in attendance all day will not be allowed to participate in an activity. Any exception to this rule should be in case of extreme emergency such as a death within the family or similar circumstances. Principals should be involved in the decision regarding participation in unusual cases. A student shall be allowed in a school year a maximum of ten extracurricular absences not related to post-district competition, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition.

5. Attending Assigned Classes

Teachers are not to allow a student to return to his/her classroom to finish a test, to complete some project, or for other reasons even with the permission of another teacher to whom the student is assigned. Each student is assigned seven periods during the day and must attend the assigned class.

6. Medical or Dental Appointments

Parents are asked to schedule student's doctor or dental appointments in the afternoon whenever possible. A note from the doctor or dentist is required when the student returns to school. This excuse should indicate the date and time of the appointment. Students are to pick up an off-campus permit before school on the day of their appointment if they are leaving from school.

7. Illness During School Day

Students who become ill at school are to ask permission from their teacher to go to the nurse's clinic. If the nurse determines the student should go home, his/her parent or guardian will be informed. The student will be given a "special" excuse and must sign-out in the attendance office. If a nurse is not on campus, the student should report directly to the attendance office.

8. Leaving Campus - Special Request

Requests to leave campus, other than illness, doctor or dental appointments will require permission from an assistant principal or principal. A telephone call will be made to the parent or guardian to verify the need. If a valid reason is given, the student will be issued a permit to leave campus. If a student leaves campus without permission, he or she will be subject to disciplinary action. This will be strictly enforced.

9. Tardiness

A student is considered tardy to class if he/she is not in his/her seat when the tardy bell rings. Each class will be independent of other classes concerning number of tardies. New tardy cards will be issued to students each six weeks to track tardiness. On the 4th tardy, disciplinary consequences will be administered.

In accordance with campus policy students will be assigned a campus-level consequence for habitual tardy violations.

The school may notify the Court of Law that the student has reached a number of tardies that are then considered as "egregious", which then may result in penalties against both the student and parent/guardian. (AG Opinion No. DM-200)

10. Withdrawals

A parent wishing to withdraw a student from school must present a signed statement to the principal explaining the reason for the withdrawal and the effective date of the withdrawal in order to prepare transfer records. The school office must be notified in writing at least one day prior to the withdrawal date.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal or principal's designee. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Attendance for Credit

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

If a student attends less than 75 percent of the days a class is offered or has not completed **a the** plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate {See **policies-at** policy FEC}.

Make up all work in each class that he/she was absent in and attend tutorials-detention (two hours per day) for two days for each day absent.

The above criteria must be met within the term that the absence occurred or within seven (7) to ten (10) days if the absence occurs within the last week of the semester. Students are responsible for providing to the attendance committee documentation that the criteria for the excused absence have been met.

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

- All absences will be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above in Exemptions to Compulsory Attendance will be considered days of attendance for this purpose.
 1. Personal illness
 2. Death in family
 3. Doctor or dental appointment
 4. Participating in school-sponsored activity
 5. Legal obligations
 6. Absences, which are a tenet of the faith
 7. Unusual causes acceptable to the principal.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the District.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.

The student or parent may appeal the committee's decision to the Board of Trustees by filing a written request with the Superintendent in accordance with policy FNG (LOCAL).

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

Students are not permitted or allowed credit for work missed due to student absences for participation in extracurricular activities in excess of those permitted. See FM (LOCAL)

Official Attendance-taking Time

The District must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day.

Official attendance is taken every day at 10:00.

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, the Texas Department of Public Safety must be provided written parental consent to access the student's records for purposes of verifying 90 percent attendance for credit for the semester. **A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.**

Power of Attorney – Guardianship

A student who is not living with his/her parents must have permission to attend a West Orange-Cove School by having a Power of Attorney form on file. These forms must be notarized and may be obtained at the Administration Building at 505 North 15th Street.

ADDRESS/TELEPHONE CHANGES FOR STUDENTS

An accurate address and telephone number for students must be kept on record in the school office. **If any change occurs in the address or telephone number of the students, it is their responsibility to report it immediately.** It should be noted that the legal address of the student is defined as being the residence of his or her parent(s) or legal guardian.

ARRIVAL AND DEPARTURE TO AND FROM SCHOOL

West Orange –Stark High School regular hours are from 8:15 AM–3:50 PM. Students may begin to arrive at 7:45 AM.

ASSEMBLIES

Faculty and students should observe the following standards of good conduct during assemblies:

1. Enter and leave quietly and orderly.
2. Students are to sit in assigned areas.
3. Give courteous attention to the program.
4. Express approval by applauding. Whistles and other loud behavior are not appropriate.
5. Refrain from carrying on a conversation; it is very discourteous.
6. Any talking should cease as soon as the assembly conductor steps to the microphone to start.
7. Unnecessary applause is inappropriate.
8. Students must remain for the entire program.

BULLYING

Bullying occurs when a student or group of students directs written or verbal expressions, **expression through electronic methods**, or physical conduct against another student on **school property, at a school-sponsored or-related activity, or in a District operated vehicle**, and the behavior:

- **R**esults in harm to the student or the student's property,
- **P**laces a student in **reasonable** fear of physical harm or of damage to the students' property or
- **I**s so severe, persistent, **or and** pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

Bullying is prohibited by the District and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another District employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The District will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. The parent of a student who has been determined by the the District to be a victim of bullying may request that his or her child be transferred to another classroom. (Also see School Safety Transfers on page 16).

A copy of the District's policy is available in the principal's office, superintendent's office, and on the District's web site.

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

[Also see Dating Violence, Discrimination, Harassment, and Retaliation on page 46. School Safety Transfers on page 16, Hazing on page 50, and policy FFI, and the District improvement plan, a copy of which can be viewed in the campus office.]

