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WINNSBORO HIGH SCHOOL



2024 – 2025

Student Handbook

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Winnsboro High School 2024–2025 Student Handbook

David Pinnell – Principal *Chris Lewis* – Assist.Principal *Keri Sanders* – Assist. Principal *Julie Cole* – Counselor
Missy Caddell – Counselor *Jamie Fleming* – Principal’s Secretary *Ann Underwood* – Registrar

Winnsboro Independent School District Mission Statement:

Winnsboro Independent School District fosters a community of lifelong learners by providing an environment that builds self-worth, integrity, and respect for others while striving for academic and social excellence. _

Regular Schedule

A Lunch

7:30-7:55 Tutorials
7:55 First Bell
8:00-8:45 1st
8:50-9:40 2nd
9:45-10:30 3rd
10:35-11:20 4th
11:25-11:45 5th
11:45-12:15 Lunch
12:20-1:05 6th
1:10-1:55 7th
2:00-2:45 8th
2:50-3:35 9th
3:35-3:55 Tutorials

B Lunch

7:30-7:55 Tutorials
7:55 First Bell
8:00-8:45 1st
8:50-9:40 2nd
9:45-10:30 3rd
10:35-11:20 4th
11:25-11:45 5th
11:50-12:35 6th
12:35-1:05 Lunch
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2:50-3:35 9th
3:35-3:55 Tutorials

Pep Rally Schedule

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2:15-2:55 9th
3:00 Pep Rally (2:20 release for Band, etc.)

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<p><u>W.I.S.D. School Board</u> Brandon Green.....President Duncan McAdoo.....Secretary Brian Busby.....Member Billy Saucier.....Member Chip Brown.....Member Kristie AmasonMember Jay Murdock.....Member</p>	<p><u>W.I.S.D. Administration</u> Dave Wilcox.....Superintendent Aaron Nation.....Asst. Supt. 903-342-3737.....WISD Phone # 903-342-3641.....WHS Phone # 903-347-1068.....WHS Fax # www.winnsboroisd.org</p>	<p><u>School Song</u> Winnsboro our own dear High School Whose glories we loud proclaim We're for your victory always For your valor and your fame. So, hail to you Red Raiders, With a spirit always true. We'll hold your honor highest, And we'll always be for you.</p>
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Winnsboro High School Student Handbook

2024–25 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at lisa.draper@winnsboroisd.org or 903-342-3737.

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Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Winnsboro High School** Student Handbook is a general reference guide that is divided into two sections:

Section One: Parental Rights describes certain parental rights as specified in state or federal law.

Section Two: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **WISD** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.winnsboroisd.org State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at **Winnsboro High School**.

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Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://pol.tasb.org/home/index/1268>.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

David Pinnell

Principal

903-342-3641

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See **Objecting to the Release of Directory Information** and **Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Aaron Nation

Asst. Superintendent

903-342-3737

Section One: Parental Rights

This section describes certain parental rights as specified in state or federal law.

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Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

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Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.]

[See **Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

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The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

The mental health liaison can be reached at:

Casey Monds

Special Education Director

Casey.Monds@winnsboroisd.org

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See **Mental Health Support (All Grade Levels)**]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity

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- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

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

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must return the form included in the forms packet **OR** submit a written statement to the campus principal stating this decision. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

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Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent.

“Directory information” is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student’s photograph (for publication in the school yearbook)
- A student’s name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student’s name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student’s first day of instruction for this school year **OR** insert a later date established by the district. [See **Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

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As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date of birth; degrees, honors, and awards received; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; and student identification numbers or identifiers that cannot be used alone to gain access to electronic education records. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, grade level, and enrollment status. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

Note: Also see **Authorized Inspection and Use of Student Records**.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family

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- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

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- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

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If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the 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, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's

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misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA

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- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing 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.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records 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.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- 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
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals

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- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

Release of personally identifiable information 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 superintendent is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours

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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 the records.

You may contact the custodian of records for currently enrolled students at:

Lisa Draper

Superintendent Secretary

903-342-3737

You may contact the custodian of records for students who have withdrawn or graduated at:

Lisa Draper

Superintendent Secretary

903-342-3737

A parent or eligible student may inspect the student's records and request a correction or amendment 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 appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information 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 after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels)**, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at www.winnsboroisd.org.

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

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

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- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

[The Interstate Compact on Educational Opportunities for Military Children \(https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact\)](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

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Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Monthly Awards**

A female and male Senior will be honored each month as **Students of the Month** for excellence in achievement, service, character, and/or leadership. These students will receive a plaque and have their picture in the newspaper.

- Various other community organizations such as Lions Club, Pilot Club, etc. will also honor other Students of the Month.

Yearly Awards (given during Award's Day in May)

- Students on the **Red Honor Roll** (all A's) every 9 weeks (PEG grade) all year will receive an Honor Roll certificate.
- Students with the **highest grade in each course** will receive a certificate.
- Students with **Perfect Attendance** for the year will receive a certificate.
- Students scoring **1000 or better** on the **SAT** and/or **25 or better** on the **ACT** will receive an award.
- **Four Year Department Awards** will be awarded to the Senior student(s) with the highest grades of the most courses in a Department and will receive a certificate.

Senior Awards (given during Senior Day at the end of school)

- Seniors will be honored with individual recognition, scholarship announcements, and honor awards for excellence in leadership, service, and achievement.
- The Valedictorian, Salutatorian, Top Ten Graduates, & Distinguished Graduates will all receive special recognition and their appropriate medals and certificates.

Senior Selections

- Students that graduate early OR receive placement in DAEP for disciplinary reasons are not allowed to receive and/or maintain a senior class selection. No exceptions.

Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

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The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy

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- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Aaron Nation

Asst. Superintendent

903-342-3737

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

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A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Aaron Nation

Asst. Superintendent

903-342-3737

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider 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 districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards \(https://fw.escapps.net/Display_Portal/publications\)](https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

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If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process \(https://fw.escapps.net/Display_Portal/publications\)](https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Casey Monds

Special Education Director

903-342-6611

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Casey Monds

Special Education Director

903-342-6611

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel

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- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Missy Caddell

Counselor

903-342-3641

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) (https://fw.escapps.net/Display_Portal?destination=/)
- [Partner Resource Network](http://prntexas.org/) (<http://prntexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

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A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these 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.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

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Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the Principal.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall 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.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs 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 for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

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State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families.**]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only).**]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

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The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

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The truancy prevention facilitator for the district is:

Chris Lewis

Assistant Principal

903-342-3641

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

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Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.

- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at **10am**.

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within **3** days of returning to school, a student who is absent for more than **3** 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 absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

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 absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

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Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

More information is available on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

[See **Compulsory Attendance — Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

WISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at www.winnsboroisd.org. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Monthly Awards

- A female and male Senior will be honored each month as **Students of the Month** for excellence in achievement, service, character, and/or leadership. These students will receive a plaque and have their picture in the newspaper.

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- Various other community organizations such as Lions Club, Pilot Club, etc. will also honor other Students of the Month.

Yearly Awards (given during Award's Day in May)

- Students on the **Red Honor Roll** (all A's) every 9 weeks (PEG grade) all year will receive an Honor Roll certificate.
- Students with the **highest grade in each course** will receive a certificate.
- Students with **Perfect Attendance** for the year will receive a certificate.
- Students scoring **1000 or better** on the **SAT** and/or **25 or better** on the **ACT** will receive an award.
- **Four Year Department Awards** will be awarded to the Senior student(s) with the highest grades of the most courses in a Department and will receive a certificate.

Senior Awards (given during Senior Day at the end of school)

- Seniors will be honored with individual recognition, scholarship announcements, and honor awards for excellence in leadership, service, and achievement.
- The Valedictorian, Salutatorian, Top Ten Graduates, & Distinguished Graduates will all receive special recognition and their appropriate medals and certificates.

Senior Selections

- Students that graduate early OR receive placement in DAEP for disciplinary reasons are not allowed to receive and/or maintain a senior class selection. No exceptions.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

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- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

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
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For

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more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on the WISD website.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

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Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

The district offers career and technical education programs in the following areas:

- Agri-Sciences.
- Family Consumer Sciences
- STEM
- AAVTC
- Business/Computer Science

The district offers other work-based programs in the following areas:

- Career Preparation**
- Content-based Practicums

**Admission and enrollment to these programs is based on student program of study and graduation requirements. The state of Texas requires all students to graduate college and career ready and this includes completing college readiness tests and obtaining an industry based certification. Early release for Career Preparation will be contingent on the student's college and career readiness and/or achieving an IBC.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

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Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies (All Grade Levels)**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at www.winnsboroisd.org. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

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- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

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Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

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To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp) (<http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor’s Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America’s Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

The evaluation of student achievements will be recorded numerically on report cards and all records. The weighted grade point scale will determine the grade points earned by a student in each course. The weighted grade point scale is found in the Course Description Guide at the back of this Handbook. The **Course Chart System for Ranking** & the **Ranking Chart** are developed in accordance with board policy and are adopted annually by the Board of Trustees. A student who transfers in prior to the last two high school years shall receive weight for courses taken in accordance with the Winnsboro High School ranking scale.

