

Turkey-Quitaque Independent School District

Student-Parent Handbook

(Revised 2012)

Mission Statement

The Turkey-Quitaque Independent School District in cooperation with parents and members of our communities is committed to offering every student educational opportunities that develop essential knowledge and skills that will provide them with opportunities to develop to their maximum potential and be contributing members of society.

Forward

The Valley School Student-Parent Handbook is a statement of the policies, traditions, and practices governing Valley Elementary, Jr. High and High School. This handbook serves all students, teachers, and parents as a guide in matters that must be understood for good citizenship and efficiency in daily school life.

The aims of Valley High School are accomplished through the joint efforts of the administration, teachers, students, and parents who should familiarize themselves with the provisions of the handbook. Turkey-Quitaque Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education or providing access to benefits of educational services, activities and programs, including vocational programs, in accordance with the Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. If you have questions concerning these requirements, please contact Jon Davidson or Jackie Jenkins at 806-423-1348 or 806-455-1411.

The District has designated the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Jon Davidson
Superintendent
P.O. Box 397
Turkey, Texas 79261
806-423-1348 Ext. 2606

The District has designated the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Jackie Jenkins
Principal
P.O. Box 397
Turkey, Texas 79261
806-455-1411 Ext 2603

Turkey-Quitaque ISD Board of Trustees

<u>Dusty Hill – President</u>	Neal Edwards
<u>Lisa Campbell - Vice President</u>	J. C. Pigg
<u>Meyer Meyer</u>	Julie Pigg

Valley School Administration

<u>Jon Davidson – Superintendent</u>	Ext. 2606	Donna Pigg - Business Manager	Ext. 2601
<u>Jackie Jenkins – Principal/Counselor</u>	Ext. 2603	Lisa Farley - Secretary	Ext. 2600
<u>Joan Pigg – Registrar</u>	Ext. 2604		

Valley School Instructional Faculty

Robin Boedeker –Jr. High Lang. Arts	Ext. 2612	Paula Phillips – HS Language Arts	Ext. 2622
Delane Brown -1 st Grade	Ext. 2634	Jay Proctor – 4 th Grade	Ext 2629
Shadi Buchanan – Kinder./Elem. Technology	Ext. 2626	Greg Ramsey –Head Girls BB Coach	Ext. 2685*
Tina Carson - Technology	Ext. 2615	Susan Ramsey – 2nd Grade	Ext. 2636
Sylvia Castillo – Classroom Aide	Ext. 2679*	JoAnn Reagan – HS Social Studies	Ext. 2610
Dara Chandler – Classroom Aide/Asst. Coach	Ext. 2613	Amanda Salazar – Spec. Ed. Aide	Ext. 2627
Brenda Cruse - 5th Grade	Ext. 2630	Candace Scott – JH Reading	Ext.2616
Laura Davidson Jr. High Math	Ext 2631	Stuart Smith – Spec. Ed. & JH Coach	Ext. 2689*
Danna Hancock- Elem - JH Science	Ext. 2623	Keeli Stumbo – HS Science	Ext. 2608
Dawn Harrison – HS Math	Ext. 2609	Kathy Taylor - FCS	Ext. 2611
Shawn Harrison – Head Boys BB Coach	Ext. 2675*	Sandy Tucker – Reading Specialist	Ext. 2624
Audrey Hill – 3 rd Grade	Ext. 2628	Bret Tyler – AD/FB Coach & HS Math	Ext. 2619
Mandy Hughes – Math Specialist	Ext. 2677*	Courtney Tyler - Kindergarten	Ext. 2633
Kevin Kelley – Agriculture	Ext. 2620	Rosa Villareal – Pre K & K Aide	Ext. 2691*
Kim Lamb – Special Education	Ext. 2627	Mona Wheeler – Librarian	Ext. 2621
Linda Lemons – Pre-Kindergarten	Ext. 2635	Tiffany Woods – Spec. Ed. Aide	Ext. 2674*

*These numbers are mailbox only numbers-they will go straight to voicemail.

Valley School Maintenance Staff

Moses Salazar
Teresa Heck
Kristi Maynard
Jack Morrison
Rosa Villareal

Valley School Cafeteria Staff

Kim Prowell - Supervisor Ext. 2618
Kristi Maynard
Jack Morrison
Henrietta Scoggins

Valley School Bus Drivers

Jan Brummett
Wanda Calvert
Pat Carnes
Lisa Farley
Teresa Heck
Amanda Salazar
Moses Salazar

Valley School

2012-2013 School Calendar

August 2012						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

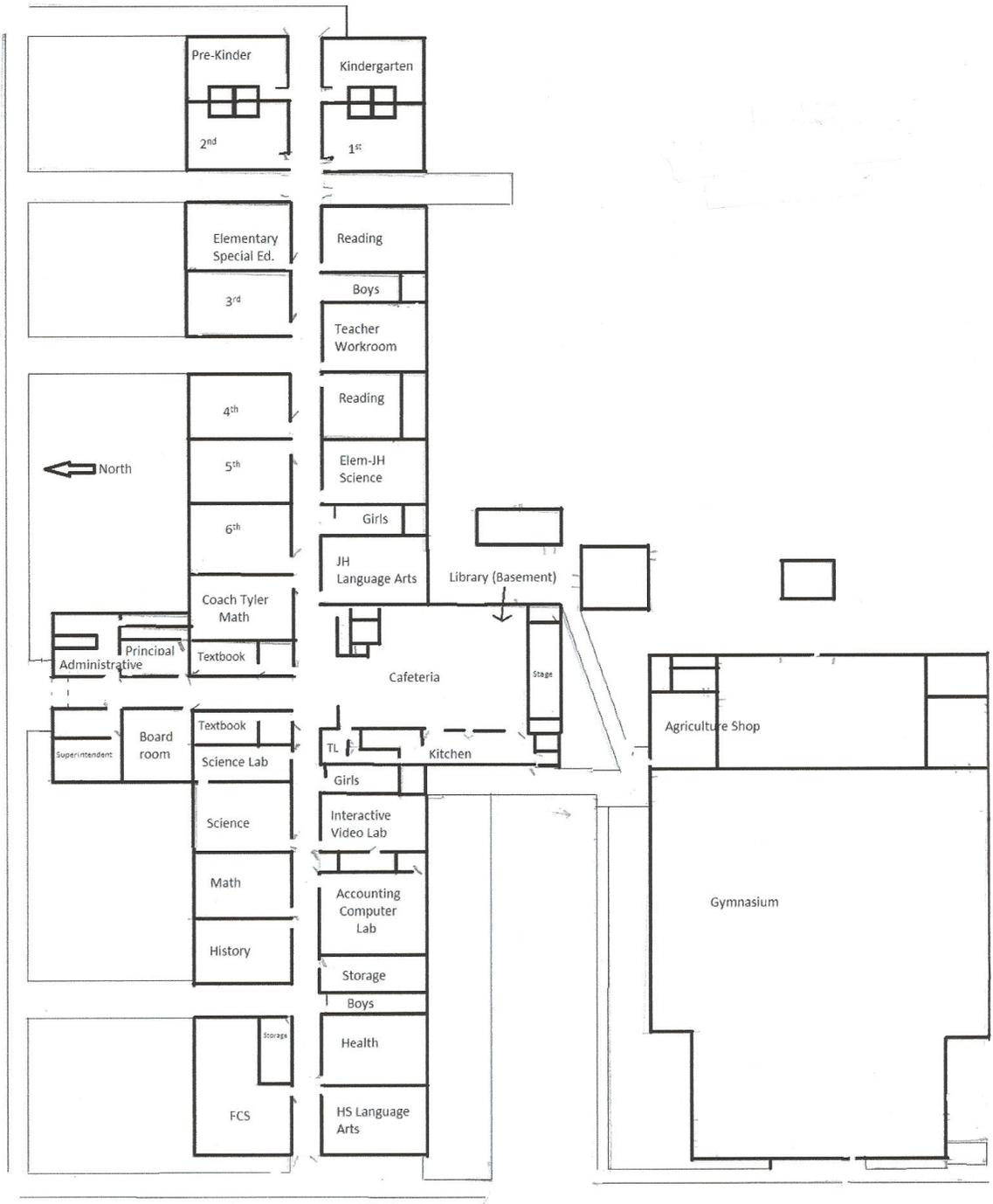
- School Closed/ Holidays
- Bad Weather Day
- Testing Dates
- Staff Development (no school for students)
- First and Last Day of School
- Comp Day (no school for students)

[] First and Last Day of Six Weeks
 1st Six Weeks 29 days 4th Six Weeks 29 days
 2nd Six Weeks 25 days 5th Six Weeks 34 days
 3rd Six Weeks 27 days 6th Six Weeks 33 days
 May 30 JH Graduation May 31 HS Graduation

Sept. 3 Labor Day
 Nov. 21-23 Thanksgiving
 Dec. 22-Jan. 4 Christmas
 Mar. 12-15 Spring Break

Mar. 29 Easter
 Mar. 11 & Apr. 29
 Bad Weather Days

TURKEY-QUITAQUE CISD



Welcome

The Administration and Faculty of Valley School wish to take this means of welcoming each student to Valley High School. To those of you entering Valley for the first time, we extend a special welcome. It is our sincere wish that your school years will be filled with happiness and success. Please take an active role in our school and be proud of your success.