The board has established policies and procedures to prohibit bullying and to respond to reports of bullying. [See Policy FFI (LOCAL).]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

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

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

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

As a parent, if your child is a victim of sexual abuse **or other maltreatment**, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.tasp.

The following Web sites might help you become more aware of child sexual abuse **and neglect**:

<http://www.childwelfare.gov/pubs/factsheets/sign.cfm>

<http://sapn.nonprofitoffice.com/>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CONDUCT

Applicability of School Rules

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

The District has disciplinary authority over a student in accordance with the Student Code of Conduct.

Corporal Punishment

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

If you do not want corporal punishment to be administered to your child as a method of student discipline a signed statement must be provided each year.

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

Disruptions of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a District building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to District property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving District property without authorization from an administrator.
- Disruption of classes or other school activities while on District property or on public property that is within 500 feet of District property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with profane language or any misconduct.
- Interference with the transportation of students in District vehicles **owned or operated by the District.**

DETENTION

Detention may be assigned by a teacher or administrator for inappropriate behavior or other violations of classroom management. The student should be given twenty-four hours notice so that parents can be informed and transportation arrangements made. Students who do not report as assigned will be seen by the assistant principal, and additional disciplinary action may be forthcoming.

After School Detention Regulations

1. Class will be held on Tuesday from 3:55 –5:55 and Thursday from 3:55 –7:55. Students will be expected to remain in class the full time assigned to receive credit.
2. Students must be on time.
3. Students must bring books or materials related to academic subjects adequate for time assigned.
4. Upon entering Tuesday/Thursday class, students will be seated and will start studying.
5. There will be absolutely no talking or signaling of any kind.
6. Students will sit up at all times without slouching and will keep their feet off desks and chairs.
7. There will be no sleeping.
8. Students will have a ten-minute break at 5:30 PM on Thursdays. Students may not leave the cafeteria-restroom area.
9. Students must make their own transportation arrangements.
10. Students must observe the regular school dress code.
11. If the student must miss due to personal illness or a death in the immediate family, the parent must call an assistant principal by 10:00 AM the following day. All other absences are unexcused.
12. When a student fails to attend Tuesday/Thursday class, his/her parents must call the assistant principal with an appropriate explanation the following morning or further disciplinary action will be taken. The student will still have to fulfill his/her ASD class assignment.
13. Misconduct during Tuesday/Thursday class will result in immediate dismissal with additional punishment being assessed and no credit given.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The District believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and District employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedure to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law {See Policy FFH.}

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. **Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.** This type of conduct is considered harassment if the conduct is

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

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, **threats to harm a student's current dating partner**, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

Discrimination

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

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates and intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. A copy of the District's policy is available in the principal's office and in the superintendent's office or on the District's web site.

Examples of harassment may include, but are not limited to offensive or derogatory language directed at a persons' religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Two types of prohibited harassment are described below:

Sexual Harassment and Gender-Based Harassment

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

~~Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.~~

Examples of ~~prohibited~~ sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, all romantic and inappropriate social relationships, as well as all sexual relationships, between students and District employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

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

Retaliation against a student might occur when a student receives threats from another student or an employee or when an employee imposes an unjustified punishment or unwarranted grade reduction. Retaliation does not include petty slights and annoyances from other students or negatives comments from a teacher that are justified by a student's poor academic performance in the classroom.

Reporting Procedures

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

Investigation of Report

To the extent possible, the District will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegation of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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

During the course of an investigation, the District may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the District will determine whether the allegation if proven, would constitute bullying, as defined by law, If so, an investigation of bullying will also be conducted (See Policy FFI).

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

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

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

The school newspaper and the yearbook are available to students.

All school publications are under the supervision of a teacher, sponsor, and the principal.
[See **Directory Information for School-Sponsored Purposes** on page 18]

Nonschool Materials...from students

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

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing by students. (See policy FNAA.)

The student may appeal the principal's decision in accordance with policy FNG (LOCAL). Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without this approval will be removed.

Nonschool Materials...from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except as permitted by policy GKDA. To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Superintendent for prior review. The Superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate District complaint policy. [See policy DGBA, FNG, or GF.]

Prior review will not be required for:

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

All nonschool materials distributed under these circumstances must be removed from District property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

The District's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. The school has a legitimate interest in requiring proper dress and personal grooming from every student. All students have the responsibility to observe the basic standards of cleanliness, modesty, good grooming, and dress. All students also have the responsibility to wear clothing which contributes to their own health and safety as well as that of others; dress should not distract from the educational process.

The administration and faculty reserve the right to evaluate the dress of any student and give additional guidelines on dress when it is determined that the student's dress is a distraction to the educational process or is deemed inappropriate.

The following dress code applies to both females and males and will be enforced at school. Any apparel, hair style, cosmetic or jewelry, even if not specifically mentioned below, which creates concerns, draws undue attention to the wearer, or tends to detract from the educational process, is not acceptable.

We ask you parents and students to support the code.

GENERAL:

- Pants and shorts must fit around the waist; baggy, sagging, low-riding or oversized clothes are not permitted.
- All clothing must be neat and clean, with no rips or holes and worn as intended.
- Items with sexually suggestive expressions, profanity, obscenity, drugs, alcohol, or tobacco should not be worn.
- See-through apparel which exposes the body is not acceptable and undergarments showing are not allowed.
- Any color or combination of colors, which demonstrate an affiliation to a known gang, is prohibited. If some students are using colors to demonstrate gang affiliation, such colors may be banned at the discretion of the campus administrators.

SHOES

- Properly fitting shoes must be worn at all times. Backless, thongs (flip flops); beach shoes, cleated shoes, and house slippers should not be worn.