The ten graduates with the highest grade point averages will be the top ten graduates. The Valedictorian will be the 4th year high school student with the highest grade point average. The Salutatorian will be the 4th year high school student with the second highest grade point average. The Valedictorian and Salutatorian are a part of the top ten graduates and must be enrolled as a full-time day high school student for **four complete terms (years)** immediately prior to graduation at W.H.S. Three-year graduates will not be considered for a top ten graduate.

Ranking will be determined after the conclusion of the 3rd 9 weeks in the Spring Semester. All classes taken during the academic day count in the student's grade point average. For the top 2

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ranked students, in case of a tie, the Valedictorian or Salutatorian shall be chosen according to the following criteria:

1. The student with the highest weighted grade point average in the following courses taken shall be the valedictorian or salutatorian:
 - English 1, 2, 3, & 4;
 - Algebra 1, Geometry, Algebra 2, Pre-Calculus, & Calculus DC;
 - Biology 1, Chemistry, Physics, A&P, & Chemistry DC;
 - World Geography, World History, US History, Government & Economics
2. If a tie still exists after #1, the student with the most Honors and Dual Credit courses taken shall be the valedictorian or salutatorian. [See policy EIC.]

Students who entered grade 9 in the 2014–15 school year, will be under a different graduation program than previous school years. Therefore, class ranking procedures may be adjusted by the district based on the new graduation plan. As these decisions are made, the district will make the information available to the students affected by these changes.

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the

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summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

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

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)

To receive credit and grade points, a student must provide Winnsboro High School with an official college transcript. Summer college course work must be turned in on or before **September 3rd** for fall ranking. In order for college credit to be counted in grade ranking, an official college transcript must be submitted before **January 31st** of the student's Senior year. College courses may be taken during the spring semester of the senior year to fulfill the distinguished requirements; however, these will not count toward class rank.

Students may be co-enrolled (leaving the high school to take college courses during the school day) beginning in the spring term of their junior year (provided they have passed all STAAR EOC tests required for graduation.) Each student must be enrolled in a minimum of 4 high school classes per term and then they may be released one period each day for off-

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campus college courses in which they are enrolled. Each student must have prior permission from the high school counselor before enrolling in college level coursework.

Concurrent enrollment provides the opportunity for high school students to take high school and college classes concurrently. All college courses taken at WHS and receiving a passing grade of a C or better will be posted to the high school transcript, but only those college course grades submitted prior to January 31st of the Senior year will be used in calculation of class rank.

In most cases, college hours earned at one college are transferable to other colleges; however, the student is responsible for checking with the college of his/her choice concerning the transfer of college hours. The student must pay for any and all tuition, books, and/or fees that are required for the course(s) in which the student has enrolled. WISD will reimburse a portion of the tuition as determined by the School Board.

**Beginning with students in the class of 2026, the calculation of class rank shall exclude grades earned in summer school or outside of a regular school term, any dual credit course that does not follow the traditional calendar (i.e mini-mester, intersession, fast-tracked), and any local credit course. ONLY college courses offered at the WHS campus during the school day will appear on the student's transcript and be figured in the student's GPA.

- Enrollment in courses taught in conjunction and in partnership with NTCC, which may be offered on or off campus
- Enrollment in courses taught at other colleges or universities

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Student Clubs and Organizations**

Athletics - Josh Finney - Strength and conditioning courses are offered for students who participate in the high school athletic programs. Enrollment in the athletic period and participation in individual and team sports are subject to **approval of the head coach in each sport.**

Band/Flag Corp/Drill Team – Cameron Warren & Grace McLemore - A competition Marching Band in the Fall and Concert Band in the Spring is offered as well as the opportunity to be elected as part of the Flag Corp or Raiderettes Drill Team. A Band Beau/Sweetheart will be selected annually - The Band Beau is to be a senior male who is in the band and is elected by the band members. Band Sweetheart is to be a senior female who is in the band and is elected by band members.

Beta Club - Megan Miller & Kasey Coke- Freshmen who have all A's on their 8th grade report card (final grades) will be considered for induction their Freshman year. Conduct grades must be all S's, and the student must be in good standing with school officials. New members will be

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assessed \$35 to cover membership materials from the National Beta Club and local dues. To remain active in Beta Club, a GPA of 4.25 must be maintained each semester; students falling below this average will be placed on probation for one semester. All advanced and regular course grades are figured in this average. Active members pay \$25 per year dues.

Cheerleaders/JV/Mascot – Adriana Weems- The purpose of a cheerleader/mascot is to promote and uphold school spirit, to develop a sense of sportsmanship among students, and to aid in creating a better relationship between schools at all athletic events. All cheerleaders must serve on a school sub-varsity squad prior to trying out for the WHS varsity squad. See Cheerleader Constitution for more specific requirements and guidelines.

Class Officers - Grade-Level Sponsors - Class officers are elected by each class in the Fall. Class officers must have a passing grade in all subjects every nine-weeks. The primary function of class government is fundraising for class activities.

FFA - Hillary Davis, DJ Wernecke, Brian Jackson, Rance Smith - FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success. FFA was created in 1928 and the Winnsboro FFA was established in 1934.

FCCLA - Beverly McAdoo & Amanda Capehart - Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education.

Football Sweetheart - The Football Sweetheart is chosen by members of the football team. The senior players nominate three senior girls, then the entire team votes on these three girls. The sweetheart is elected by a plurality vote. The junior players choose two junior girls for duchesses, the sophomore players choose one sophomore girl for duchess, and the freshman players choose one freshman girl to serve as duchess. These students will be honored at the Sweetheart football game.

FTA - Michael Miller - FTA encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service and leadership

Homecoming Queen - Sponsored by the Cheerleaders - Each class nominates girls for the homecoming court. The seniors nominate three candidates from which the queen will be chosen. The juniors elect two girls to serve as duchesses. The freshman and sophomore classes elect one candidate each to serve as duchesses. The Homecoming queen is elected by the majority vote of the student body.

Student Council - This group of student leaders serves as ambassadors of our campus and are chosen by faculty, administration and peers.

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Science Club - Jason Thurman - The WHS Science Club is open to any high school student who wishes to participate in the club's activities. The Science Club sponsors the Stewart Regional Blood Center Blood Drive in which students may donate blood as well as other activities throughout the year.

Spanish Club - Olinda Mize and Carolina Zusinas - The WHS Spanish Club is open to any high school student who wishes to participate in the club's activities. Spanish Club members devote their time and efforts to supporting local, state, and national programs, as well as participating in school service projects. The club encourages respect for all nationalities.

UIL Academics – Cindy Rogers & various academic coaches - students are instructed and coached in several literary and academic competitive contests. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.

Standards of Behavior

Please note: Sponsors of student clubs and performing groups such as those listed above, may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the **Student Code of Conduct** or by local policy will apply in addition to any consequences specified by the organization's standards of behavior. [For further information, see policies at FM and FO.]

Grade-Level Sponsors & Vertical Teams

Grade Level Teams and Sponsors are comprised of teachers that teach a majority of students in a class to integrate the curriculum, work toward each student's success, and coordinate class activities. Grade level teams organize all aspects of class activities, including fundraising. The following are the grade-level class sponsors with the chairman or lead sponsor's name underlined:

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	

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<u>Rose, Hallie</u> Jones, Tyrus Parker, Reese Ramirez, Estefani Baxter, John Wernecke, DJ Zusinas, Carolina Johnson, Morgan Berthiaume, David Taylor, Tasha Black, Jacob	<u>McLemore, Grace</u> Brandt, Ashley Mize, Olinda McAfee, Seth Thurman, Jason Martin, Dana Castleberry, Gerome Velez, Eva Jackson, Brian Harris, Jacob Johnson, Stephen	<u>Groter, Lissa</u> Rogers, Stacy Johnson, Fancy Rogers, Cindy Springer, Kari Samuels, Casey Jones, Elaine Lancaster, Jared Smith, Rance Skipper, Joel	<u>McAdoo, Beverly</u> Warren, Brock Capehart, Amanda Davis, Hillary Gabriele, Nick Miller, Mike Edwards, Kim Miller, Megan Brewer, Audrey Brown, Renee *Non-Rotating*
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Fees (All Grade Levels)for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)**for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student’s grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

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.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent’s contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent’s contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by contacting the school registrar.