Code of Ethics

1. I pledge my faithfulness, loyalty, and support to my school, its activities and traditions.
2. I will respect my teachers and fellow classmates and their authority and rights.
3. I will, at all times, conduct myself as a lady or gentleman and remember that my behavior is a reflection of the reputation of Valley School.
4. I will respect all property entrusted to me as though it were my own.
5. I pledge myself to the task of working toward maximum achievement in every phase of school life at Valley School.

Equal Educational Opportunities

Valley School shall treat all its employees and students with fairness and equality, regardless of sex, age, religion, color, or national origin.

School Spirit

School spirit is an important factor for our school and its success. As students and citizens of Valley School, it is our responsibility to back our school, not only in sports, but also in all other activities. School spirit calls for obedience, respect, loyalty and cooperation to make all endeavors successful.

Valley High School Alma Mater

Sheltered by the scenic caprock
Mid the rocks and hills,
Proudly stands great Valley High School,
Patriots filled with will.

Onward, upward is our motto,
Striving toward our goal.
Praise and honor do we give you,
Hail, Red, White, and Blue.

Valley Fight Song

Go Patriots Go
Fight Patriots Fight
Win for the Red, White and Blue

Honor our name
Boost us to fame
Always be true
Fight, Fight, Fight

Go Patriots Go
Fight Patriots Fight
Win for the Red, White and Blue

We will go
We will fight
We will win, win tonight
Patriot Pride shining thru!

School Colors

Red-White-Blue

Bell Schedule

2012-2013 Bell Schedule

1st Period – 8:00 - 8:47

2nd Period – 8:49 – 9:36

3rd Period - 9:38-10:25

4th Period - 10:27-11:14

JH Lunch - 11:14 -11:44

HS 5th Period- 11:16-12:04

HS Lunch- 12:04-12:34

JH 5th Period - 11:44-12:34

6th Period- Tutorial- 12:34-1:18

7th Period - 1:18 - 2:02

8th Period - 2:02 - 2:46

9th Period- 2:46 -3:30

Sportsmanship Code

1. We will display proper respect for opposing teams, players, cheerleaders, and fans.
2. When players are injured, show proper respect with a period of silence followed by applause for their efforts in the game.
3. Honor officials—remember they were chosen to referee the game by our coaches.
4. Remain until the end of the game no matter what the score.
5. Booing and crude language is never used during any contest.
6. Respect the opposing team, their school, and the individual participants.
7. Remember that all contests are to be played in friendship, honoring all participants and spectators.

REQUIRED FORMS

Acknowledgment Form

My child and I have received a copy of the Valley School Student Handbook for 2012–2013. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook I should direct those questions to the principal at 806-455-1411 Ext. 2603 or by email at jjenkins@valleypatriots.com.

Printed name of student:

Signature of student:

Signature of parent:

Date:

Please sign and date this page, remove it from the handbook and return it to the school.

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.valleypatriots.com the Turkey-Quitauque ISD Student Handbook for 2012–2013.

I have chosen to:

Receive a paper copy of the Student Handbook.

Accept responsibility for accessing the Student Handbook by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook I should direct those questions to the principal at 806-455-1411 Ext. 2603 or by email at jjenkins@valleypatriots.com .

Printed name of student:

Signature of student:

Signature of parent:

Date:

Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information

State law requires the district to give you the following information:

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want Turkey-Quitaque ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing.

This means that the district must give certain personal information (called "directory information") about your child to any person who requests it, unless you have told the district in writing not to do so. In addition, you have the right to tell the district that it may, or may not, use certain personal information about your child for specific school-sponsored purposes. The district is providing you this form so you can communicate your wishes about these issues. [See **Directory Information** on page 10 for more information.]

Valley School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- E-mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- Dates of attendance
- Grade level
- Most recent school previously attended
- Participation in officially recognized activities and sports
- Weight and height, if a member of an athletic team
- Jersey Number
- Enrollment status
- Student identification numbers or identifiers that cannot be used alone to gain access to electronic education records

Parent: Please circle one of the choices below:

I, parent of _____ (student's name), **(do give)** **(do not give)** the district permission to release the information in this list in response to a request. The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases or athletic programs.

Parent signature

Date

Turkey-Quitauque ISD

Technology Acceptable Use Policy

The Turkey-Quitauque Independent School District makes Internet access available to the students and staff of Valley School. Our goal in providing this service is to promote educational excellence and community cooperation in the Turkey-Quitauque School by facilitating resource sharing, innovation and communication.

People throughout the world use the Internet to communicate and share information. Some of the resources available are electronic mail (e-mail), databases, current news information from a variety of sources, exchanges with people in the business and science communities, and museums and libraries (including the Smithsonian Institute, the Library of Congress, the Texas State Library, and many other college libraries.) Students, teachers, and community members in Turkey and Quitauque will be able to use these valuable educational resources and communicate electronically with each other and across the Internet.

Network/Internet users, like traditional library users, are responsible for their actions while using available resources. The guidelines outlined here are intended to make users aware of the responsibilities that are required with access to the Internet. The emphasis here is on appropriate use with no intent of diminishing the vital nature of electronic information services. All users must be aware that the inappropriate use of electronic information resources can be a violation of local, state, and federal laws. Violating acceptable use guidelines can lead to prosecution.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material that you might find objectionable. While the District will take reasonable steps to restrict access to such material through the use of a technology protection measure or filter, especially to minors, it is not possible to absolutely prevent such access. It will be your responsibility to follow the rules for appropriate use.

All users should be aware that Turkey-Quitauque ISD retains the right to withdraw account privileges at any time. All users should be aware that the Internet could be monitored. This is not a violation of a student's or user's right to privacy. All other use of electronic information resources that are accessed via Turkey-Quitauque ISD property, including but not limited to the Internet, may be monitored.

The responsible use guidelines for computing and communication facilities and services directs and requires that all users:

- respect the legal protection provided by copyright and license programs
- respect the rights of others by complying with all present and future Turkey-Quitauque ISD policies regarding intellectual property
- respect the rights of others by complying with all present and future Turkey-Quitauque ISD policies regarding sexual, racial, and other forms of harassment, and by preserving the privacy of personal data accessed
- respect the privacy of others by not tampering with their files, tapes, passwords, and/or accounts in any manner
- use only computer identification numbers, codes, accounts and facilities which are duly authorized by the school district and use them only in a manner consistent with the intended purpose
- respect the integrity of computing systems and data by not: developing unauthorized programs, making use of already existing programs that harass other users, infiltrating a computer or computer system, damaging and/or altering the software components of a computer or system, and/or gaining unauthorized access via the network
- use computing and communication facilities in a manner which is consistent with the ethical principles set forth by the school district and within accepted community standards
- respect and adhere to any local, state, and federal laws which may govern the use of computing and communication facilities in Texas and in the United States.
- The district cautions all users to be aware of unacceptable conduct when using the electronic information resources via an educational network. Unacceptable conduct includes but is not limited to the following:
 - using the network for any illegal activity, including violation of copyright or other contracts
 - using the network for financial or commercial gain
 - degrading or disrupting equipment or system performance
 - vandalizing the data of another user
 - wastefully using finite resources
 - gaining unauthorized access to resources or entities
 - invading the privacy of individuals
 - using an account owned by or assigned to another user without prior written authorization
 - posting personal communications without the author's prior written consent
 - the unauthorized disclosure, use, and dissemination of personal information regarding minors
 - participating in chat rooms

- posting anonymous messages
- placing unlawful information on the system
- using abusive, threatening, or otherwise objectionable language in either public or private messages
- sending messages that are likely to result in loss or damage to any work, data or system
- sending “chain letters” or broadcasting messages to lists or individuals, and any other type of use which could cause congestion of the network or otherwise interfere with the work of other users
- attempting to login to the system administrator or in any way to fraudulently gain access to the system
- downloading or using copyrighted information without permission from the copyright holder

Security on any computer is a high priority, especially when the system involves many users. If you feel that you can identify a security problem on the Internet, you must notify a teacher or the technology coordinator in the district. Do not demonstrate the problem to others.

Do not use another individual’s account. Turkey-Quitaque ISD staff members shall not allow students to access the system through their own or other staff members’ accounts. Internet account members shall not let others use their accounts or a system administrator will cancel all user privileges.

Members should immediately notify a system administrator if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the Internet.

K-11 students may not use email at school. Senior students will be assigned an email account by Turkey-Quitaque ISD upon written request signed by the student and his/her parents. The account will be monitored by Turkey-Quitaque ISD staff.

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of, or accessing without permission a computer or system of, another user. This includes but is not limited to the uploading or creation of computer viruses and “hacking.”