PANTS, SHORTS, SKIRTS, AND DRESSES:

- Pants and shorts must be hemmed or cuffed, at least knee length, and secured at the waist with a belt.
- Overalls, spandex, or any elasticized waist pants should not be worn.
- Types of pants: jeans, khaki, slacks
Colors: navy, khaki, blue, gray, black, denim
- Skirts and dress lengths should be consistent with shorts.

SHIRTS AND OTHER TOPS:

- ~~ALL BLOUSES AND SHIRTS MUST BE TUCKED.~~ Shirts, collared shirts and blouses are not required to be tucked in however, any shirt (collared or not collared)/blouse/any other form of top cannot extend beyond the vertically stretched arm and fingertips of the student. This applies to t-shirts, collared shirts, blouses, sweaters, and pullovers. Sagging beneath the shirt is **NOT** allowed and will be strictly enforced.
- Shoulders, backs, chest, cleavage, and midriffs must be covered.
- T-shirts, polo, collared blouses; button down shirts, turtleneck/mock turtlenecks can be worn. ~~Tops cannot be red or North Carolina Blue or over 50% red or blue.~~ Solid Carolina Blue and Red tops are no longer prohibited colors on campus. Students will also be allowed to wear any color garment to school as long as it does not create a distraction in the education process. Any item of clothing considering color, fashion or design that is deemed by the principal or principal designee to be a distraction to the educational environment will not be allowed on campus. Wearing "all black" or "all Camouflage" clothing (top and bottom) on campus is not allowed. Colors used to promote any organized student group non-affiliated with West Orange-Stark High School are strictly prohibited.
- All shirts must be a minimum of a 2-inch sleeve from the shoulder seam without any holes or slits.
- Topcoats, trench coats, military (camouflage) attire and all black clothing together (together means a top and bottom) should not be worn.
- No Hoodies

HATS AND HEADGEAR

- Anything that covers the head or a portion of the head should not be worn.

HAIR AND MAKEUP:

- Hair must be neat and clean. Unnatural hair color is not allowed.
- ~~Mustaches must be trimmed and cannot extend below the edges of the mouth. Sideburns cannot extend below the ear. No other facial hair such as beards or goatees will be permitted.~~ All facial hair must be trimmed neatly.
- Haircuts with designs are not reflective of the educational environment; therefore they are not permitted.

JEWELRY, ACCESSORIES, BODY ART AND PIERCING

- Students may wear traditional rings, watches, bracelets, and necklaces.
- Tattoos ~~must be covered~~ can not be distractible. Subject to administrative approval or discretion.
- Any jewelry, body art or piercing deemed by West Orange-Stark High School to be dangerous or a distraction to the learning environment is not acceptable. (Not acceptable eyebrows and nose, facial piercings.)
- Earrings are to be worn in ears only.
- Sunglasses should be worn outside, not inside the building.
- Attire, which may be used as a weapon, may not be worn (i.e., steel toed boots, chains, dog collars or any items with spikes or studs).
- Mouth grills are not allowed

The principal/assistant principal reserves the right to question the dress of any student and if the administrator concludes the attire is inappropriate the administrator may keep the student out of class until he or she is appropriately dressed. At the first violation of the dress code, the student will be given an opportunity to call parents to bring proper clothing. Any further violations of the dress code will result in automatic disciplinary assignments.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Radios, CD Players, Cell Phones, and Other Electronic Devices and Gaming Devices, iPods, Digital Cameras

“Telecommunication device” is any device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including cell phones and pagers. The District prohibits the visible display of a telecommunication device during regular school hours while the student is on school property unless prior approval is obtained from the principal. No student shall possess or control a telecommunication device (pagers, cellular phones, laser pointers, CD players, radios, stun guns or cameras, games, etc.) that is turned on or visible during regular school hours while the student is on school property. Students who violate this policy shall be subject to established disciplinary measures. District employees shall confiscate any device that is turned on or visible during regular school hours. Parents shall be notified after the device is confiscated that the device may be released to the parent for a fee of \$15.00 or the device will remain in the possession of the school for a period of 30 days, after which it may be released to the parent or disposed of. [See policy FNCE]

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the District permits students to possess personal mobile telephones; however these devices must remain turned off during the instructional day, including during all testing unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets or other portable computers.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at school-related or school-sponsored events.

If a student uses a telecommunications device without authorization during the school day the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal’s office for a fee of \$15.00.

Confiscated telecommunications devices that are not retrieved by the student or the student’s parents will be disposed of after the notice required by law. (See policy FNCE).

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. (See Searches on page 58 and policy FNE).

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

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting” will be disciplined according to the Student Code of Conduct and may **be required to complete and educational program related to the dangers of this type of behavior, and**, in certain circumstances, **may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.**

INSTRUCTIONAL USE OF PERSONAL TELECOMMUNICATIONS AND OTHER ELECTRONIC DEVICES

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

EMERGENCY OPERATION PLAN

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. West Orange-Cove CISD has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in an emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the campus emergency form which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to KOGT 1600 AM for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via television. In addition, information regarding day-to-day school operations will be available by calling the District office at 882-5500.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency. Students will be released only to parents and persons identified on the school District's emergency card that is on file at their campus. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-state contact on the emergency form, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and District personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the field, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concerns during emergencies.

FREEDOM FROM DISCRIMINATION

~~The district believes that all students learn best in an environment free from harassment and that their welfare is best served when they can work free from discrimination. 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 those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.~~

~~The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, religion, color, national origin, gender, sex, age, or disability. [See policy FFH] Prohibited harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; or substantially interferes with the student's academic performance. A copy of the district's policy is available in the principal's office, in the superintendent's office or on the District's website at www.woccisd.net.~~

~~Examples of prohibited discrimination may include, but are not limited to, derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; bullying, threatening, or intimidating conduct; name-calling or slurs, taunting, teasing (even when presented as "jokes"), or rumors; aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or aggressive conduct such as theft or damage to property. Examples of prohibited sexual harassment may include touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.~~

FUND-RAISING

Student clubs or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal at least 7 days before the event. [For further information, see policies FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the District, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any District-owned or leased property or campus playground.