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Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/home/index/1268>. The complaint forms can be accessed at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students

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

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at www.winnsboroid.org and the coordinator for this campus is listed below:

Chris Lewis

Assistant principal

903-342-3641

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state 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 or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

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Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

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 the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

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Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should make an appointment. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

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Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board

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- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.winnsboroisd.org. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner

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- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a 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.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

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

Examples of sexual harassment may include, but are not limited to:

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- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the high school counselor for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Monthly Awards**

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A female and male Senior will be honored each month as **Students of the Month** for excellence in achievement, service, character, and/or leadership. These students will receive a plaque and have their picture in the newspaper.

- Various other community organizations such as Lions Club, Pilot Club, etc. will also honor other Students of the Month.

Yearly Awards (given during Award's Day in May)

- Students on the **Red Honor Roll** (all A's) every 9 weeks (PEG grade) all year will receive an Honor Roll certificate.
- Students with the **highest grade in each course** will receive a certificate.
- Students with **Perfect Attendance** for the year will receive a certificate.
- Students scoring **1000 or better** on the **SAT** and/or **25 or better** on the **ACT** will receive an award.
- **Four Year Department Awards** will be awarded to the Senior student(s) with the highest grades of the most courses in a Department and will receive a certificate.

Senior Awards (given during Senior Day at the end of school)

- Seniors will be honored with individual recognition, scholarship announcements, and honor awards for excellence in leadership, service, and achievement.
- The Valedictorian, Salutatorian, Top Ten Graduates, & Distinguished Graduates will all receive special recognition and their appropriate medals and certificates.

Senior Selections

- Students that graduate early OR receive placement in DAEP for disciplinary reasons are not allowed to receive and/or maintain a senior class selection. No exceptions.

Bullying (All Grade Levels)]

The district will promptly notify the parent 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 parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

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During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

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

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Distance Learning (All Grade Levels)

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.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the principal.

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Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

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, newspapers, yearbooks, brochures, flyers, and the like.

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

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 20 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal designates the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to WISD administration for prior review. The superintendent will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The principal will designate the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

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

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

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

WISD Student Dress and Grooming

The school district will determine student's dress and grooming standards. No student's dress or grooming will disrupt, interfere with, disturb, or distract from school activities, create a health or other hazard to the student's safety or to the safety of others.

Guideline for Dress and Grooming.

- Tank tops no less than 3 inches width at shoulder.
- Tops with string or spaghetti straps may not be worn. No halter tops.
- No leggings unless top is 4 inches above knee.
- Jeans - No exposed skin 4 inches above the knee. Fringed is acceptable.
- No shorts shorter than 4 inches above the knee.
- Dresses, skirts and all split garments must be no shorter than 4 inches above the knee.
- Pants must be worn at the waist of the student and must not be in excess of one size at the waist and fastened by a belt.
- Students must wear appropriate undergarments at all times especially with sleeveless clothing.
- No dark glasses (unless prescribed by a physician).
- **Acceptable apparel:** walking shorts; city shorts; skorts; pleated, gathered, loose fitting shorts; neatly hemmed jeans; short overalls; dressy skirts with hose.
- **Unacceptable apparel:** tight fitting shorts; wind shorts; bicycle shorts; cut-offs; gym shorts; beach shorts; excessively short shorts or skirts; tube tops; long trench coats; excessively baggy pants or pants with oversize legs.
- Garments may not be worn which are obscene, suggestive, gang related, have objectionable words, phrases (ethnic or sexual), pictures or advertisements that are inappropriate in an educational setting.
- No shoes should be worn that will mar the floor in any way.
- Shoes must be worn.
- Visible piercings allowed in ears only

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- Tops worn with jeans, skirts, and shorts must be long enough to be tucked in so midriff does not show.
- No earlobe-stretching practice devices known as “gauging” shall be worn.
- All tattoos and body art must be covered so that it does not show.
- Parents may be called to bring clothing to school if their child is dressed inappropriately
- No pajamas or boxer shorts or pajama-like clothing.
- Students in violation of the hair or dress code will be assigned to ISS until violation is corrected.
- Students must be in dress code when they arrive on campus.
- Dress code will be enforced at all functions in which students are representing Winnsboro ISD.

The principal will make the final decision on all dress code violations.

Hair Guidelines. Students’ hair must be maintained in a neat and clean condition.

- Facial hair should be neatly groomed, and not be a distraction to the learning environment.
- No unusual or unnatural hair color that is a distraction to the learning environment.
- No unusual haircuts that are a distraction to the learning environment.
- No symbols cut in hair that are offensive or derogatory.
- No rakes, picks, or bandanas, hats or caps can be worn in the building.

The principal will make the final decision regarding appropriateness of length, cleanliness, and neatness of a student's hair.

If the principal determines that a student’s grooming or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose

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- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments and Standardized Testing.**]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact WISD administration.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).**]

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)** for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

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.

The use of cell phones 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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent/guardian may pick up the confiscated telecommunications device from the principal's office. Therefore, the following procedure will be followed along with any appropriate discipline:

- 1st incident – Warning
- 2nd incident - \$10.00 Charge
- For every incident thereafter - \$15.00 Charge

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Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]

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

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and 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 on district-owned or personally owned equipment, 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 in accordance with 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.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

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In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

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. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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 designate instructional accommodations or additional special programs that 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 Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

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

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation (All Grade Levels)**.]

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Eligibility for 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. Students and parents can access the [UIL Parent Information Manual \(https://www.uilTEXAS.org/athletics/manuals\)](https://www.uilTEXAS.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas \(https://www.uilTEXAS.org/\)](https://www.uilTEXAS.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents 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.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP); or International Baccalaureate (IB); or Level 5 dual credit college course in English language arts, mathematics, science, social studies, economics, or languages other than English; or in Level 4 Pre-calculus and/or Spanish 3, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- An ineligible student's project or **show animal** may be shown by another person at a school-sponsored show for a student that is ineligible.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

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Standards of Behavior

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

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include:

Student Clubs and Organizations

Athletics - Josh Finney - Strength and conditioning courses are offered for students who participate in the high school athletic programs. Enrollment in the athletic period and participation in individual and team sports are subject to **approval of the head coach in each sport.**

Band/Flag Corp/Drill Team – Cameron Warren & Grace McLemore - A competition Marching Band in the Fall and Concert Band in the Spring is offered as well as the opportunity to be elected as part of the Flag Corp or Raiderettes Drill Team. A Band Beau/Sweetheart will be selected annually - The Band Beau is to be a senior male who is in the band and is elected by the band members. Band Sweetheart is to be a senior female who is in the band and is elected by band members.

Beta Club - Megan Miller & Kasey Coke- Freshmen who have all A's on their 8th grade report card (final grades) will be considered for induction their Freshman year. Conduct grades must be all S's, and the student must be in good standing with school officials. New members will be assessed \$35 to cover membership materials from the National Beta Club and local dues. To remain active in Beta Club, a GPA of 4.25 must be maintained each semester; students falling below this average will be placed on probation for one semester. All advanced and regular course grades are figured in this average. Active members pay \$25 per year dues.

Cheerleaders/JV/Mascot – Adriana Weems- The purpose of a cheerleader/mascot is to promote and uphold school spirit, to develop a sense of sportsmanship among students, and to aid in creating a better relationship between schools at all athletic events. All cheerleaders must serve on a school sub-varsity squad prior to trying out for the WHS varsity squad. See Cheerleader Constitution for more specific requirements and guidelines.

Class Officers - Grade-Level Sponsors - Class officers are elected by each class in the Fall. Class officers must have a passing grade in all subjects every nine-weeks. The primary function of class government is fundraising for class activities.

FFA - Hillary Davis, DJ Wernecke, Brian Jackson, Rance Smith - FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier

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leadership, personal growth and career success. FFA was created in 1928 and the Winnsboro FFA was established in 1934.

FCCLA - Beverly McAdoo & Amanda Capehart - Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education.

Football Sweetheart - The Football Sweetheart is chosen by members of the football team. The senior players nominate three senior girls, then the entire team votes on these three girls. The sweetheart is elected by a plurality vote. The junior players choose two junior girls for duchesses, the sophomore players choose one sophomore girl for duchess, and the freshman players choose one freshman girl to serve as duchess. These students will be honored at the Sweetheart football game.