This network is established with the express purpose of providing students enrolled in Turkey-Quitaque School resources that will improve and enhance education in a manner that is consistent with the educational goals of Turkey-Quitaque ISD. The district expects legal, ethical, and efficient use of the network and Internet.

The Turkey-Quitaque ISD, its’ Board of Trustees, agents, and staff members make no reservation or warranties, whether expressed or implied, of any kind with respect to the Internet, the services to be provided by the Internet, or any information or software accessed or received by the applicant or contracts made by the applicant, and disclaims any implied warranties, including any implied warranties of merchantability or fitness for a particular purpose. The system administrators and Turkey-Quitaque ISD do not warrant that the functions or services performed by, or that the information or software contained on the system will meet the user’s requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. Turkey-Quitaque ISD will not be responsible to you or liable to you for any claims, losses, or damages you may suffer as a result of these terms and conditions or your access to the Internet, including without limitation any losses, claims, or damages arising from Turkey-Quitaque ISD’s negligence or your own errors or omissions.

You agree that this limitation is intended to and does release Turkey-Quitaque ISD from any claims, damages, or losses that you may suffer that may arise out of this system. Use of any information obtained via your connection with Internet is at your own risk. Turkey-Quitaque ISD specifically denies any responsibility for the accuracy or quality of information obtained through this service. Furthermore, Turkey-Quitaque ISD assumes no responsibility or liability for any phone charges including, but not limited to, long-distance charges, per minute (unit), surcharges and/or equipment or line costs, incurred by the user while accessing the Internet. Any dispute or problems regarding phone service are strictly between the user and his/her local phone company and/or long distance service provider.

The school administration may with or without warning suspend access of a user and disable any user account with reasonable cause and belief. Students are subject to all local, state, and federal laws.

“I have read the Turkey-Quitaque ISD Acceptable Use Policy for 2012-2013. I agree to the rules of the policy and understand that a violation of any of the above mentioned rules and responsibilities can result in a loss of access and may result in other disciplinary or legal actions.”

Signature of Student

Date

Signature of Parent/Guardian

Date

Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See **Release of Student Information to Military Recruiters and Institutions of Higher Education** on page 10 for more information.]

Parent: Please complete the following only if you do not want your child's information released to a military recruiter or an institution of higher education without your prior consent.

I, parent of _____ (student's name), request that the district **not** release my child's name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature

Date

Parent Statement Prohibiting Corporal Punishment

A parent has the responsibility of submitting a signed statement to the principal each year if he or she chooses to prohibit the use of corporal punishment with his or her child. A parent may reinstate permission to use corporal punishment at any time during the school year by submitting a signed statement to the principal. Corporal punishment will be administered in accordance with the law, district policy, and the Student Code of Conduct (SCOC). [See FO and the SCOC]

Corporal punishment will be administered as soon as possible after an offense and will not be administered in anger. The principal or a designee may choose not to use corporal punishment even if the parent has requested its use. Any use of corporal punishment will be documented on a district form. The principal or a designee will inform the parent when corporal punishment is used. Paddles used for administering corporal punishment will not be generally displayed and will be under the control of the principal or designee. Corporal punishment will be limited to spanking or paddling and will consist of an appropriate number of strikes based upon the size, age, and the physical, mental, and emotional condition of the student. Before corporal punishment is used, the district may give the student a choice between other disciplinary measures and corporal punishment.

Parent Statement Prohibiting Corporal Punishment:

I have read the information on the use of corporal punishment in Turkey-Quitauque ISD, and I prohibit the use of corporal punishment with my child.

This form must be submitted annually and can be revoked by the parent at any time.

Name of parent or guardian:

Signature of parent or guardian:

Date:

Name of student:

Campus:

Grade:

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Cafeteria Services.....	
Library.....	
SEARCHES.....	
Students’ Desks and Lockers.....	
Electronic Devices.....	
Vehicles on Campus.....	
Trained Dogs.....	
SPECIAL PROGRAMS.....	
STANDARDIZED TESTING.....	
SAT/ACT (Scholastic Aptitude Test and American College Test).....	
STAAR (State of Texas Assessments of Academic Readiness).....	
Grades 3–8.....	
End-of-Course (EOC) Assessments for Students in Grades 9–12.....	
TAKS (Texas Assessment of Knowledge and Skills).....	
THEA (Texas Higher Education Assessment).....	
SUICIDE AWARENESS.....	
TARDINESS.....	
TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS.....	
TRANSPORTATION.....	
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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 can make this a wonderfully successful year for our students.

The Turkey-Quitque ISD Student 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 two sections:

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

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized alphabetically by topic for quick access when searching for information on a specific issue.

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.

Both students and parents should become familiar with the Turkey-Quitque ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found as a separate document sent home to parents and online at www.valleypatriots.com or available in the principal’s office.

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

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

After reading through the entire handbook with your child, keep it as a reference during this school year.

Also, please complete and return to the school the following forms included in this handbook:

1. Student and Parent Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Technology Acceptable Use Policy;
4. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and
5. Prohibiting the Use of Corporal Punishment.

[See **Obtaining Information and Protecting Student Rights** on page 4 and **Directory Information** on page 10 for more information.]

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

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Turkey-Quitauque ISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 806-455-1411 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.
- Becoming a school volunteer.
- 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 Jackie Jenkins at 806-455-1411 Ext. 2603 or by email at jjenkins@valleypatriots.com.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Attending board meetings to learn more about district operations. [See policies at 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 Jackie Jenkins and may be contacted at 806-455-1411 Ext. 2603 or by email at jjenkins@valleypatriots.com.

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).]

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and 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.

Accessing Student Records

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

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,

- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns, and
- State assessment instruments that have been administered to your child.

[See **Student Records** on page 8.]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

Removing a Student Temporarily from the Classroom

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.

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

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 39 and policy EC(LEGAL).]

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

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 contact the campus principal.

Requesting Notices of Certain Student Misconduct

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

Prohibiting the Use of Corporal Punishment

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

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

You may choose to revoke this 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.

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 and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

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.

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 the 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 prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents 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 students 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 services is Jackie Jenkins at 806-455-1411 Ext. 2603.

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 accommodations or modifications related to classroom instruction, local assessments, 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.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. The district will consider the number of excused absences related to leave of deployment activities on a case-by-case basis.

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

Student Records

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information. For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary 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 the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary 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 refers to 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.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks 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 is custodian of all records for currently enrolled students at the assigned school. The principal is the custodian 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 may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is Jon Davidson 11826 Hwy. 86 Turkey, Texas 79261.

The address of the principal's office is: Jackie Jenkins 11826 Hwy. 86 Turkey, Texas 79261.

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 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 denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office.

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. The complaint may be mailed to:

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

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.

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 your child's first day of instruction for this school year. [See the "Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information" included in this handbook.]

Directory Information for School-Sponsored Purposes

The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the directory information response form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, news releases or athletic programs.

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 has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact Jackie Jenkins at 806-455-1411 Ext. 2603.

ABSENCES/ATTENDANCE

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

Compulsory Attendance

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

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 subject to compulsory attendance 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.]

Students enrolled in prekindergarten or kindergarten are required to attend school.

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

A student in grades 3–8 will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject area.

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 an 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.

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.

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; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

A court of law may also 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
- Is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student’s parent could be charged with a criminal offense based on the student’s failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

If a student is age 18 or older, the student may be subject to penalties as a result of the student’s violation of the state compulsory attendance law.

[See policy FEA(LEGAL).]

Classification of Absences:

1. Excused

The District accepts the following as extenuating circumstances for the purpose of granting credit for a class:

1. Absences due to personal sickness, doctor visit, or sickness or death in the family.
2. Absences due to suspension or expulsion.
3. Absences due to student’s participation in court proceedings for child abuse or neglect investigation.
4. Absences due to a migrant student’s late enrollment or early withdrawal.
5. Days missed as a runaway or homelessness as defined by law.
6. Absences, late enrollment, or early withdrawal of a student under the supervision of the Texas Youth Commission.

7. Teen parent absences to care for his/her child.
8. Absences due to a student's participation in a substance abuse rehabilitation program.
9. Absences due to quarantine.
10. Absences due to weather or road conditions making travel dangerous.
11. Absences due to any other unusual cause acceptable to the Superintendent or Principal.

If the attendance committee finds that there are no extenuating circumstances for the absence, or if conditions established by the committee for earning or regaining credit are not met, the committee shall deny credit for the class. A student whose petition for credit is denied may appeal the attendance committee's decision to the Board of Trustees.

Religious holy days will be excused if, before the absence, the parent, guardian or person having custody or control of the student submits a written request. Travel to and from the site of religious holy days will be excused. Religious holy days must appear on the TEA-approved list. Students who miss school and are granted an excused absence will be given the opportunity to make up all missed work with no penalty. The student will be allowed no more than two days in which to make up work.

2. Unexcused

Any absence not covered above will be considered unexcused by the District. A student who receives an unexcused absence will be allowed to make up missed work; however, the work must be done in the specified time that the teacher allows not to exceed three days. A student will not be given credit for a class if the student has more than five days of unexcused absences during the semester.