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office, or maintaining membership in any organization whose members include other students.

Hazing will not be tolerated by the District. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aides or attempts to aid another in hazing; or as firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

(Also see **Bullying** on page 43 and policies FFI and FNCC.)

HEALTH-RELATED MATTERS

The school nurse and health program are school-related health services; they are not intended to take the place of health care provided by the home and professional or public health services.

School health services include the following:

1. A school nurse who checks symptoms of illness, administers first aid, makes routine health inspections, keeps records of students with special health problems, updates student immunization records, dispenses medication according to guidelines established by District policy, and is available for conferences with students and parents.
2. Vision, hearing, and spinal screenings as recommended by the state.
3. Maintenance of updated emergency care forms so that parents can be notified quickly in case of an emergency.

Fever

Students who have been absent from school due to illness and fever (temperature greater or equal to 100.5) must be free of fever (temperature less than 100.5) for at least twenty-four hours before being readmitted to class.

Head Lice

Parents/guardians are asked to do routine hair and scalp checks on their children. Orange County has experienced severe lice outbreaks for several years, making it necessary to ask for assistance from parents. If your child has been sent home from school after finding either lice or nits, you must accompany your child to the nurse's office and have the student rechecked before they will be allowed to enter the classroom or participate in any school function. You may call your school for information about checking your child or treating an infestation.

Communicable Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a communicable or contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

Contagious Diseases/Conditions

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a communicable or contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases.

School Health Advisory Council (SHAC)

During the preceding school year, the District's School Health Advisory Council held 4 meetings. Additional information regarding the District's School Health Advisory Council is available from the Director of Federal Programs at 882-5462. (See policies BDF and EHAA)

The duties of the SHAC range from recommending curriculum to developing strategies for interacting curriculum into coordinated school health program encompassing school health services, a safe and healthy school environment, recess recommendations, and employee wellness. See policies at BDF and EHAA.

(See Removing a Student from Human Sexually Instruction on page 14 for additional information).

Other Health-Related Matters

Physical Fitness Assessment

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

Vending Machines

The District has adopted policies and implemented procedures to comply with **agency state** and food service guidelines for restricting student access to vending machines. For more information see policies CO and FFA.

Tobacco Prohibited

The District and its staff strictly enforce prohibitions against the use of tobacco products by students and others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies **y-FNCD** and **GKA**.]

Bacterial Meningitis

State law specifically requires the District to provide the following information:

What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing; sharing drinking containers, utensils, or cigarettes).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Do not share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85–90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us/>.

Please note that, although the state literature required to be distributed by school Districts has not yet been revised, entering college students must now show, with limited exception, evidence of receiving a bacterial meningitis vaccination prior to taking courses at an institution of higher education. Please see the school nurse for more information, this may affect a student who wishes to enroll in a dual credit course taken off campus.

Also refer to Immunization, below, for more information.

Food Allergies

The District requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possible life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The District has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the District receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The District's food allergy management plan can be accessed at woccisd.net.

Also see policy FFAF.

Asbestos Management Plan

The District works diligently to maintain compliance with federal and state law governing asbestos in school building

The District's Asbestos Management Plan, designed to be in compliance with state and federal regulations, and is available in the Superintendent's office. If you have any questions, please contact the Director of Maintenance at 882-5550.

DATE: January 11, 2011

TO: All West Orange-Cove CISD Employees and Students

FROM: Greg Willis

SUBJECT: ASBESTOS NOTIFICATION

This communication will herein serve as legal notification of all interested parties concerning the presence of asbestos at the following locations: **"Asbestos records for each campus are located in the Principal's Office."**

Administration – Asbestos is located in some pipe insulation in the boiler room and the 9" x 9" floor tile throughout the building. This presents no health hazard in its present state.

Central Services Building – Asbestos is located in the 9" x 9" floor tile and linoleum located throughout the building. There is also some sprayed on ceiling material in the gym lobby.

The transite 12" x 12" pegboard ceiling tile does not present a health hazard at this time. The outside soffit poses no health hazard. There is some exposed piping and duct insulation in chases and custodial areas.

North ELC – Asbestos is located in the HVAC expansion joints and wall tile in the band hall. This presents no health hazard in its present state.

Anderson Building – Asbestos is located in the ACM mastic under the floor tile. This presents no health hazard in its present state.

Oates Building – Asbestos is located in the linoleum flooring in the cafeteria and the 9" x 9" floor tile in the kitchen and coat rooms. This presents no hazard in its present state.

WOS Middle School. - Asbestos located in the 9" x 9" floor tile, linoleum floor covering, pipe insulation, and transite wall panels both Carr and Stark Buildings. This presents no health hazard in its present state.

WOS High School – Asbestos is located in some of the 12" x 12" floor tile in the building. It is also located in a transite panel in the temporary storage area (old Principal's office.) This presents no health hazard in its present state.

A survey to determine the presence of asbestos was conducted throughout the District in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act (AHERA) which became effective December 14, 1987.

In accordance with this law, certified asbestos inspectors and management planners were contacted by the District to perform all related to bringing the District into compliance.

The report of the investigation was delivered to the District on October 12, 1988. Please know that we have and will continue to provide appropriate precautions to assure no exposure to airborne asbestos fibers which may be harmful to human health or the environment.