FTA - Michael Miller - FTA encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service and leadership

Homecoming Queen - Sponsored by the Cheerleaders - Each class nominates girls for the homecoming court. The seniors nominate three candidates from which the queen will be chosen. The juniors elect two girls to serve as duchesses. The freshman and sophomore classes elect one candidate each to serve as duchesses. The Homecoming queen is elected by the majority vote of the student body.

Student Council - This group of student leaders serves as ambassadors of our campus and are chosen by faculty, administration and peers.

Science Club - Jason Thurman - The WHS Science Club is open to any high school student who wishes to participate in the club's activities. The Science Club sponsors the Stewart Regional Blood Center Blood Drive in which students may donate blood as well as other activities throughout the year.

Spanish Club - Olinda Mize and Carolina Zusinas - The WHS Spanish Club is open to any high school student who wishes to participate in the club's activities. Spanish Club members devote their time and efforts to supporting local, state, and national programs, as well as participating in school service projects. The club encourages respect for all nationalities.

UIL Academics – Cindy Rogers & various academic coaches - students are instructed and coached in several literary and academic competitive contests. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.

Standards of Behavior

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Please note: Sponsors of student clubs and performing groups such as those listed above, may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the ***Student Code of Conduct*** or by local policy will apply in addition to any consequences specified by the organization’s standards of behavior. [For further information, see policies at FM and FO.]

Grade-Level Sponsors & Vertical Teams

Grade Level Teams and Sponsors are comprised of teachers that teach a majority of students in a class to integrate the curriculum, work toward each student’s success, and coordinate class activities. Grade level teams organize all aspects of class activities, including fundraising. The following are the grade-level class sponsors with the chairman or lead sponsor’s name underlined:

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
<u>Rose, Hallie</u> Jones, Tyrus Parker, Reese Ramirez, Estefani Baxter, John Wernecke, DJ Zusinas, Carolina Johnson, Morgan Berthiaume, David Taylor, Tasha Black, Jacob	<u>McLemore, Grace</u> Brandt, Ashley Mize, Olinda McAfee, Seth Thurman, Jason Martin, Dana Castleberry, Gerome Velez, Eva Jackson, Brian Harris, Jacob Johnson, Stephen	<u>Groter, Lissa</u> Rogers, Stacy Johnson, Fancy Rogers, Cindy Springer, Kari Samuels, Casey Jones, Elaine Lancaster, Jared Smith, Rance Skipper, Joel	<u>McAdoo, Beverly</u> Warren, Brock Capehart, Amanda Davis, Hillary Gabriele, Nick Miller, Mike Edwards, Kim Miller, Megan Brewer, Audrey Brown, Renee *Non-Rotating*

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.

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- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to WISD. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
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6+	Grade 10 (Sophomore)
13+	Grade 11 (Junior)
20+	Grade 12 (Senior)

For grade level classification purposes, students are classified on the first day of school in the fall semester. There is no reclassification at mid-term.

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI - such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Exemption Policy

Students may **earn the privilege** of being exempt from taking exams at the end of each semester. Exemptions will be determined on a class-by-class basis. Parents may request for their student to take exams. To be exempt, a student must meet the following criteria:

1) Have minimal absences:	<u>Average in class</u>	<u>Max. Absences in class</u>
	90 - 100	3 absences
	80 - 89	2 absence
	75 - 79	1 absence

There will be no difference between excused and unexcused absences; any time a student misses a class, the absence will count in the exemption process

- 2) Must have a passing test average for that class;

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- 3) Must not have received any disciplinary actions that result in ISS placement and/or Saturday School.
- 4) Must not have taken any zeroes for any absence due to an extracurricular activity

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)
- The state of Texas requires all students to graduate college and career ready and this includes completing college readiness tests and obtaining an industry based certification.
- Traditional Graduates
- Beginning with students who entered grade 9 in the 2011–2012 school year, EOC assessments will be administered for the following courses: English 1, English 2, Algebra 1, Biology 1, and United States History. 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 mandatory remediation to the student in the content area for which the performance standard was not met. The student will then retest every available date until a passing score is attained.**
- [See also **GRADING GUIDELINES** above & **Standardized Testing** on pages 36-40 and 55-56.]
- Early Graduates
- Any student who graduates before completing four years of high school (4 fall and 4 spring semesters) will be considered an early graduate. Early graduates and their parent/guardian must complete an application requesting to graduate early. Applications will be kept in the counselor's office.
- Early graduates classified as seniors will be ranked with the graduating class of the year in which they graduate from Winnsboro High School. Early graduates who are classified as juniors during their graduation year will not be ranked. There are 3 types of early graduates and different stipulations apply to each. They are as follows:
- **The junior who is graduating**—this student will graduate as a junior in high school. He/she will have less than the required state graduation credits for classification as a Senior (at least 20 credits at the beginning of the year) before the first school day of the third high school

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year. Therefore, he/she will be allowed to attend prom as a junior and participate in all **junior** class functions.

- **The three-year graduate who is a senior during the third year of high school**—this student must have completed the required state graduation credits for classification as a Senior (at least 20 credits at the beginning of the year) before starting the third year of high school. He/she will be allowed to participate in all **senior** activities. Consideration for local scholarships for this student will be at the discretion of the organization/company awarding the scholarship.
- **The student who completes all graduation requirements by mid-term of the senior year**—a student who wishes to graduate at mid-term may do so with parent and principal permission. Once a student becomes a graduate, he/she will not participate in any school activities as a student, other than the graduation ceremony. This includes prom, senior activities, local scholarships, etc. However, since Graduation Celebration is a post graduate activity, any student who graduates from Winnsboro High School may attend and participate in Graduation Celebration, provided they notify the appropriate senior sponsor of their desire to do so by the sign-up deadline. This allows time to complete all necessary paperwork.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing.**]

Foundation Graduation Program

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Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

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Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.

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- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

See Mrs. Cole or Mrs. Caddell for more details regarding the FAFSA or TASFA.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

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The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit \(https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures\)](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine

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whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

Graduation activities will include:

The Winnsboro community provides several activities for the seniors in honor of their upcoming graduation. These activities include luncheons, a sponsored trip the Dallas area, Business Day, Senior Day, and other events that may occur during the school day. In order for a senior to be eligible for these activities, he/she must meet the following criteria: passing all subjects, having passed all required state assessments for graduation, being in compliance with the state's 90% attendance rule, complying with all disciplinary rules, and being in good standing with all local requirements for graduation.

Graduating juniors and early graduates are not eligible for participation in community sponsored senior activities, or Senior Day activities. Graduating juniors and early graduates will have their names read aloud on Senior Day. Early graduates may participate in the graduation ceremony (provided they attend graduation practice the morning of graduation). Graduation celebration is a post graduate activity that any student who graduates from Winnsboro High School may attend and participate in provided they notify the appropriate senior sponsor of their desire to do so by the sign-up deadline.

All Graduation/Senior Activity information is provided to each senior student by the Senior Class Sponsor (Mrs. McAdoo) through meetings and District Communication. Parents are encouraged to contact the sponsor through the school at (903) 342-3641 or check the school website for updates about Senior activities.

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will be allowed to participate in the graduation ceremony and related graduation activities.

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Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

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

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Speakers (All Grade Levels)**.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Hazing (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to

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the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances

- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be 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, superintendent, or law enforcement official.

[See **Monthly Awards**

A female and male Senior will be honored each month as **Students of the Month** for excellence in achievement, service, character, and/or leadership. These students will receive a plaque and have their picture in the newspaper.

- Various other community organizations such as Lions Club, Pilot Club, etc. will also honor other Students of the Month.

Yearly Awards (given during Award's Day in May)

- Students on the **Red Honor Roll** (all A's) every 9 weeks (PEG grade) all year will receive an Honor Roll certificate.
- Students with the **highest grade in each course** will receive a certificate.
- Students with **Perfect Attendance** for the year will receive a certificate.
- Students scoring **1000 or better** on the **SAT** and/or **25 or better** on the **ACT** will receive an award.
- **Four Year Department Awards** will be awarded to the Senior student(s) with the highest grades of the most courses in a Department and will receive a certificate.

Senior Awards (given during Senior Day at the end of school)

- Seniors will be honored with individual recognition, scholarship announcements, and honor awards for excellence in leadership, service, and achievement.
- The Valedictorian, Salutatorian, Top Ten Graduates, & Distinguished Graduates will all receive special recognition and their appropriate medals and certificates.

Senior Selections

- Students that graduate early OR receive placement in DAEP for disciplinary reasons are not allowed to receive and/or maintain a senior class selection. No exceptions.

Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

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Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

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 (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services

Immunization Section, Mail Code 1946

P.O. Box 149347

Austin, Texas 78714-9347

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:

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- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. 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. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or 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 lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements \(https://www.dshs.texas.gov/immunizations/school\)](https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district recommends that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home \(https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school\)](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) and the Centers for Disease Control and Prevention's website [About Head Lice \(https://www.cdc.gov/lice/about/head-lice.html\)](https://www.cdc.gov/lice/about/head-lice.html).

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[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees 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 provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- 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.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

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

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

[See also **Food Allergies (All Grade Levels)**.]

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Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of authorized personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (*[choose ONE: Secondary Grades Only OR All Grades]*)

[If the district authorizes opioid antagonist medication and administration only on campuses serving students in grades 6-12, as required by law, use this paragraph:]

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained ***[align with policy at FFAC: school personnel and/or school volunteers]*** at each campus that serves students in grades 6-12 to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

[If the board adopts a policy that authorizes opioid antagonists at each campus in the district, regardless of grade level, use this paragraph:]

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained ***[align with policy at FFAC: school personnel and/or school volunteers]*** at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

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Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

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 psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

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. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources

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- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

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 obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

Erika martin

District Nurse

903-342-3737

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required in the first year of middle school competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

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Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website for information regarding meningitis.

- *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

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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, etc. 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 contracting 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. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus. [See also **Immunizations** below.]

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization (All Grade Levels)**.]

Diabetes

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

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Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at the district website.

[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

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Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district nurse:
Erika Martin
903-342-3737
- The school counselors:
Julie Cole or Missy Caddell
903-342-3641

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at www.winnsboroisd.org .

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

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For more information about these procedures and access to the District Improvement Plan, please contact:

Lisa Draper

Superintendent's Secretary

903-342-3737

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 2 meetings. Additional information about the district's SHAC is available from the district nurse.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Erika Martin

District Nurse

903-342-3737

Law Enforcement Agencies (All Grade Levels)

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, including without parental consent, if necessary, if it 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 the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

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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 law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- 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 (CPS), Texas Department of Family and Protective Services (DFPS), 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 from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally 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 legally authorized person, 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 has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

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[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

WHS is a closed campus.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

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Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work 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.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels).**]

A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and 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 timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. 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. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

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While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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. [See policy FO(LEGAL) for more information.]

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at www.winnsboroisd.org.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Aaron Nation

Asst. Superintendent

903-342-3737

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

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- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Leigh Ann Chilton

903-342-3737

For all other concerns regarding discrimination, see:

Dave Wilcox

903-342-3737

[See policies at FB, the FFH series, and GKD for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-342-3641 for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels).**]
- Becoming a school volunteer. [See **Volunteers (All Grade Levels)** and policy GKG for more information.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact the campus principal.

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- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [**See School Health Advisory Council (SHAC) (All Grade Levels)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the third Monday of each month at 6p.m. at Central Administration building. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at central administration and online at www.winnsboroisd.org [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee of \$5 to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

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

State law requires that one minute of silence 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.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

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Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or 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 proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

High School Grade Levels

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification (Grades 9-12 Only)**.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

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At the end of the first 3 weeks parents will receive a progress report if their child's performance in any course is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **For grade level classification purposes, students are classified on the first day of school in the fall semester. There is no reclassification at mid-term.**

Grading Guidelines (All Grade Levels) and policy EIA(LOCAL) for more information.]

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

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).**]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the

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student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.]

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STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

The district may provide transportation for supplemental instruction.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by accessing the district website.
- 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.

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Accident Insurance

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

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

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Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: announcement on district and campus websites, local TV stations, and district communication pathways.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Contact campus counselors to request changes to class schedules.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Roger Spakes

Maintenance Supervisor

903-342-3737

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the

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state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Kisha Smith

Food Service Director

903-342-3737

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the

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Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

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, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

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

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator:

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Steve Pinnell

Director of School Operations

903-342-3737

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior 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.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus principal. A district employee or parent may request the reconsideration of a library material by contacting the campus principal or by submitting a reconsideration of library material request on a form available at the Central Administration office.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

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

Use by Students Before and After School (All Grade Levels)

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

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The following areas are open to students before school, beginning at 7:25 a.m.

- Cafeteria

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

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Student Clubs and Organizations**

Athletics - Josh Finney - Strength and conditioning courses are offered for students who participate in the high school athletic programs. Enrollment in the athletic period and participation in individual and team sports are subject to **approval of the head coach in each sport.**

Band/Flag Corp/Drill Team – Cameron Warren & Grace McLemore - A competition Marching Band in the Fall and Concert Band in the Spring is offered as well as the opportunity to be elected as part of the Flag Corp or Raiderettes Drill Team. A Band Beau/Sweetheart will be selected annually - The Band Beau is to be a senior male who is in the band and is elected by the band members. Band Sweetheart is to be a senior female who is in the band and is elected by band members.

Beta Club - Megan Miller & Kasey Coke- Freshmen who have all A's on their 8th grade report card (final grades) will be considered for induction their Freshman year. Conduct grades must be all S's, and the student must be in good standing with school officials. New members will be

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assessed \$35 to cover membership materials from the National Beta Club and local dues. To remain active in Beta Club, a GPA of 4.25 must be maintained each semester; students falling below this average will be placed on probation for one semester. All advanced and regular course grades are figured in this average. Active members pay \$25 per year dues.

Cheerleaders/JV/Mascot – Adriana Weems- The purpose of a cheerleader/mascot is to promote and uphold school spirit, to develop a sense of sportsmanship among students, and to aid in creating a better relationship between schools at all athletic events. All cheerleaders must serve on a school sub-varsity squad prior to trying out for the WHS varsity squad. See Cheerleader Constitution for more specific requirements and guidelines.

Class Officers - Grade-Level Sponsors - Class officers are elected by each class in the Fall. Class officers must have a passing grade in all subjects every nine-weeks. The primary function of class government is fundraising for class activities.

FFA - Hillary Davis, DJ Wernecke, Brian Jackson, Rance Smith - FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success. FFA was created in 1928 and the Winnsboro FFA was established in 1934.

FCCLA - Beverly McAdoo & Amanda Capehart - Family, Career and Community Leaders of America is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work and societal issues through family and consumer sciences education.

Football Sweetheart - The Football Sweetheart is chosen by members of the football team. The senior players nominate three senior girls, then the entire team votes on these three girls. The sweetheart is elected by a plurality vote. The junior players choose two junior girls for duchesses, the sophomore players choose one sophomore girl for duchess, and the freshman players choose one freshman girl to serve as duchess. These students will be honored at the Sweetheart football game.

FTA - Michael Miller - FTA encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service and leadership

Homecoming Queen - Sponsored by the Cheerleaders - Each class nominates girls for the homecoming court. The seniors nominate three candidates from which the queen will be chosen. The juniors elect two girls to serve as duchesses. The freshman and sophomore classes elect one candidate each to serve as duchesses. The Homecoming queen is elected by the majority vote of the student body.

Student Council - This group of student leaders serves as ambassadors of our campus and are chosen by faculty, administration and peers.

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Science Club - Jason Thurman - The WHS Science Club is open to any high school student who wishes to participate in the club's activities. The Science Club sponsors the Stewart Regional Blood Center Blood Drive in which students may donate blood as well as other activities throughout the year.

Spanish Club - Olinda Mize and Carolina Zusinas - The WHS Spanish Club is open to any high school student who wishes to participate in the club's activities. Spanish Club members devote their time and efforts to supporting local, state, and national programs, as well as participating in school service projects. The club encourages respect for all nationalities.

UIL Academics – Cindy Rogers & various academic coaches - students are instructed and coached in several literary and academic competitive contests. These activities, which exist to complement the academic curriculum, are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, and to provide students with the opportunity to demonstrate mastery of specific skills.

Standards of Behavior

Please note: Sponsors of student clubs and performing groups such as those listed above, may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the **Student Code of Conduct** or by local policy will apply in addition to any consequences specified by the organization's standards of behavior. [For further information, see policies at FM and FO.]