3. Absences during Six Weeks or Semester Test Week

It is strongly encouraged that students avoid any unnecessary absences during six weeks test week. If the student is absent on the day that the six weeks examinations are given, provisions will be made for the student to take the test when he/she returns to school.

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 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 policy FEC.]

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 at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- 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.

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 during second period at 9:00 a.m.

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

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.

A verifiable, documented telephone call from the parent to the school office, indicating consent and stating the reason for the absence, shall be accepted in lieu of a note.

Doctor's Note after an 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.

[See policy FEC(LOCAL).]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, 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:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, 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.

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

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in Family and Consumer Science, Agricultural Science, and Technology. Admission to these programs is based on the student's age, grade level and credit status.

The Turkey-Quitque ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** on pages 57 & 58 for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan 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 a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse 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.

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

Valedictory and Salutatory awards will be given on the basis of averaging all grades made by the students in grades 9-12. Only numerical grades will be accepted from students transferring from other high schools. All grades earned in courses taken by Valley High School students will be used to determine Valedictorian and Salutatorian awards. In the incidence of a tie among two Valedictorian and Salutatorian candidates, the grade points earned by the two individuals will be re-calculated manually without any rounding on the semester and final grades and taken to the thousandths of a point. In the incidence that there is still a tie, the student with the highest composite score of all subjects (total % of all four subject areas) on the TAKS/STAAR exit exam will be the Valedictorian or Salutatorian.

CLASS SCHEDULES

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 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), or International Baccalaureate (IB);
- Enrollment in an AP or dual credit course through the Texas Virtual School Network;
- Enrollment in courses taught in conjunction and in partnership with Clarendon College;
- 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 all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student’s desired degree plan.

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 be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

Disruptions of School Operations

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

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

Social Events

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

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 contagious disease, the parent should contact the principal so that other students who might have been exposed to the disease can be alerted.

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

A student may return to school after being excluded for communicable disease by submitting a physician's note stating that the student does not currently have signs or symptoms of a communicable disease or that the disease is not communicable in a childcare or school setting (25 Texas Administrative Code §97.7(d)) or by readmission criteria as established by the commissioner of health (see below). The criteria for exclusion and re-admission for communicable conditions are listed below and can also be found in 25 Texas Administrative Code §97.7(b):

1. **Amebiasis**—exclude until treatment is initiated
2. **Campylobacteriosis**—exclude until diarrhea and fever subside
3. **Chickenpox**—exclude until after seven days from onset of rash, except in the case of immunocompromised individuals who should not return until all blisters have crusted over (may be longer than seven days)

4. **Common cold**—exclude until fever subsides
5. **Conjunctivitis, bacterial and/or viral**—exclude until written permission and/or permit is issued by a physician or local health authority
6. **Fever**—exclude until fever subsides
7. **Fifth disease (erythema infectiosum)**—exclude until fever subsides
8. **Gastroenteritis, viral**—exclude until diarrhea subsides
9. **Giardiasis**—exclude until diarrhea subsides
10. **Head lice (pediculosis)**—exclude until one medicated shampoo or lotion treatment has been given
11. **Hepatitis, viral, Type A**—exclude until one week after onset of illness
12. **Impetigo**—exclude until treatment has begun
13. **Infectious mononucleosis**—exclude until physician decides or fever subsides
14. **Influenza**—exclude until fever subsides
15. **Measles (rubeola)**—exclude until four days after rash onset. In the case of an outbreak, unimmunized children should also be excluded for at least two weeks after last rash onset occurs.
16. **Meningitis, bacterial**—exclude until written permission and/or permit is issued by a physician or local health authority
17. **Meningitis, viral**—exclude until fever subsides
18. **Mumps**—exclude until nine days after the onset of swelling
19. **Pertussis (whooping cough)**—exclude until completion of five days of antibiotic therapy
20. **Ringworm of the scalp**—exclude until treatment has begun
21. **Rubella (German measles)**—exclude until seven days after rash onset. In the case of an outbreak, unimmunized children should be excluded for at least three weeks after last rash onset occurs.
22. **Salmonellosis**—exclude until diarrhea and fever subside
23. **Scabies**—exclude until treatment has begun
24. **Shigellosis**—exclude until diarrhea and fever subside
25. **Streptococcal sore throat and scarlet fever**—exclude until 24 hours from time antibiotic treatment was begun and fever subsided
26. **Tuberculosis, pulmonary**—exclude until antibiotic treatment has begun and a physician's certificate or health permit obtained.

COUNSELING

Our counselor directs the special services of our school, supervises the standardized testing, and works with members of the administration and the teaching staff for the best interest of the individual student. The counselor is available to students as an adviser, listener, interpreter, guide, and a source of help. The counselor has information on colleges, and areas of occupations that will help a student make decisions concerning his/her personal ambitions and goals. A student wishing to see the counselor should go by the counselor's office before school to obtain permission for an appointed time. Students must obtain permission before leaving any class to visit the counselor.

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.

Although districts had the option to defer implementation of the 15 percent requirement regarding EOC assessments for the 2011-2012 school year, it is required by law beginning with the 2012-2013 school year that the student’s final grade for a course with an EOC assessment include the EOC assessment as 15 percent of the final grade.

DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from 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.

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 an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance.

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 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.

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.

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.

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. The report may be made by the student's parent.

Investigation of Report

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

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

DISTANCE LEARNING

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

The 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. In limited circumstances, a student in grade 8 may also be eligible to enroll in a course through the TxVSN.

Depending on the TxVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment and the requirements related to the incorporation of the EOC score into the student's final course grade and the implications of these assessments on graduation apply to the same extent as they apply to traditional classroom instruction.

If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the counselor.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district will not recognize and apply the course or subject toward graduation requirements or subject mastery.

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

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

All school publications are under the supervision of a teacher, sponsor, and the principal.

[See **Directory Information for School-Sponsored Purposes** on page 10.]

Nonschool Materials...from students

Students must obtain prior approval from the principal or superintendent 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.

Materials displayed without the principal's approval will be removed.

DRESS AND GROOMING

The Turkey-Quitauque ISD Board of Education, Administration, faculty, as well as the people of the communities of Turkey and Quitauque are proud of our school and our children. We strive to present an image of a school system that strives for excellence. Our dress code has been developed with students, parents, faculty, community members, and administration to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, teach respect for authority, and most importantly assist in presenting this image of excellence to the public and to others. Research indicates that students with a positive self-image perform at higher levels in their studies. Maintaining good hygiene and grooming standards are conducive to increasing this positive self-image. Every student's hair and dress shall be in fashion with good grooming and appearance according to general community standards prevailing in our school district. All students are to be dressed appropriately for the activity in which they are involved and in good taste for the occasion. The principal and superintendent shall be responsible for determining whether the student is in compliance with this rule, and a violation of this rule, when determined by the principal and/or superintendent, shall result in disciplinary action. The principal, in connections with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity.

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

I. Clothing

1. Extremely tight clothing is not acceptable
2. Short pants should meet the following criteria:
 - A. Short pants should be an appropriate length (no more than three inches above the knee)
 - B. Cut off shorts are not acceptable, all shorts should be hemmed.
3. Halter-Tops, Tank Tops, or Short Tops of any type that expose the stomach or waist area are not acceptable.
4. Jeans with holes in them above the knee are not allowed.
5. Clothing with words, slogans, emblems or insinuations that are lewd, vulgar or profane, or advertise and promote the use of alcoholic beverages, tobacco, or

dangerous drugs and/or narcotics, or are suggestive of any immoral activities is not acceptable.

6. Earrings on male students are not acceptable.
7. All students must wear shoes. House shoes are not acceptable.
8. Skirt Length: skirts should be a presentable length. (No more than three inches above the knee).
9. Hats, caps or any kind of head coverings should not be worn inside the building.
10. Intentionally slouchy or sloppy dress is not acceptable, unbuttoned shirts are not acceptable and jeans that are extremely loose fitting are not acceptable.
11. Students should dress appropriately for the occasion at all school-sponsored activities.
12. Uniforms issued by the school may be worn only during participation.
13. No sunglasses may be worn in the building unless they are prescription lenses.

II. Grooming and Hygiene

1. Students should practice good personal hygiene.
2. Hair must be clean and neatly trimmed and no unusual haircuts or hair color are to be worn if they attract attention or create a disruption in the learning atmosphere in the school.
3. Ponytails on male students are not acceptable.
4. Hair length on male students should not extend below the top of the collar on a regular shirt and no more than halfway down the ear on the side. Hair must be cut to stay out of the eyes.

Extracurricular sponsors or coaches have the authority to and may establish additional dress and grooming guidelines for participation in those activities. Students wearing clothing or hairstyles that are not listed above but deemed inappropriate for an educational setting by the Principal or Superintendent will be subject to the same disciplinary procedures as violators of the listed dress and grooming guidelines.