Any questions concerning this investigation should be directed to the Maintenance Director, Greg Willis, telephone number 409-882-5550

Sincerely,

Greg Willis
Director of Maintenance

DATE: ~~January 13, 2012~~

TO: ~~All West Orange Cove CISD Employees and Students~~

FROM: ~~Greg Willis~~

SUBJECT: ~~ASBESTOS NOTIFICATION~~

~~This communication will herein serve as legal notification of all interested parties concerning the presence of asbestos at the following locations: "Asbestos records for each campus are located in the Principal's Office."~~

~~**Administration**—Asbestos is located in some pipe insulation in the boiler room and the 9" x 9" floor tile throughout the building. This presents no health hazard in its present state.~~

~~**Central Services Building**—Asbestos is located in the 9" x 9" floor tile and linoleum located throughout the building. There is also some sprayed-on ceiling material in the gym lobby.~~

~~The transite 12" x 12" pegboard ceiling tile does not present a health hazard at this time. The outside soffit poses no health hazard. There is some exposed piping and duct insulation in chases and custodial areas.~~

~~**North ELC**—Asbestos is located in the HVAC expansion joints and wall tile in the band hall. This presents no health hazard in its present state.~~

~~**Anderson Building**—Asbestos that was located in the ACM mastic under the floor tile has been removed.~~

~~**Oates Building**—Asbestos is located in the linoleum flooring in the cafeteria and the 9" x 9" floor tile in the kitchen and coat rooms. This presents no hazard in its present state.~~

~~WOS Middle School. Asbestos located in the 9" x 9" floor tile, linoleum floor covering, pipe insulation, and transite wall panels both Carr and Stark Buildings. This presents no health hazard in its present state.~~

~~WOS High School Asbestos is located in some of the 12" x 12" floor tile in the building. It is also located in a transite panel in the temporary storage area (old Principal's office.) This presents no health hazard in its present state.~~

~~A survey to determine the presence of asbestos was conducted throughout the District in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act (AHERA) which became effective December 14, 1987.~~

~~In accordance with this law, certified asbestos inspectors and management planners were contacted by the District to perform all related to bringing the District into compliance.~~

~~The report of the investigation was delivered to the District on October 12, 1988. Please know that we have and will continue to provide appropriate precautions to assure no exposure to airborne asbestos fibers which may be harmful to human health or the environment.~~

~~Any questions concerning this investigation should be directed to the Maintenance Director, Greg Willis, telephone number 409-882-5550~~

~~Sincerely,~~

~~Greg Willis~~

~~Director of Maintenance~~

A survey to determine the presence of asbestos was conducted throughout the District in accordance with the United States Environmental Protection Agency's Asbestos Hazard Emergency Response Act (AHERA) which became effective December 14, 1987.

In accordance with this law, certified asbestos inspectors and management planners were contacted by the District to perform all related work to bring the District into compliance. The report of the investigation was delivered to the District on October 12, 1988. Please know that we have and will continue to provide appropriate precautions to assure no exposure to airborne asbestos fibers which may be harmful to human health or the environment.

Any questions concerning this investigation should be directed to the District's Asbestos Coordinator, Greg Willis (882-5550).

Pest Management Plan

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

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the

area. Parents who have further questions or who want to be notified prior to pesticide application inside their child's school assignment area may contact the Director of Maintenance, at (409)882-5550.

~~The district applies only pest control products that comply with state and federal guidelines. 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 may contact the Director of Maintenance.~~

IDENTIFICATION BADGES FOR STUDENTS

To improve the safety and security of all students, faculty, and staff, a security badge system has been implemented. The identification badge will be used for the cafeteria, library, and other security identification purposes. The following guidelines have been implemented to ensure the success of the Student Badge Program.

Students will be issued a student identification badge during the first six weeks. Students will be required to have this identification badge at all times during the school day. ~~The badge will be needed to attend all extracurricular activities (football games, school dances, etc.).~~ Replacement charge for a lost or misplaced student ID badge will be \$5.

1. All students are required to have an ID badge at all times during the school day on campus, on buses and on all WOCCISD property.
2. A student must present the badge for identification upon request by any school District employee.
3. The student ID badge will be required for all library transactions.
4. The student ID badge will be needed to attend extracurricular activities (football games, etc.). Failure to present this identification when requested by school officials at any extracurricular activity may result in removal from the activity.
5. The student ID badge will be used to purchase school lunches.
6. Lost or defaced badges must be replaced at the cost of \$5 (cash or money order) per badge **and second lanyard**.
7. Students are expected to maintain the student ID badge throughout the year. An initial ID badge will be issued free to students. Any replacement badges will be issued at the student/parent's expense (\$5).
- ~~8. Temporary badges will not be issued to students.~~
9. The loss of multiple badges or defacing a badge may result in disciplinary action (ex: scratching picture, chewing, stickers, marking, etc). *Badge must remain clean.*
10. Failure to comply with regulations may result in disciplinary action.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the **Texas** Department of State Health Services (TDSHS), Immunization ~~Division~~ Branch, can be honored by the District. ~~This form may be obtained by writing the TDSHS Immunization Branch (MC1946, P O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.state.tx.us/immco/affidavit.shtm>. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.~~

The immunizations required are: diphtheria, rubeola (measles), rubella, mumps, tetanus, Haemophilus influenza type B, poliomyelitis, hepatitis A, hepatitis B, and varicella (chicken pox). The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the ~~Department of State Health Services-TDSHS~~. Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required poses a significant risk 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 unless the physician specifies a life-long condition. [For further information, see policy FFAB and the ~~Department of State Health Services-TDSHS~~ Web site: http://www.dshs.state.tx.us/immunize/school/school_info.shtm].