Grade-Level Sponsors & Vertical Teams

Grade Level Teams and Sponsors are comprised of teachers that teach a majority of students in a class to integrate the curriculum, work toward each student's success, and coordinate class activities. Grade level teams organize all aspects of class activities, including fundraising. The following are the grade-level class sponsors with the chairman or lead sponsor's name underlined:

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	

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<u>Rose, Hallie</u> Jones, Tyrus Parker, Reese Ramirez, Estefani Baxter, John Wernecke, DJ Zusinas, Carolina Johnson, Morgan Berthiaume, David Taylor, Tasha Black, Jacob	<u>McLemore, Grace</u> Brandt, Ashley Mize, Olinda McAfee, Seth Thurman, Jason Martin, Dana Castleberry, Gerome Velez, Eva Jackson, Brian Harris, Jacob Johnson, Stephen	<u>Groter, Lissa</u> Rogers, Stacy Johnson, Fancy Rogers, Cindy Springer, Kari Samuels, Casey Jones, Elaine Lancaster, Jared Smith, Rance Skipper, Joel	<u>McAdoo, Beverly</u> Warren, Brock Capehart, Amanda Davis, Hillary Gabriele, Nick Miller, Mike Edwards, Kim Miller, Megan Brewer, Audrey Brown, Renee *Non-Rotating*
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Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student’s own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student’s person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

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Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

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 electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The district's policy FNF(LOCAL) addresses board authorization for drug testing of students as described in the policy:

- Students who participate in U.I.L., extra-curricular or co-curricular activities, and/or drive to school, must have a drug testing form on file in the high school office in order to be eligible for participation as a WHS student.
- Confidentiality will be a top district priority.
- The district will be doing urinalysis, hair analysis, breath analysis, or any other approved method that measures alcohol or drugs in the body.
- Qualified non-district personnel collecting the samples will do all collecting at the school facility. Administrators may be present while collecting.
- Only students who return the signed parent permission slip will be allowed to participate in the respective activities in which they are involved. The signed permission slip authorizes the child to be in the activity and also subjects them to drug and alcohol testing. **Drug testing is a requirement to participate, not an option.**
- All samples will be taken in a controlled environment set up by the company the district hires to do the testing. All samples will follow a strict chain of custody.

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- Random students will be tested once a month over a ten-month period from August to May.
- A student's refusal to test will count the same as a positive test result.
- Parents should list all prescription drugs and dosages on the authorization form. Positive test results that result from legally prescribed medication will be determined negative.
- The school will test any student at parent request if the parent agrees to pay for the test and time and circumstances allow. **Drug testing costs less than \$20.00 per child and is a small price to pay for saving a child's life.**

Consequences Associated with Positive Drug Tests

For the first positive test result, the following measures shall be required:

1. A test performed by the drug-testing laboratory to confirm the initial test results.
2. Parent/guardian meeting, if the student is not married or not an adult.
3. Six hours of education/counseling.
4. A mandatory retest during the next period of random testing.
5. A 30-day suspension from extracurricular activities and/or parking.

[For further information see policy FNF (LOCAL).

[See **Steroids (Secondary Grade Levels Only)**.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, 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:

Aaron Nation

Asst. Superintendent

903-342-3737

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Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider 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 districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Casey Monds

Phone Number: 903-342-3737

Section 504 Referrals:

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or

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guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Missy Caddell

Phone Number: 903-342-3641

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

The Texas State Library and Archives Commission's [Talking Book Program](#) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

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. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

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Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events:

1. High school football games;
2. Opening announcements and greetings for the school day; and
3. High school and middle school graduation, high school banquets, and all other events approved by the Superintendent.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School (All Grade Levels)

WHS offers credit recovery summer school opportunities during the month of June. WHS will utilize the Edgenuity program and/or TXVSN.

Tardies (All Grade Levels)

A student who is more than 15 minutes tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is 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.

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[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Monthly Awards**

A female and male Senior will be honored each month as **Students of the Month** for excellence in achievement, service, character, and/or leadership. These students will receive a plaque and have their picture in the newspaper.

- Various other community organizations such as Lions Club, Pilot Club, etc. will also honor other Students of the Month.

Yearly Awards (given during Award's Day in May)

- Students on the **Red Honor Roll** (all A's) every 9 weeks (PEG grade) all year will receive an Honor Roll certificate.
- Students with the **highest grade in each course** will receive a certificate.
- Students with **Perfect Attendance** for the year will receive a certificate.
- Students scoring **1000 or better** on the **SAT** and/or **25 or better** on the **ACT** will receive an award.
- **Four Year Department Awards** will be awarded to the Senior student(s) with the highest grades of the most courses in a Department and will receive a certificate.

Senior Awards (given during Senior Day at the end of school)

- Seniors will be honored with individual recognition, scholarship announcements, and honor awards for excellence in leadership, service, and achievement.
- The Valedictorian, Salutatorian, Top Ten Graduates, & Distinguished Graduates will all receive special recognition and their appropriate medals and certificates.

Senior Selections

- Students that graduate early OR receive placement in DAEP for disciplinary reasons are not allowed to receive and/or maintain a senior class selection. No exceptions.

Bullying (All Grade Levels), and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to

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the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

For additional information, please contact:

Butch Cummings

Transportation Director

903-342-6685

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Director.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

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Vandalism (All Grade Levels)

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 (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or superintendent that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

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Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On College/Career Day and/or CTE Extravaganza, the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact:

Lisa Draper

Superintendent's Secretary

903-342-3737

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Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district. The volunteer must pay all costs for the background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

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

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

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Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their 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 or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

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FERPA refers to the federal Family Educational Rights and Privacy Act, which 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 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school 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 beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required 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 help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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.

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STAAR Alternate 2 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 Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for 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 a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and 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.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for 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 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.

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Appendix: Freedom from Bullying Policy

Note to Student Handbook developer: State law requires that the district's policy on bullying be distributed in its Student Handbook(s).

On April 6, 2023, TEA publicized minimum standards for bullying prevention policies and procedures in accordance with state law. TASB Policy Service included recommended revisions to FFI(LOCAL) in Update 121 in June 2023. TASB recommends that districts adopt revisions to this policy prior to the beginning of the 2023-24 school year. Districts should update the appendix to the student handbook containing FFI(LOCAL) as soon as the board adopts revisions to the policy.

The following has been formatted for the district to more easily insert its FFI(LOCAL) policy here rather than in the body of the handbook.

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit <https://pol.tasb.org/Policy/Code/1268?filter=FFI>. Below is the text of WISD's policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Winnsboro ISD 250907 STUDENT WELFARE FFI FREEDOM FROM BULLYING (LOCAL) DATE ISSUED: 10/11/2017 1 of 3 UPDATE 109 FFI(LOCAL)-A

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG. The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited. Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism. The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances. A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should

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immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. Bullying Prohibited Examples Retaliation Examples False Claim Timely Reporting Reporting Procedures Student Report Employee Report Winnsboro ISD 250907 STUDENT WELFARE FFI FREEDOM FROM BULLYING (LOCAL) DATE ISSUED: 10/11/2017 2 of 3 UPDATE 109 FFI(LOCAL)-A A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. A student who is a victim of bullying and who used reasonable self defense in response to the bullying shall not be subject to disciplinary action. Report Format Notice of Report Prohibited Conduct Investigation of Report Concluding the Investigation Notice to Parents District Action Bullying Discipline Winnsboro ISD 250907 STUDENT WELFARE FFI FREEDOM FROM BULLYING (LOCAL) DATE ISSUED: 10/11/2017 ADOPTED: 3 of 3 UPDATE 109 FFI(LOCAL)-A The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. The principal or designee shall refer to FDB for transfer

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provisions. The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. Retention of records shall be in accordance with CPC(LOCAL). This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

COURSE DESCRIPTION GUIDE

ENGLISH - LANGUAGE ARTS

0110 ENGLISH 1

Grade Level: 9

Credit: 1

Grade Point Level for Ranking – Level 3

Students are expected to have a firm foundation in proper usage of the conventions and mechanics of written English. Students are expected to plan, draft, and complete written

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compositions. Students edit compositions for clarity, engaging language, and the correct use of conventions and mechanics of written English. Students practice all forms of writing with an emphasis placed on literary texts, expository, procedural, analytical, and persuasive writing. A research component is also required. Students read extensively in multiple genres from world literature. Students learn literary forms and terms associated with readings. Students interpret the possible influences of the historical context on a literary work.

0115 ENGLISH 1 Honors (Substitute for English 1)

Grade Level: 9

Credit: 1

Prerequisite: Satisfactory Completion of Summer Reading Assignments

Grade Point Level for Ranking – Level 4

This course is designed to address the necessary skills for the Advanced Placement Language and Composition AP[®] test which may be taken after completion of the appropriate AP[®] course. The curriculum is based on the various genres in literature with emphasis placed on the AP[®] requirements. A summer reading assignment is required for this course and must be completed prior to the first day of school. Failure to turn in completed and satisfactory summer reading assignments will result in removal from the course.