Students who fail to meet dress code guidelines will be warned for the first offense and instructed as to how they can meet code guidelines. These students may be sent home for, or a parent may be called to bring appropriate clothing to correct the problem. Repeated violations of the dress and grooming codes are classified as persistent discipline problems and will be subject to any discipline management technique deemed necessary. Repeat violators will be placed in ISS until the violation is corrected in addition to these disciplinary procedures. If the student is sent home to correct the violation, the time missed from class will be classified as unexcused.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

Students need to be aware that cell phones and electronic devices may be taken up at teacher discretion. These are potential distracters of the learning environment and are targeted items of theft.

Students and parents need to be aware that the state prohibits use of any electronic devices during state testing.

Students are encouraged to develop proper etiquette in using cell phones and electronic devices while in school.

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 a school-related or school-sponsored event.

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.

Possession and Use of Other Personal Electronic Devices

Except as described below, students are not permitted to possess or use personal electronic devices such as MP3 players, video or audio recorders, DVD players, cameras, games, e-readers, or other electronic devices at school, unless prior permission has been obtained. Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student's personal electronic device may be searched by authorized personnel. Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Acceptable Use of District Technology Resources

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from 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, possessing, 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, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain

circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child <http://beforeyoutext.com>, a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored 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 interdistrict 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 texas.org> for additional information.]

“Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent, you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.”

Standards of Behavior

Sponsors of student clubs and performing groups such as the cheerleaders, pep squad, FFA, FCCLA, academic 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.

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.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, or overdue library books.

- Fees for optional courses offered for credit such as college or dual credit classes.

FUND-RAISING

Students, clubs, classes, outside organizations, and parent groups may occasionally be permitted to conduct fund-raising drives. Permission must be received from the School Administration to hold a fund-raiser by a school organization prior to the fund-raiser.

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 1,000 feet of any district-owned or leased property or campus playground.

GRADE CLASSIFICATION

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

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.

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.

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 and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grade 11 during the 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.

Beginning with students who entered grade 9 in the 2011–2012 school year, EOC assessments are administered for the following courses and replace the exit-level test mentioned above: English I, 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.

Graduation Programs

The district offers the graduation programs listed below. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum 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 at least 16 years of age; have completed at 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 times. [See policy EIF(LEGAL).]

Effective with ninth graders in the 2011–2012 school year and thereafter, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student’s 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 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 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 graduation under the Advanced/Distinguished Achievement Program.

All students must meet the following credit and course requirements for graduation under the programs listed:

Graduation Requirements for Students Entering Grade 9 in 2007-08, 2008-09, 2009-10, 2010-11, or 2011-12

§74.62. Minimum High School Program.

(a) Credits. A student must earn at least 22 credits to complete the Minimum High School Program.

(b) Core Courses. A student must demonstrate proficiency in the following.

(1) English language arts--four credits. Three of the credits must consist of English I, II, and III (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages). The final credit may be selected from the following courses:

- (A) English IV;
- (B) Research/Technical Writing;
- (C) Creative/Imaginative Writing;
- (D) Practical Writing Skills;
- (E) Literary Genres;
- (F) Business English;
- (G) Journalism;
- (H) Advanced Placement (AP) English Language and Composition; and
- (I) AP English Literature and Composition.

(2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry. The final credit may be selected from the following courses:

- (A) Algebra II;
- (B) Precalculus;
- (C) Mathematical Models with Applications;
- (D) Independent Study in Mathematics;
- (E) AP Statistics;
- (F) AP Calculus AB;
- (G) AP Calculus BC;
- (H) AP Computer Science;
- (I) International Baccalaureate (IB) Mathematical Studies Standard Level;
- (J) IB Mathematics Standard Level;
- (K) IB Mathematics Higher Level;
- (L) IB Further Mathematics Standard Level;
- (M) Mathematical Applications in Agriculture, Food, and Natural Resources;
- (N) Engineering Mathematics; and
- (O) Statistics and Risk Management.

(3) Science--two credits. The credits must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the academic elective credit identified in subsection (b)(6) of this section.

(4) Social studies--two and one-half credits. One and one-half of the credits must consist of United States History Studies Since Reconstruction (one credit) and United States Government (one-half credit). The final credit may be selected from the following

courses:

- (A) World History Studies; and
- (B) World Geography Studies.

(5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit. The credit must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits.

(6) Academic elective--one credit. The credit must be selected from World History Studies, World Geography Studies, or any science course approved by the State Board of Education (SBOE) for science credit as found in Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science). If a student elects to replace IPC with either Chemistry or Physics as described in subsection (b)(3) of this section, the academic elective must be the other of these two science courses.

(7) Physical education--one credit.

(A) The required credit may be from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(8) Speech--one-half credit. The credit may be selected from the following courses:

- (A) Communication Applications; and
- (B) Professional Communications.

(9) Fine arts--one credit, beginning with school year 2010-2011. A student entering Grade 9 beginning with the 2010-2011 school year must complete one credit in fine arts.

The credit may be selected from the following courses:

- (A) Art, Level I, II, III, or IV;
- (B) Dance, Level I, II, III, or IV;
- (C) Music, Level I, II, III, or IV;
- (D) Theatre, Level I, II, III, or IV; and
- (E) Principles and Elements of Floral Design.

(c) Elective Courses--seven and one-half credits. The credits must be selected from the list of courses specified in §74.61(j) of this title (relating to High School Graduation Requirements).

(d) Elective courses, beginning with school year 2010-2011. A student entering Grade 9 beginning with the 2010-2011 school year must complete six and one-half credits of electives in addition to one credit in fine arts. The credits must be selected from the list of courses specified in §74.61(j) of this title.

Source: The provisions of this §74.62 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective August 23, 2010, 35 TexReg 5543.

§74.63. Recommended High School Program.

(a) Credits. A student must earn at least 26 credits to complete the Recommended High School Program.

(b) Core Courses. A student must demonstrate proficiency in the following:

(1) English language arts--four credits. The credits must consist of English I, II, III, and IV (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages).

(2) Mathematics--four credits. Three of the credits must consist of Algebra I, Algebra II, and Geometry.

(A) The additional credit may be selected from the following courses and must be successfully completed prior to Algebra II:

- (i) Mathematical Models with Applications; and
- (ii) Mathematical Applications in Agriculture, Food, and Natural Resources.

(B) The fourth credit may be selected from the following courses after successful completion of Algebra I, Geometry, and Algebra II:

- (i) Precalculus;
- (ii) Independent Study in Mathematics;
- (iii) Advanced Placement (AP) Statistics;
- (iv) AP Calculus AB;
- (v) AP Calculus BC;
- (vi) AP Computer Science;
- (vii) International Baccalaureate (IB) Mathematical Studies Standard Level;
- (viii) IB Mathematics Standard Level;
- (ix) IB Mathematics Higher Level;
- (x) IB Further Mathematics Standard Level;
- (xi) Engineering Mathematics;
- (xii) Statistics and Risk Management; and
- (xiii) pursuant to the Texas Education Code (TEC), §28.025(b-5), a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency shall maintain a current list of courses approved under this clause.

(3) Science--four credits. Three of the credits must consist of a biology credit (Biology, AP Biology, or IB Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), and a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics).

(A) The additional credit may be Integrated Physics and Chemistry (IPC) and must be successfully completed prior to chemistry and physics.

(B) The fourth credit may be selected from the following laboratory-based courses:

- (i) Aquatic Science;
- (ii) Astronomy;
- (iii) Earth and Space Science;
- (iv) Environmental Systems;
- (v) AP Biology;
- (vi) AP Chemistry;
- (vii) AP Physics B;
- (viii) AP Physics C;
- (ix) AP Environmental Science;
- (x) IB Biology;
- (xi) IB Chemistry;
- (xii) IB Physics;
- (xiii) IB Environmental Systems;
- (xiv) Scientific Research and Design;
- (xv) Anatomy and Physiology;
- (xvi) Engineering Design and Problem Solving;
- (xvii) Medical Microbiology;

- (xviii) Pathophysiology;
- (xix) Advanced Animal Science;
- (xx) Advanced Biotechnology;
- (xxi) Advanced Plant and Soil Science;
- (xxii) Food Science;
- (xxiii) Forensic Science; and
- (xxiv) pursuant to the TEC, §28.025(b-5), a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency shall maintain a current list of courses approved under this clause.

(4) Social studies--three and one-half credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

(5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit. The credit must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits.

(6) Languages other than English--two credits. The credits must consist of any two levels in the same language.

(7) Physical education--one credit.

(A) The required credit may be from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and

well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(F) If a student is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

(8) Speech--one-half credit. The credit may be selected from the following courses:

- (A) Communication Applications; and
- (B) Professional Communications.

(9) Fine arts--one credit. The credit may be selected from the following courses:

- (A) Art, Level I, II, III, or IV;
- (B) Dance, Level I, II, III, or IV;
- (C) Music, Level I, II, III, or IV;
- (D) Theatre, Level I, II, III, or IV; and
- (E) Principles and Elements of Floral Design.

(c) Elective Courses--five and one-half credits. The credits may be selected from the list of courses specified in §74.61(j) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

(d) Substitutions. No substitutions are allowed in the Recommended High School Program, except as specified in this chapter.