As noted above at Bacterial Meningitis, entering college students must now, with limited, exception, furnish evidence of having received a bacterial meningitis vaccination prior to attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

Provisional Admittance

A student may be provisionally admitted to the West Orange-Cove CISD if the person has begun the required immunizations and continues to receive the necessary immunizations as rapidly as is medically feasible. If a student transfers from another Texas School to West Orange-Cove CISD, a grace period of 30 days, but not more than 30 days, will be allowed while awaiting the transfer of the immunization record, during which time the student will be provisionally enrolled. (FFAB-LEGAL)

All out of state and out of country students must present immunization records at time of enrollment. Without the documentation in hand, the student cannot be enrolled. If the student provides records, the immunizations must be current. If not, the student must begin the necessary vaccine doses before he/she can be provisionally enrolled.

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

Notification of Law Violations

The District is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been **taken into custody**, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student **who is thought to have committed certain offenses** or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated of delinquent conduct for any felony offense or certain misdemeanors.
- **All appropriate District personnel in regards to a student who is required to register as a sex offender.**

[For further information, see policies FL (Legal) and GRAA (Legal).]

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP) is entitled to receive specialized services from the District. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both District personnel and at least one parent representative. The student's parent must consent to any services recommended by the LPAC for a LEP student.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentions at Standardized Testing, below, may be administered to a LEP student, or, for a student up to grade

5, a Spanish version of STAAR. In limited circumstances, a student's LPAC may waive certain graduation requirements related to the English I and II end-of-course (EOC) assessments. The Texas English Language Proficiency assessment (TELPAS) will also be administered to LEP students who qualify for services.

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

MAKEUP WORK

Makeup Work Because of Absence

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

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

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

THE ACADEMIC ALTERNATIVE CENTER (AAC) previously known as the DAEP or In-school Suspension Makeup Work

A student removed to ~~Disciplinary Alternative Education Program (DAEP)~~ Academic Alternative Center (AAC) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. ~~coursework needed to fulfill the student's high school graduation requirements.~~ The District may provide the opportunity to complete the coursework through an alternative method, including a correspondence course, another distance learning option, or summer school. The District will not charge the student for any method of completion provided by the District. [See policy FOCA (LEGAL).]

In-school Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a ~~DAEP Academic Alternative Center (AAC)~~, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The District may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. [See policy ~~FEA FO (LEGAL)~~.]

Students and their parents are encouraged to discuss options with the teacher or counselor to ensure the student completes all work required for the course or grade level.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, the District makes the following statements:

West Orange-Cove CISD does not discriminate on the basis of race, religion, color, national origin, gender or disability in providing education services, activities, and programs, including ~~vocational~~-CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following District representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Executive Director of Human Resources, 882-5610.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Director of Special Services, 882-5407.
- All other concerns regarding discrimination: See the Superintendent

{See Policies FB(LOCAL) and FFH(LOCAL)}

Services for Students with Disabilities

Parents of students with learning difficulties or who may need special education services may request an evaluation for special education at any time. For more information, contact the Director of Special Services at 882-5407.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Excusing a Student from Reciting the Pledges to the U. S. And Texas Flags** on page 15.]

A One minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity so long as the silent activity **during that minute** does not interfere with or distract others. [See policy EC (LOCAL) for more information.]

PRAYER

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

SAFETY

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student should:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Drills: Fire, Severe Weather, Lock Down and Other Emergencies

From time to time, students, teachers, and other District employees will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on **previously provided** written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Accident Insurance

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

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide information in the event that school is dismissed early because of severe weather or another emergency.

Rarely is it necessary for the Superintendent to close schools because of inclement weather conditions. However, should weather conditions be such that parents suspect that schools might be closed, they should listen to local radio station or TV stations for official announcements by the District.

In cases of severe weather or local flooding due to torrential rains, lightning, or high winds, students will not be dismissed from school until the superintendent and principal determines it is safe for students to go home. Students may leave school if an authorized adult, parent, or guardian personally arrives at the campus to pick them up. However, District officials prefer that students remain at school until the weather emergency is over to minimize traffic congestion at the school.

In the event of a serious safety event or disaster, and it becomes necessary to evacuate a campus, housing will be provided for the remainder of the school day. The location sites will be designated at the time of the event/disaster. The transportation department will use the same buses with the location of the suggested housing being determined by the superintendent. Parents, who come and want to pick up children from the new location, will be permitted to do so. At the end of the school day buses will run and students will be dismissed as usual, if conditions permit.

SCHOOL FACILITIES

Use by Students before and After School

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

For High School students, the gym and cafeteria are open to students in the morning.

Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct during before-or after-school activities on District premises and at school-sponsored events off District premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior for established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

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

Cafeteria Services

The District participates in the **School Breakfast Program** and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. See the campus principal to apply.

The District follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. [For more information, see policy CO (Legal).]

MEAL/ CHARGE POLICY

Grade Levels: (Prekindergarten –12th grade) **will** not be eligible to charge meals to their student accounts. They will however be offered an emergency meal.

Meals: The emergency meals policy applies to reimbursable breakfast/lunch meals only.
Students **will not** be able to purchase ala carte items if they are receiving an emergency meal.

Lunch Prices:

Reduced Lunch Meals \$0.40

Paid Lunch Meals \$2.00

Adult Lunch Meals \$3.25

The School Nutrition Services Department wants to:

- Feed all students.
- Make sure that every student has a completed meal application on file.
- Ensure it is common knowledge that parents are responsible to pay for all meals eaten until their student is approved for free and/or reduced priced meals. Help campuses to put students on emergency free, if necessary.
- Notify families whose students have unpaid meal charges through phone calls and/or letters from the school staff and/or school nutrition services campus staff.

- Seek principal intervention for students that continue to incur a balance, but has no application on file. Principals or designees can complete an application for students that they have reason to believe should be on the free meal program, but the family has failed to complete an application.