Much reading and analysis of literature is required, and many compositions dealing with literary analysis, writing for purpose, and research skills are also required. Students should have a firm grasp of grammar skills and concepts. Their writing should contain minimal to no grammatical errors. Reading comprehension must be high, and the student should be aware that much time is necessary for preparing for class. As this is an advanced, high-level course, very rigorous standards apply. A student who is failing at any 9week Pre-exam grade, Midterm grade, or Final course grade will be removed from the course and the program.

0120 ENGLISH 2

Grade Level: 10

Credit: 1

Grade Point Level for Ranking – Level 3

Students are expected to have a firm foundation in proper usage of the conventions and mechanics of written English. This course continues the study of syntactic structures for improvement of sentences, organization of paragraphs, and multi-paragraph papers. Students practice all forms of writing with an emphasis placed on literary text, expository, procedural, analytical, and persuasive writing. A research component is also required. Students read extensively in multiple genres from world literature, such as reading selected short stories, dramas, novels and poetry.

0125 ENGLISH 2 Honors (Substitute for English 2)

Grade Level: 10

Credit: 1

Prerequisite: English 1 Honors and Satisfactory Completion of All Previous Summer Reading Assignments

Grade Point Level for Ranking – Level 4

This course is designed to address the necessary skills for the Advanced Placement Language and Composition AP[®] test to be taken after completion of the appropriate AP[®] course. The

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curriculum is based on the various genres in literature with emphasis placed on the AP® requirements. A summer reading assignment is required for this course and must be completed prior to the first day of school. Failure to turn in completed and satisfactory summer reading assignments will result in removal from the course.

Much reading and analysis of literature is required, and many compositions dealing with literary analysis, writing for purpose, and research skills are required. Students should have a firm grasp of grammar skills and concepts. Their writing should contain minimal to no grammatical errors. Reading comprehension must be high, and the student should be aware that much time is necessary for preparing for class. . As this is an advanced, high-level course, very rigorous standards apply. A student who is failing at any 9week Pre-exam grade, Midterm grade, or Final course grade will be removed from the course and the program.

0130 ENGLISH 3

Grade Level: 11

Credit: 1

Grade Point Level for Ranking – Level 3

Students enrolled in English 3 continue to increase and refine their communication skills. Students should have a firm grasp of grammar skills and concepts. Their writing should contain minimal to no grammatical errors. Students practice all forms of writing with an emphasis on literary texts, expository, procedural, analytical, and persuasive writing. A research component is also required. Students read extensively in multiple genres from American literature.

0135 ENGLISH 3 DC (Substitute for English 3)

Grade Level: 11

Credit: 1

Prerequisite: English 2 Honors and Satisfactory Completion of All Previous Summer Reading Assignments

Grade Point Level for Ranking – Level 5

This course is designed for students who have attained the reading and writing skills necessary for selective college-level study. English 3 DC requires a year of critical reading and analysis of literature as well as a study and practice of writing various types; exposition, argument, critical analysis, personal narrative, and fictional or poetic forms. **Students should expect to do a considerable amount of college level reading and writing outside of class.** A summer reading assignment is required for this course and must be completed prior to the first day of school. Failure to turn in completed and satisfactory summer reading assignments will result in removal from the course. Upon completion of this course, students will have completed ENGL 1301 and ENGL 1302 at NTCC.

0140 ENGLISH 4

Grade Level: 12

Credit: 1

Grade Point Level for Ranking – Level 3

Students enrolled in English 3 continue to increase and refine their communication skills. Students should have a firm grasp of grammar skills and concepts. Their writing should contain minimal to no grammatical errors. Students are expected to write in a variety of forms

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including literary texts, expository, procedural, analytical, and persuasive writing, with an emphasis on research writing. Students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th and 18th century, romantic period, Victorian period, and modern and post-modern period.

0145 ENGLISH 4 DC (Substitute for English 4)

Grade Level: 12

Credit: 1

Prerequisite: English 3 DC and Satisfactory Completion of All Previous Summer Reading Assignments

Grade Point Level for Ranking – Level 5

This course is a study of the major figures and movements of British literature from the beginnings to the 18th century and continues from the Romantics to contemporary writers. Emphasis will be placed on literature as a reflection of the people and attitudes of different periods, along with the importance of specific movements and major figures in the literature of England. **Students should expect to do a considerable amount of college level reading and writing outside of class.** A summer reading assignment is required for this course and must be completed prior to the first day of school. Failure to turn in completed and satisfactory summer reading assignments will result in removal from the course. Upon completion of this course, students will have completed ENGL 2322 and ENGL 2323 at NTCC.

Business English TSDS PEIMS Code: 13011600 (BUSENGL) Grade Placement: 12 Credits: 1
Prerequisite: English III. Recommended Prerequisite: Touch System Data Entry. In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. Note: This course satisfies an English credit requirement for students on the Foundation High School Program.

2110 ESL 1

Grade Level: 9-12 Credit: 1

Grade Points for Ranking – Level 1

This class is for beginning speakers of English as primary language or beginning speakers of English. The LPAC committee determines placement. Students who are currently enrolled in secondary English as a Second Language (ESL) programs vary in language proficiency. Language proficiency is measured in the areas of listening, speaking, reading and writing. The secondary ESL student must contend with the acquisition of proficiency in the four communication skills in order to meet graduation requirements.

2120 ESL 2

Grade Level: 9- 12 Credit: 1

Grade Points for Ranking – Level 1

This course is for students with some oral English, generally LES (limited English speaker) when administered an English oral proficiency test. The LPAC committee determines

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placement. Students who are currently enrolled in secondary English as a Second Language (ESL) programs vary in language proficiency. Language proficiency is measured in the areas of listening, speaking, reading and writing. The secondary ESL student must contend with the acquisition of proficiency in the four communication skills in order to meet graduation requirements.

2130 ESL 3/2140 ESL 4

Grade Level: 9-12 Credit: 1

Grade Points for Ranking – Level 1

This class is for students near proficiency in oral language in English. The LPAC committee determines placement. Students who are currently enrolled in secondary English as a Second Language (ESL) programs vary in language proficiency. Language proficiency is measured in the areas of listening, speaking, reading and writing. The secondary ESL student must contend with the acquisition of proficiency in the four communication skills in order to meet graduation requirements.

0161 JOURNALISM – YEARBOOK 1-4

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

Students in journalism communicate in a variety of forms for a variety of audiences and purposes. Students are expected to plan, interpret, and critique visual representation, carefully examining their product for publication. Students will become analytical consumers of media and technology to enhance their communication skills. This class is limited to the students comprising the WHS Annual Staff. The yearbook sponsor selects these students the preceding spring.

MATHEMATICS

0210 ALGEBRA 1

Grade Level: 9 –12

Credit: 1

Grade Point for Ranking – Level 3

This course emphasizes the fundamental algebra concepts and skills assessed by the mandatory state assessment test. Students will begin an extensive study of two-dimensional graphing along with solving linear equations and inequalities in both one and two variables. The use of graphing calculators will be integrated where appropriate, and there will be a strong emphasis on applied problem solving. Other topics will include graphing and solving systems of equations and quadratic equations; operations with polynomials, factoring, rational expressions, rules of exponents and radical expressions.

This course is the foundation for all high school mathematics courses. It is the bridge from concrete to the abstract study of mathematics. The course will include the continual use of problem-solving, computation in problem solving contexts, language and communication, algebraic representation and symbolic reasoning. There will be a strong emphasis on real world applications within the course content. Technology will be used to introduce and expand

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upon: simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations.

0215 Algebra 1 Honors (Substitute for Algebra 1)

Grade Level: 9

Credit: 1

Prerequisite: Satisfactory Completion of Summer Assignments

Grade Point Level for Ranking – Level 4

This course is designed to address the necessary skills for the Advanced Placement Language and Composition AP[®] test which may be taken after completion of the appropriate AP[®] course. The curriculum is based on the various genres in literature with emphasis placed on the AP[®] requirements. A summer reading assignment is required for this course and must be completed prior to the first day of school. Failure to turn in completed and satisfactory summer reading assignments will result in removal from the course.

0220 GEOMETRY

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 3

Geometry consists of the study of geometric figures of zero, one, two and three dimensions and the relationship between them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. Spatial reasoning plays a critical role in geometry; shapes and figures provide ways to represent mathematical situations and to express generalizations about time and spatial relationships.

0230 ALGEBRA 2

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 3

Algebra 2 is designed to prepare students to use advanced algebraic concepts and skills in mathematics and in other related disciplines. This course will build upon the concepts taught in Algebra 1 and Geometry and provides further development of the foundation for functions which are linear, quadratic, radical, rational, exponential, and logarithmic. Continual mathematical emphasis will be placed on problem solving, language and communication, real-world connections, models, and applications. Technology will be used to introduce and expand upon algebraic concepts.