Source: The provisions of this §74.63 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective January 9, 2007, 32 TexReg 86; amended to be effective August 23, 2010, 35 TexReg 5543.

§74.64. Distinguished Achievement High School Program--Advanced High School Program.

(a) Credits. A student must earn at least 26 credits to complete the Distinguished Achievement High School Program.

(b) Core Courses. A student must demonstrate proficiency in the following:

(1) English language arts--four credits. The credits must consist of English I, II, III, and IV (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages).

(2) Mathematics--four credits. Three of the credits must consist of Algebra I, Algebra II, and Geometry. The fourth credit may be selected from the following courses after successful completion of Algebra I, Algebra II, and Geometry:

- (A) Precalculus;
- (B) Independent Study in Mathematics;
- (C) Advanced Placement (AP) Statistics;
- (D) AP Calculus AB;
- (E) AP Calculus BC;
- (F) AP Computer Science;
- (G) International Baccalaureate (IB) Mathematical Studies Standard Level;
- (H) IB Mathematics Standard Level;
- (I) IB Mathematics Higher Level;
- (J) IB Further Mathematics Standard Level;
- (K) Engineering Mathematics;
- (L) Statistics and Risk Management; and
- (M) pursuant to the Texas Education Code (TEC), §28.025(b-5), a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency shall maintain a current list of courses approved under this subparagraph.

(3) Science--four credits. Three of the credits must consist of a biology credit (Biology, AP Biology, or IB Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), a physics credit (Physics, AP Physics, or IB Physics), and an additional approved laboratory-based science course. After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from the following laboratory-based courses:

- (A) Aquatic Science;
- (B) Astronomy;
- (C) Earth and Space Science;
- (D) Environmental Systems;
- (E) AP Biology;
- (F) AP Chemistry;
- (G) AP Physics B;
- (H) AP Physics C;
- (I) AP Environmental Science;
- (J) IB Biology;
- (K) IB Chemistry;

- (L) IB Physics;
- (M) IB Environmental Systems;
- (N) Scientific Research and Design;
- (O) Anatomy and Physiology;
- (P) Engineering Design and Problem Solving;
- (Q) Medical Microbiology;
- (R) Pathophysiology;
- (S) Advanced Animal Science;
- (T) Advanced Biotechnology;
- (U) Advanced Plant and Soil Science;
- (V) Food Science;
- (W) Forensic Science; and
- (X) pursuant to the TEC, §28.025(b-5), a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency shall maintain a current list of courses approved under this subparagraph.

(4) Social studies--three and one-half credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

(5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit. The credit must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits.

(6) Languages other than English--three credits. The credits must consist of any three levels in the same language.

(7) Physical education--one credit.

(A) The required credit may be from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the

superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(F) If a student is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Distinguished Achievement Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

(8) Speech--one-half credit. The credit may be selected from the following courses:

- (A) Communication Applications; and
- (B) Professional Communications.

(9) Fine arts--one credit. The credit may be selected from the following courses:

- (A) Art, Level I, II, III, or IV;
- (B) Dance, Level I, II, III, or IV;
- (C) Music, Level I, II, III, or IV;
- (D) Theatre, Level I, II, III, or IV; and
- (E) Principles and Elements of Floral Design.

(c) Elective Courses--four and one-half credits. The credits may be selected from the list of courses specified in §74.61(j) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

(d) Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four

advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

- (1) original research/project that is:
 - (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 the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);
- (2) test data where a student receives:
 - (A) a score of three or above on the College Board advanced placement examination;
 - (B) a score of four or above on an International Baccalaureate examination; 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 shall count as only one advanced measure regardless of the number of honors received by the student; or
- (3) college academic courses, including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher.
- (e) Substitutions. No substitutions are allowed in the Distinguished Achievement High School Program, except as specified in this chapter.

Source: The provisions of this §74.64 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective January 9, 2007, 32 TexReg 86; amended to be effective August 23, 2010, 35 TexReg 5543.

Last updated: August 23, 2010

For additional information, email rules@tea.state.tx.us

Graduation Requirements for Students Entering Grade 9 in 2012-13 and thereafter

§74.72. Minimum High School Program.

- (a) Credits. A student must earn at least 22 credits to complete the Minimum High School Program.
- (b) Core courses. A student must demonstrate proficiency in the following.
 - (1) English language arts--four credits. Three of the credits must consist of English I, II, and III. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.) The final credit may be selected from one full credit or a combination of two half credits from the following

courses:

- (A) English IV;
- (B) Research and Technical Writing;
- (C) Creative Writing;
- (D) Practical Writing Skills;
- (E) Literary Genres;
- (F) Business English;
- (G) Journalism;
- (H) Advanced Placement (AP) English Language and Composition; and
- (I) AP English Literature and Composition.

(2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.

(A) The final credit may be Algebra II. A student may not combine a half credit of Algebra II with a half credit from another mathematics course to satisfy the final mathematics credit requirement.

(B) The final credit may be selected from one full credit or a combination of two half credits from the following courses:

- (i) Precalculus;
- (ii) Mathematical Models with Applications;
- (iii) Independent Study in Mathematics;
- (iv) Advanced Quantitative Reasoning;
- (v) AP Statistics;
- (vi) AP Calculus AB;
- (vii) AP Calculus BC;
- (viii) AP Computer Science;
- (ix) International Baccalaureate (IB) Mathematical Studies Standard Level;
- (x) IB Mathematics Standard Level;
- (xi) IB Mathematics Higher Level;
- (xii) IB Further Mathematics Standard Level;
- (xiii) Mathematical Applications in Agriculture, Food, and Natural Resources;
- (xiv) Engineering Mathematics; and
- (xv) Statistics and Risk Management.

(3) Science--two credits. The credits must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), or a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics) and then must use the second of these two courses as the academic elective credit identified in subsection (b)(5) of this section.

(4) Social studies--three credits. Two of the credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The final credit may be selected from the following courses:

- (A) World History Studies; and
- (B) World Geography Studies.

(5) Academic elective--one credit. The credit must be selected from World History Studies, World Geography Studies, or science course(s) approved by the State Board of Education (SBOE) for science credit as found in Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science). If a student elects to replace IPC with either Chemistry or Physics as described in subsection (b)(3) of this section, the academic elective must be the other of these two science courses. A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective course to satisfy the academic elective credit requirement.

(6) Physical education--one credit.

(A) The required credit may be selected from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(F) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:

(i) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A;

(ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or

(iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.

(7) Speech--one-half credit. The credit may be selected from the following courses:

(A) Communication Applications; and

(B) Professional Communications.

(8) Fine arts--one credit. The credit may be selected from the following courses:

(A) Art, Level I, II, III, or IV;

(B) Dance, Level I, II, III, or IV;

(C) Music, Level I, II, III, or IV;

(D) Theatre, Level I, II, III, or IV;

(E) Principles and Elements of Floral Design;

(F) Digital Art and Animation; and

(G) 3-D Modeling and Animation.

(c) Elective courses--six and one-half credits. The credits must be selected from the list of courses specified in §74.71(h) of this title (relating to High School Graduation Requirements). A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

(d) Substitutions. No substitutions are allowed in the Minimum High School Program, except as specified in this chapter.

Source: The provisions of this §74.72 adopted to be effective May 30, 2012, 37 TexReg 3808.

§74.73. Recommended High School Program.

(a) Credits. A student must earn at least 26 credits to complete the Recommended High School Program.

- (b) Core courses. A student must demonstrate proficiency in the following:
- (1) English language arts--four credits. The credits must consist of English I, II, III, and IV. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.)
 - (2) Mathematics--four credits. Three of the credits must consist of Algebra I, Algebra II, and Geometry.
 - (A) The additional credit may be Mathematical Models with Applications and must be successfully completed prior to Algebra II.
 - (B) The fourth credit may be selected from the following courses:
 - (i) Precalculus;
 - (ii) Independent Study in Mathematics;
 - (iii) Advanced Quantitative Reasoning;
 - (iv) Advanced Placement (AP) Statistics;
 - (v) AP Calculus AB;
 - (vi) AP Calculus BC;
 - (vii) AP Computer Science;
 - (viii) International Baccalaureate (IB) Mathematical Studies Standard Level;
 - (ix) IB Mathematics Standard Level;
 - (x) IB Mathematics Higher Level;
 - (xi) IB Further Mathematics Standard Level; and
 - (xii) pursuant to the Texas Education Code (TEC), §28.025(b-5), a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses approved under this clause.
 - (C) The additional credit may be selected from the following courses and may be taken after the successful completion of Algebra I and Geometry and either after the successful completion of or concurrently with Algebra II:
 - (i) Engineering Mathematics;
 - (ii) Mathematical Applications in Agriculture, Food, and Natural Resources; and
 - (iii) Statistics and Risk Management.
 - (3) Science--four credits. Three of the credits must consist of a biology credit (Biology, AP Biology, or IB Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), and a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics).
 - (A) The additional credit may be Integrated Physics and Chemistry (IPC) and must be successfully completed prior to chemistry and physics.
 - (B) The fourth credit may be selected from the following laboratory-based courses:
 - (i) Aquatic Science;

- (ii) Astronomy;
- (iii) Earth and Space Science;
- (iv) Environmental Systems;
- (v) AP Biology;
- (vi) AP Chemistry;
- (vii) AP Physics B;
- (viii) AP Physics C;
- (ix) AP Environmental Science;
- (x) IB Biology;
- (xi) IB Chemistry;
- (xii) IB Physics;
- (xiii) IB Environmental Systems; and
- (xiv) pursuant to the TEC, §28.025(b-5), a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses approved under this clause.