Policy:

A student will be allowed to eat (3) consecutive emergency meals in which they receive a choice of a cheese sandwich or sun butter & jelly sandwich. **Letters will be issued by the cafeteria manager to students who are receiving an emergency meal after the consecutive 3rd meal.**

Dining Halls and Patio

There are two dining halls and a patio for the convenience of the student body and faculty. The senior dining hall and patio are exclusively for seniors and faculty members. The underclassmen dining hall may be used by any member of the student body and faculty. It is the belief of our school District that a well-nourished body improves the efficiency of the mind. Students must eat in the dining halls.

Follow these suggestions for more pleasant meals in the dining halls:

1. Develop a courteous attitude toward the rights of others.
2. Do not push or run to form lunch lines.
3. Report any spills to dining hall personnel.
4. Do not break line to be served.
5. Dispose of all food and waste materials in the proper places.
6. Eat only in the dining hall or in designated areas.
7. Specific tables will be designated by dining hall personnel for student breakfast.
8. Purchase only one tray of food at a time.
9. Practice good table manners. Refrain from the use of personally offensive language both in line and at the tables.

FAILURE TO FOLLOW THESE PROCEDURES WILL MERIT DISCIPLINARY ACTION.

Lunch Period

All students are to eat in their dining hall, unless special permission has been granted through the principal's office.

Policies on Building and Grounds During Noon Hour

1. Students are to be in the cafeteria or patio area.
2. Students who bring food (lunch) on campus must eat it in the dining halls. All food and beverages must be consumed in the cafeteria or designated area approved by the principal.

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure.

Instructional Television

The District provides the opportunity for students in grades 9-12 to view a 12 minute educational program on current events and news items, two minutes of which contain commercial advertising. A parent who prefers that his or her child not view any commercial broadcast at school should notify his/her teacher. An alternative supervised assignment will be made for the student.

Movies/VCR Tape, DVD

Any movie/VCR tape or DVD shown to students must be approved by the principal if it is not listed as an approved title.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL).

Social Events (Dances, Parties, Prom, etc.)

Social events are held at designated times for students of West Orange-Stark High School. School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and the person inviting the guest will share responsibility for the conduct of his or her guest. The following regulations must be followed:

1. Rules of conduct and grooming will be monitored according to the Student Code of Conduct at social events held outside the regular day.

2. A West Orange-Stark student may have one guest, and the guest's name must be registered in the principal's office before the end of the school day on which the dance is scheduled. A guest must enter the event the same time as the host student and guests are expected to observe the same rules. The person inviting the guest will share responsibility for the conduct of the guest.
3. Once a student/guest leaves the dance before the official end, he or she may not be readmitted.
4. A student must be in attendance the day of the event.
5. A West Orange-Stark student must present his or her identification at the door.
6. Any students assigned to AAC who have been suspended or expelled at the time of the event are not allowed to attend.
7. Violations of these regulations may forfeit a student's right to attend other extra-curricular activities.

Homecoming and Prom Court Guidelines

The following is a list of guidelines that students must follow and qualify them to be considered as candidates for either Homecoming or Prom court:

1. The student must have a good attendance record, having missed no more than the state-allotted amount of days during the semester in which the court is elected and up to the time of presentation. Make-up days will not be counted.
2. The student must have passed all courses the preceding grading period and must currently be passing all courses at the time of presentation of the court.
3. The student may not have any infraction, which has resulted in a SAC assignment over 3 days, and not have more than one SAC assignment. Any student assigned to AAC in the current year is not eligible.
4. Participants in the court are subject to administrative review.
5. Any student who does not meet the above guidelines will be removed from the court and the student who received the next highest number of votes will be moved up.

School Trips

Students who participate in school-sponsored trips must submit before leaving a waiver of liability signed by their parents. The students shall be required to ride in transportation provided by the school to and from the event. Exception may be made if the student's parent or guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal the day before the scheduled trip that the student be allowed to ride with an adult designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school. (See policy FMG Local)

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, District officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by board policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student's desk or locker.

Vandalism

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

If a vehicle subject to a search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the District shall contact the student's parents. If the parents also refuse to permit a search of the vehicle, the District may turn the matter over to the local law enforcement officials.

Vehicles must be registered; parking decals will be available in the principal's office.

Students who drive their cars, motorbikes, scooters, or bicycles to school will park them in the student parking lot. No student will return to this parking area until his/her classes have concluded on the West Orange-Stark campus. Any student found in this area without office permission will be subject to disciplinary action. Students are not to sit in cars after arriving at school. All vehicles must be registered in the assistant principal's office by the end of the first week of school. A parking permit will be issued to the student, and it is to be placed on the vehicles so that it will be visible at all times. **ANY MISUSE OF A VEHICLE ON CAMPUS OR ON STREETS ADJOINING THE SCHOOL WILL NOT BE TOLERATED AND MAY RESULT IN THE LOSS OF PARKING PRIVILEGES.**

Trained Dogs

The District will use trained non-aggressive dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol or other illicit substances as defined in FNCF-Legal. This program is implemented in response to drug and alcohol related problems in District schools, with the objective of maintaining a safe school environment conducive to education. At any time, trained dogs may be used on lockers, desks and vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. A locker, a vehicle, or an item in a classroom to which a trained dog alerts may be searched by school officials. If contraband of any kind is found, the possessing student shall be subject to appropriate disciplinary action in accordance with the Student Code of Conduct. [For further information, see policy FNF.]