(C) The additional credit may be selected from the following laboratory-based courses and may be taken after the successful completion of biology and chemistry and either after the successful completion of or concurrently with physics:

- (i) Scientific Research and Design;
- (ii) Anatomy and Physiology;
- (iii) Engineering Design and Problem Solving;
- (iv) Medical Microbiology;
- (v) Pathophysiology;
- (vi) Advanced Animal Science;
- (vii) Advanced Biotechnology;
- (viii) Advanced Plant and Soil Science;
- (ix) Food Science; and
- (x) Forensic Science.

(4) Social studies--four credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit).

(5) Languages other than English--two credits. The credits must consist of any two levels in the same language.

(6) Physical education--one credit.

(A) The required credit may be selected from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(F) If a student is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Recommended High School Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

(G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts,

mathematics, science, or social studies) for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:

- (i) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the Texas Education Code, Chapter 29, Subchapter A;
- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
- (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.

(7) Speech--one-half credit. The credit may be selected from the following courses:

- (A) Communication Applications; and
- (B) Professional Communications.

(8) Fine arts--one credit. The credit may be selected from the following courses:

- (A) Art, Level I, II, III, or IV;
- (B) Dance, Level I, II, III, or IV;
- (C) Music, Level I, II, III, or IV;
- (D) Theatre, Level I, II, III, or IV;
- (E) Principles and Elements of Floral Design;
- (F) Digital Art and Animation; and
- (G) 3-D Modeling and Animation.

(c) Elective courses--five and one-half credits. The credits may be selected from the list of courses specified in §74.71(h) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school. A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

(d) Substitutions. No substitutions are allowed in the Recommended High School Program, except as specified in this chapter.

Source: The provisions of this §74.73 adopted to be effective May 30, 2012, 37 TexReg 3808.

§74.74. Distinguished Achievement High School Program--Advanced High School Program.

(a) Credits. A student must earn at least 26 credits to complete the Distinguished Achievement High School Program.

(b) Core courses. A student must demonstrate proficiency in the following:

- (1) English language arts--four credits. The credits must consist of English I, II, III, and IV. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II

graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.)

(2) Mathematics--four credits. Three of the credits must consist of Algebra I, Algebra II, and Geometry.

(A) The fourth credit may be selected from the following courses after successful completion of Algebra I, Algebra II, and Geometry:

- (i) Precalculus;
- (ii) Independent Study in Mathematics;
- (iii) Advanced Quantitative Reasoning;
- (iv) Advanced Placement (AP) Statistics;
- (v) AP Calculus AB;
- (vi) AP Calculus BC;
- (vii) AP Computer Science;
- (viii) International Baccalaureate (IB) Mathematical Studies Standard Level;
- (ix) IB Mathematics Standard Level;
- (x) IB Mathematics Higher Level;
- (xi) IB Further Mathematics Standard Level; and
- (xii) pursuant to the Texas Education Code (TEC), §28.025(b-5), a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses approved under this clause.

(B) The additional credit may be selected from the following courses and may be taken after the successful completion of Algebra I and Geometry and either after the successful completion of or concurrently with Algebra II:

- (i) Engineering Mathematics; and
- (ii) Statistics and Risk Management.

(3) Science--four credits. Three of the credits must consist of a biology credit (Biology, AP Biology, or IB Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), and a physics credit (Physics, AP Physics, or IB Physics).

(A) The fourth credit may be selected from the following laboratory-based courses:

- (i) Aquatic Science;
- (ii) Astronomy;
- (iii) Earth and Space Science;
- (iv) Environmental Systems;
- (v) AP Biology;
- (vi) AP Chemistry;
- (vii) AP Physics B;
- (viii) AP Physics C;
- (ix) AP Environmental Science;
- (x) IB Biology;
- (xi) IB Chemistry;
- (xii) IB Physics;

- (xiii) IB Environmental Systems; and
- (xiv) pursuant to the TEC, §28.025(b-5), a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses approved under this clause.

(B) The additional credit may be selected from the following laboratory-based courses and may be taken after the successful completion of biology and chemistry and either after the successful completion of or concurrently with physics:

- (i) Scientific Research and Design;
- (ii) Anatomy and Physiology;
- (iii) Engineering Design and Problem Solving;
- (iv) Medical Microbiology;
- (v) Pathophysiology;
- (vi) Advanced Animal Science;
- (vii) Advanced Biotechnology;
- (viii) Advanced Plant and Soil Science;
- (ix) Food Science; and
- (x) Forensic Science.

(4) Social studies--four credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit).

(5) Languages other than English--three credits. The credits must consist of any three levels in the same language.

(6) Physical education--one credit.

(A) The required credit may be selected from any combination of the following one-half to one credit courses:

- (i) Foundations of Personal Fitness;
- (ii) Adventure/Outdoor Education;
- (iii) Aerobic Activities; and
- (iv) Team or Individual Sports.

(B) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:

- (i) Athletics;
- (ii) JROTC; and
- (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the

activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(C) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:

- (i) Drill Team;
- (ii) Marching Band; and
- (iii) Cheerleading.

(D) All substitution activities allowed in subparagraphs (B) and (C) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

(E) Credit may not be earned for any course identified in subparagraph (A) of this paragraph more than once. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B) and (C) of this paragraph.

(F) If a student is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner, a modification to a physical education course does not prohibit the student from earning a Distinguished Achievement Program diploma. A student with a physical limitation must still demonstrate proficiency in the relevant knowledge and skills in a physical education course that do not require physical activity.

(G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:

- (i) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A;
- (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or
- (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This

committee shall follow the same procedures required of an ARD or a Section 504 committee.

- (7) Speech--one-half credit. The credit may be selected from the following courses:
 - (A) Communication Applications; and
 - (B) Professional Communications.
- (8) Fine arts--one credit. The credit may be selected from the following courses:
 - (A) Art, Level I, II, III, or IV;
 - (B) Dance, Level I, II, III, or IV;
 - (C) Music, Level I, II, III, or IV;
 - (D) Theatre, Level I, II, III, or IV;
 - (E) Principles and Elements of Floral Design;
 - (F) Digital Art and Animation; and
 - (G) 3-D Modeling and Animation.

(c) Elective courses--four and one-half credits. The credits may be selected from the list of courses specified in §74.71(h) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school. A student may not combine a half credit of a course for which there is an end-of-course assessment with another elective credit course to satisfy an elective credit requirement.

(d) Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

- (1) original research/project that is:
 - (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 the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);
- (2) test data showing a student has earned:
 - (A) a score of three or above on the College Board advanced placement examination;
 - (B) a score of four or above on an International Baccalaureate examination; 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 shall count as only one advanced measure regardless of the number of honors received by the student; or

(3) college academic courses, including those taken for dual credit, and advanced technical credit courses, including locally articulated courses, with a grade of 3.0 or higher.

(e) Substitutions. No substitutions are allowed in the Distinguished Achievement High School Program, except as specified in this chapter.

Source: The provisions of this §74.74 adopted to be effective May 30, 2012, 37 TexReg 3808.

For additional information, email rules@tea.state.tx.us.

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.

Students with Disabilities

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

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 student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes a STAAR Modified or STAAR Alternate EOC assessment, the score on the EOC assessment will not be used as 15 percent of the final course grade and is not required to be used toward the student's cumulative score for graduation.

Graduation/Commencement

All graduates of Valley High School will meet the minimum graduation requirements listed below. Only students that meet state and local graduation course credit requirements may participate in the commencement exercise with their class. Students must also pass all portions of the TAKS Exit Level Test to receive a diploma; however, if a student does not pass all portions (English/Language Arts, Math, Social Studies, and Science) of the Exit Level Test and has passed all state and local course credit requirement, he/she may participate in the commencement exercises without receiving a diploma. The student will receive the diploma when the test is

successfully completed. Students must receive a grade of 70 or above to receive credit for a course. Students who complete their required work in less than four years and do not remain in school will not be eligible to participate in the graduation exercises. All accounts, fees, and fines with Valley School must be cleared before participation in commencement exercises.

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 in, or maintaining membership in any organization whose members are or 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, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

HEALTH-RELATED MATTERS

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 a 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.

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 possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the registrar or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

Physical Activity for Students in Elementary and Middle School

In accordance with policies at EHAB, EHAC, EHBG, FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in middle or junior high school will engage in at least 30 minutes of moderate or vigorous physical activity per day. For additional information on the district's requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

Other Health-Related Matters

Physical Fitness Assessment

Annually, the district will conduct a physical fitness assessment of students 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 state and federal food service guidelines for restricting student access to vending machines.

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.

Asbestos Management Plan

As mandated by law, Turkey-Quitauque ISD has conducted a thorough inspection and identified the asbestos containing material in the buildings on our campus. An asbestos management, operation and maintenance plan is available for review in the Superintendent's office. This plan provides the following information:

1. The location of asbestos containing materials in the building if they are present.
2. Procedures to avoid asbestos containing materials.
3. Safety procedures to react to an accidental release of asbestos fibers.

Pest Management Plan

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

HOMELESS STUDENTS

For more information on services for homeless students, contact the district's Liaison for Homeless Children and Youths, Jon Davidson, at 806-455-1411 Ext. 2606.

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 Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at <https://webds.dshs.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 (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school registrar can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. 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 a 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(LEGAL) and the TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.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.

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 for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see 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 mentioned 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 System (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 a 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.

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

In-school Suspension (ISS) Makeup Work

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

MEDICINE AT SCHOOL

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

- The school registrar in accordance with policies at FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
 - 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 maintain and 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 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 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 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.

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.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Turkey-Quitque ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including 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: Jon Davidson, Superintendent, 11826 Hwy. 86 or phone 806-455-1411 Ext. 2606.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Jackie Jenkins, 11826 Hwy. 86 or phone 806-455-1411 Ext 2603.
- All other concerns regarding discrimination: See the superintendent, Jon Davidson, 11826 Hwy. 86 or phone 806-455-1411 Ext. 2606.

[See policies FB(LOCAL) and FFH(LOCAL).]

PHYSICAL EDUCATION

Physical education is required of all students unless a doctor's certificate advising against this activity is filed by the parent or guardian. If the student is unable to take PE because of disabilities, then an alternate course must be taken.

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.

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 during that minute so long as the silent activity does not interfere with or distract others. [See policy EC(LEGAL) 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.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit

in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science and social studies. Grade level advancement for students in grades 9-12 shall be earned by course credit.

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

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student's current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, the student's score on an EOC assessment will count for 15 percent of the final grade for the course in which the student is enrolled and will be used in determining whether the student meets the minimum cumulative score required for graduation.

If a student at any grade level is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will only be required to take an applicable state mandated assessment for the course in which he or she is enrolled.

Parents of a student in grades 3–8 who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

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

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

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 have permission from his or her parent and an administrator and follow the campus sign-out procedures before leaving the campus. If a student becomes ill during the school day, the student should receive permission from the teacher to check out with an administrator before signing out and going home.

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.

Accident Insurance

All Valley students are covered for accidents that occur during the regular school year, on school premises while school is in session. This is an accident policy only. The coverage is limited and supplementary to your family insurance. This premium has been paid for by the Turkey-Quitaque ISD. Parents are responsible for submitting claims to the doctor and to the insurance company. The District shall not be responsible for the cost of treating injuries or assume liability for any costs associated with an injury.

Drills: Fire, Tornado, and Other Emergencies

Periodically, students will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers and faculty in charge quickly, quietly and in an orderly fashion.

Fire-Three Bells. Follow Evacuation plan for fire.

Tornado-Four Bells. Follow Evacuation plan for tornado.

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 Joan Pigg to update any information.

Emergency School-Closing Information

Parents will be notified by e-mail (please give this information to Registrar) from the Principal with information concerning school closings or late starts. Closings or late starts will also be posted on the school website. The following TV and Radio Stations will carry information concerning school closings or late starts for Valley School:

KSRW Radio	96.1	Childress
KLSR Radio	1130 AM or 105.3 FM	Memphis
KAMR TV	Channel 4	Amarillo
KVII TV	Channel 7	Amarillo
KFDA TV	Channel 10	Amarillo
KCBD TV	Channel 11	Lubbock
KLBK TV	Channel 13	Lubbock
KAMC TV	Channel 28	Lubbock

SCHOOL FACILITIES

Conduct Before and After School

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

Use of Hallways During Class Time

Time is allowed for passing between classes. This is ample time, provided that good traffic courtesy is practiced. Students should refrain from running, pushing, shoving, and making excessive noise in the halls. Loitering or standing in the halls during class is not permitted.

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 Joan Pigg to apply.

Paid lunches may either be prepaid or students may charge and bills will be mailed to the parents. Lunch and Breakfast Prices for the 2012-2013 school year are as follows:

Pre-K—5 th Lunches	\$1.75	Pre-K—12 th Reduced Price Lunches	\$0.40
6 th —12 th Lunches	\$2.00	Pre-K—12 th Breakfast	\$1.50
Adult Lunches	\$3.00	Pre-K—12 th Reduced Breakfast	\$0.30

The Valley School Campus is closed during the lunch hour. Students are not allowed to leave for lunch. The cafeteria and snack bar are provided for the use of all students and faculty. The menu for the upcoming week is printed in the local newspapers and on the school website. Each

student has a scheduled lunch period. The manners and behavior of students while eating in the cafeteria is a reflection of the school as well as the individual.

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).]

Library

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is maintained for the benefit of the students and remains open throughout the day for your convenience. The librarian will be glad to assist you in finding what you need and want. Books will be checked throughout the day in the library. Damaged books will be paid for by the student. Students losing books will be charged the purchase price of the book. Students must clear library records before report cards will be issued.

Social Events

School activities shall conform to the purposes of the instructional program. Any social or other activity that is not part of the instructional program under the direction of school personnel shall be planned for, and limited to, non-school hours.

District social activities shall be controlled by the following guidelines:

1. All activities shall have prior approval of the Principal or Superintendent and shall be placed on the school calendar.
2. All school-sponsored social events shall have faculty supervision.
3. Rules of conduct applicable to regular school hours shall be applicable to all school-sponsored activities.
4. Banquets shall be considered as social events and must be approved.

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 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.

Electronic Devices

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

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.

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around 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. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

SPECIAL PROGRAMS

The Turkey-Quitque ISD provides special programs for Gifted and Talented students, Bilingual students, and students with disabilities. A student or parent with questions about eligibility requirements for these programs and services should contact Jackie Jenkins or Jon Davidson.

The district provides special programs for gifted and talented students, homeless students, bilingual students, 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 Jackie Jenkins, 806-455-1411 Ext 2603.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the 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.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level, in order for the student to be promoted to the next grade level.

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

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student’s Language Proficiency Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

The 2011–2012 school year was the first year of implementation of the STAAR testing program. For students who took the STAAR assessments required for grades 3–8 in spring 2012, parents will be informed of their child’s performance once the results of these assessments are received by the district, expected in January 2013.

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

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments 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, World History, and United States History

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

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.

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

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

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

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 11 during the 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.

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 Education 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 in 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.

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

TARDINESS

A student who has three tardies will be subject to disciplinary consequences. Repeated instances of tardiness will result in parent contact and severe disciplinary action.

TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Technological equipment may also be provided to students,

depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

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

It is imperative that a student riding the bus conduct himself in a manner, which will not jeopardize the safety of others. If conduct is not acceptable to the driver and the school, the privilege of riding the bus may be taken from the student until such time as the student and parents or guardian can convince the driver and the school that the student will conform to good safety rules of conduct. The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their homes.
3. Passengers shall not stand up while riding the bus.
4. Passengers should keep books, feet, and other objects out of the aisle of the bus.
5. Passengers should never deface or damage the bus or its equipment.
6. Passengers should never extend their head, arms, or legs out of the windows of the bus or hold any objects out of the window or throw objects within or out of the bus.
7. Usual classroom conduct should be observed while riding on the bus. Unruly conduct, including the use of obscene language or fighting, will subject the student to disciplinary action.

The following procedures shall be followed when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. A conference involving the principal, the student passenger, the driver, and the parent may be required.
2. The principal may suspend the student's bus riding privileges. If such a suspension occurs, the parent will be notified prior to the time that the suspension is to take effect.
3. In the case of serious misconduct that endangers the safety of other passengers, the driver shall have the authority to put a student off the bus or to call for law enforcement assistance. The principal and parent shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

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.

VIDEO CAMERAS

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

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

VISITORS TO THE SCHOOL

General Visitors

All visitors should report to the Principal's office to provide information concerning the purpose of their visit. Students are not permitted to bring visitors to stay at school.

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 and must comply with all applicable district policies and procedures.

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.

WITHDRAWING FROM SCHOOL

A student leaving Valley High School must obtain a withdrawal form from the Principal's office. Upon withdrawal a student must have returned all textbooks, paid all fees, checked in all library books and any materials that belong to the school (such as athletic equipment) in good condition. A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal's office.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment 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. 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.

Glossary

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

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

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

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

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

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 for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or districtwide 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 DAEP, ISS removes the student from the regular classroom.

NCLB Act is the federal No Child Left Behind Act of 2001.

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

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

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

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

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

STAAR 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.

STAAR 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.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the 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 is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from 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 DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

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 the Texas English Language Proficiency Assessment System, which assesses 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 nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.