Metal Detectors

Students shall be notified at the beginning of each school year that they are subject to metal detector searches on a random basis. If the metal detector alerts to the presence of metal after the student has been asked to remove all metal objects from his or her person and possessions, or if a student refuses to remove all metal objects from his or her person and possessions without giving a satisfactory explanation, the District shall notify the student's parent(s), guardian, or person having lawful control. If, following such notification, the student again refuses to remove all metal objects from his or her person and personal possessions, the student shall be required to leave school property, in accordance with any applicable procedures in the Student Code of Conduct. If, following such notification, the student again refuses to remove all metal objects from his or her person and personal possessions, the District may turn them over to law enforcement officials. [For further information, see policy FNF (LOCA).]

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that requires use of facilities not available on District premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- Fees for replacement of Student ID badges. (\$5.00)
- A fee not to exceed \$50.00 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if parent or guardian signs a District-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TxVSN).

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The District strives to assist any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the District.

Please contact Dr. Guidry, who has been designated as the District's liaison for children in the conservatorship of the state, at (409) 882- 5461 with any questions.

SUICIDE AWARENESS

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

<http://www.texasuicideprevention.org/>

<http://www.dshs.state.tx.us/mhservices-search/>

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The District makes school bus transportation available to all students ~~living two or more miles from school~~ meeting the requirements. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. Further information may be obtained by calling **STS at 886-1855**.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or resident must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact Wendell Taylor and STS (409-886-1855).

See the Student Code of Conduct for provisions regarding transportation to the ~~Disciplinary Academic Alternative Center Education Program~~.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding in District vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop nearest home.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- **Not possess or use any form of tobacco on school buses.**
- **Observe all usual classroom rules.**
- Be seated while the vehicle is moving.
- Wait for the driver's signal upon leaving the bus or van and before crossing in front of the vehicle.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

Bicycles

Students who ride their bicycles to school will park them in the designated parking areas and left there during the school hours. Students are responsible for securing bicycles and the school accepts no responsibility.

VIDEO CAMERAS AND PHOTOGRAPHS

Section 26.009 of the Texas Education Code requires school Districts to obtain written permission from parents in order to make or authorize the making of a videotape of a child, or record or authorize the recording of a child's voice in most instances.

For safety purposes, video ~~and~~ audio recording equipment ~~may be~~ is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video ~~and~~ audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Parent permission is not required in the following instances:

- For purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;
- For purposes related to a co-curricular or extracurricular activity; or
- For a purpose related to a regular classroom activity.

Making of video and audio tapes

The making of video and audio tapes could be used for but not limited to:

- Recording the history and events on videotape of the school by campus staff members for use at school assemblies, registration, or as part of informational videotape about the school.
- Parents videotaping or taking photos for home use of their child coming to school on the first day or participating in a class activity.
- Electronic news media (television & radio) covering important issues pertaining to the campuses or events of interest to the public for use on news broadcasts.
- The WOCCISD Communications Office making video and audio tape of students and school activities for developing informational videotape about the District.
- Information pages about WOCCISD on the Internet World Wide Web.

Still Photos

Still photos are used:

- By newspapers for publication
- For inserts in special newspaper editions
- By the WOCCISD Communications Office, chambers of commerce, educational organizations and others for use in various publications (brochures, newsletters, booklets, etc.).
- Information pages about WOCCISD on the Internet World Wide Web

NOTE: The Parent Permission Receipt Form is distributed to parents in the Parent Signature packet or may be obtained in the principal's office.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office (must enter at the front of the building) complete V-Soft (Raptor) visitor screening process and obtain a visitor's badge.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

GLOSSARY

AAC stands for **Academic Alternative Center** a disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. The **AAC** will be separated from students not assigned to the program. It will focus on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level **and/or as a result of a student not meeting the passing standard on a state-mandated assessment.**

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student parents are members of the committee.

Attendance Review Committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, **or in some cases 75 percent,** of the days the class is offered. Under guidelines adopted by the Board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

~~**DAEP** stands for a disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct. The DAEP will be separated from students not assigned to the program. It will focus on English language arts, mathematics, science, history, and self-discipline, and provide for students' educational and behavior needs, as well as supervision and counseling.~~

~~EOC assessments are end of course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011-2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.~~

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as directory information, unless the student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the Individualized Education Program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support for school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or D wide tests; **whether successful completion of state-mandated assessments is required for graduation,** etc.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a **Disciplinary Academic Alternative Center (AAC) Education Program (DAEP),** ISS removes the student from the regular classroom.

~~**NCLBA** is the federal No Child Left Behind Act of 2001 **that, along with other requirements for schools, provides information for parents and opportunities for "opting" their students out of certain activities or surveys.**~~

PGP stands for Personal Graduation Plan which is **recommended for all students entering grade 9 and is required by state law a new state requirement** for any student in middle school or higher who fails a section on a state-mandated assessment test or is **determined identified** by the District as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

SAT refers to the second of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the District in ensuring that local community values and health issues are reflected in the District's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined **to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate**

instructional accommodations will be provided. ~~by an ARD committee to be eligible for special education services, appropriate regular educational services will be provided.~~

STARR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STARR ALTERNATE is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STARR MODIFIED is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STARR LINGUISTICALLY ACCOMMODATED (STARR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated tests assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, **and passing** the grade 11 exit-level test **or end of course assessments, when applicable, is** a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct developed with the advice of the District-level committee and adopted by the Board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in ~~a Disciplinary Alternative Education Program~~ **the Academic Alternative Center**. It outlines conditions for out-of-school suspension and for expulsion. ~~and states whether self-defense is a consideration in suspension, DAEP placement, or expulsion.~~ The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grade 11 and is required for graduation for these students. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment.

TELPAS stands for Texas English Language Proficiency Assessment System, which assess the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten-grade 12.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school Districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide voluntary non-profit organization that oversees educational extracurricular academic, athletic, and music contest.