ALGEBRAIC REASONING

Course Number: MA556

Grade Level: 10–12 Credits: 1 Credit

Prerequisites: Algebra 1

In this course, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value,

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and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets

0240 MATHEMATICAL MODELS WITH APPLICATIONS

Grade Level: 11-12

Credit: 1

Grade Points for Ranking – Level 3

This course requires students to use algebraic, graphical and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical models to model and solve real life applied problems involving money, data, change, patterns, music design and science. Students will expand the skills learned in Algebra 1 to help manage their own finances. Multiple class projects and computer spreadsheets will be assigned to do in-depth studies of such topics as managing personal bank accounts, obtaining consumer loans for automobiles, home mortgages and large ticket item purchases, using consumer credit wisely, and learning to budget personal income. **Students graduating in 2011 and beyond may not use this course to fulfill math requirements for the Distinguished Achievement Program.** [See *Graduation Requirements* on pages 31.]

0250 PRECALCULUS

Grade Level: 11-12

Credit: 1

Grade Points for Ranking – Level 4

This course requires students to use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations and limits as tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students will also use functions, as well as, symbolic reasoning to represent and connect ideas in geometry, probability, statistics, and trigonometry. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical and verbal) tools and technology to model functions and equations and solve real-life problems.

0260 CALCULUS DC (MATH 2413)

Grade Level: 11-12

Credit: .5

Prerequisite: Precalculus

Grade Points for Ranking – Level 5

Calculus I is a standard first course in the study of calculus. Topics include differentiation of algebraic and trigonometric functions, differentiation formulas, applications of the derivative, mean value theorem, maxima/minima, points of inflection, curve sketching, antiderivatives, definite and indefinite integrals, upper and lower sums, and the fundamental theorem. (Four credit hours)

0270 FINANCIAL MATHEMATICS

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Grade Level: 10-12

Credit: 1

Prerequisite: Algebra 1

Grade Points for Ranking – Level 3

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Students will expand the skills learned in Algebra 1 to help manage their own finances. In-depth studies of such topics as managing personal bank accounts, obtaining consumer loans for automobiles, home mortgages and large ticket item purchases, using consumer credit wisely, federal taxes and learning to budget personal income.

SCIENCE

0310 BIOLOGY 1

Grade Level: 9-11

Credit: 1

Grade Points for Ranking – Level 3

The student will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. In the Biology course students study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Students learn how nucleic acids are involved in the formation of an organism and the inheritance of traits. Students learn to use Punnett Squares and probability to find possible genotypes and phenotypes. Students understand the relationship between ecology, evolution and genetic principles. They understand differences between bacteria and viruses. Food webs and the cycling of nutrients in ecosystems are learned as well as the significance of structures and adaptations of both animals and plants.

0315 BIOLOGY 1 Honors (May Substitute for Biology 1)

Grade Level: 9-11

Credit: 1

Grade Points for Ranking – Level 4

This course includes all the concepts of Biology 1, but increases the challenge for those students with adequate mathematical backgrounds by providing the additional opportunity to use the computational skills to solve problems in the life sciences. The central themes of change over time and unity within diversity will serve as the framework for the course. Emphasis on technology and recent advances in genetics will also be included, when appropriate, to the support of the central themes. Students enrolling in this class should possess an advanced aptitude for science, exhibit good work ethics and positive attitudes, and demonstrate reliability and high levels of motivation.

0330 INTEGRATED PHYSICS AND CHEMISTRY

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Grade Level: 9-11

Credit: 1

Grade Points for Ranking – Level 3

The student will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. **Students graduating in 2011 and beyond may not use this course to fulfill science requirements for the Distinguished Achievement Program.** [See *Graduation Requirements* on page 31.]

0332 CHEMISTRY 1

Grade Level: 9-11

Credit: 1

Grade Points for Ranking – Level 3

The student will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements.

0335 CHEMISTRY 1 Honors (May substitute for Chemistry 1)

Grade Level: 10-12

Credit: 1

Prerequisite: Algebra 1 and Biology 1 Honors

Grade Points for Ranking – Level 4

This course is a more extensive in-depth study of the topics investigated in Chemistry 1. A higher level of learning and an accelerated pace is expected. This course is strongly recommended for the student planning on attending a college or university.

0340 PRINCIPLES OF TECHNOLOGY 1

Grade Level: 11-12

Credit: 1

Grade Points for Ranking – Level 3

This course is an applied science for those who plan to pursue careers as technicians or who want to keep pace with the advances in technology. It blends an understanding of basic principles of science like forces, electricity, and structural properties of matter with practice in the practical application of those principles. **Students graduating in 2011 and beyond may not use this course to fulfill science requirements for the Distinguished Achievement Program.** [See *Graduation Requirements* on pages 31.]

0350 PHYSICS Honors

Grade Level: 11-12

Credit: 1

Prerequisite: Algebra 1, Biology 1

Grade Points for Ranking – Level 4

The student will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical

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systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. This course emphasis higher order math skills, problem solving and college

0370 ANATOMY AND PHYSIOLOGY

Grade Level: 11 – 12

Credit: 1

Prerequisites: Biology 1 and Chemistry 1

Grade Points for Ranking – Level 4

The student will conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Topics will be presented through an integration of biology, chemistry, and physics. Students in Anatomy and Physiology of Human Systems study the structures and functions of the human body and body systems and will investigate the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy processes.

0380 SCIENTIFIC RESEARCH & DESIGN

Grade Level: 11-12

Credit: 1

Prerequisites: 1 Unit of science

Grade Points for Ranking – Level 3

Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Students will conduct laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The majority of these investigations will involve the field of robotics.

0390 ENGINEERING DESIGN AND PROBLEM SOLVING

Grade Level: 11-12

Credit: 1

Prerequisites: Algebra 1, Geometry

Grade Points for Ranking - Level 3

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course is intended to stimulate students' ingenuity, intellectual talents, and practical skills in devising solutions to engineering design problems. Students use the engineering design process cycle to investigate, design, plan, create, and evaluate solutions. At the same time, this course fosters awareness of the social and ethical implications of technological development.

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SOCIAL STUDIES

0410 WORLD GEOGRAPHY

Grade Level: 9 Credit: 1

Grade Points for Ranking – Level 3

Students will examine people, places and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on the events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environments; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distributions and movement of the world's people; relationships among people, places, and environments; and the concept of the region.

0420 WORLD HISTORY

Grade Level: 11 Credit:1

Grade Points for Ranking – Level 3

World History offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems.

0430 UNITED STATES HISTORY

Grades Level: 10 Credit: 1

Grade Points for Ranking – Level 3

In this course, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographical factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times in which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical thinking skills to explain and apply different methods historians use to interpret the past, including points of view and historical content.

0440 GOVERNMENT

Grades Level: 12 Credit: ½

Grade Points for Ranking – Level 3

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In this course, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of the government in the free enterprise system and examine the strategic importance of places to the U.S. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary Government Issue. A major emphasis is placed on formative, inventory, and everyday operations of a personally owned business.

0450 ECONOMICS

Grade Level: 12

Credit: ½

Grade Points for Ranking – Level 3

The focus of this course is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world. Students examine the rights and responsibilities of consumers and businesses. Students analyze the interaction of supply, demand, and price and study the role of financial institutions in a free enterprise system. Types of business ownership and market structures are discussed, as are basic concepts of consumer economics. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, and scientific discoveries, and technological innovations on the national economy and economic policy is an integral part of the course.

0470 SOCIOLOGY

Grade Level: 9 – 12

Credit: ½

Grade Points for Ranking – Level 2

Students will study dynamics and models of individual and group relationships, along with topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

0480 PSYCHOLOGY

Grade Level: 9 – 12

Credit: ½

Grade Points for Ranking – Level 2

Students will consider the development of the individual and the personality as they study psychology. This survey course is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

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career and technical student organizations and other leadership or extracurricular organizations.

0620 CHILD DEVELOPMENT

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 2

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

0630 FOOD SCIENCE

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 3

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

0640 CAREER PREPARATION

Grade Level: 11-12

Credits: 3

Grade Points for Ranking – Level 2

Career Preparation provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation I/Extended Career Preparation

TSDS PEIMS Code: 12701305 (EXCAREE1)

Grade Placement: 12

Credit: 3

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed. Corequisites: Career Preparation I.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry

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employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II

TSDS PEIMS Code: 12701400 (CAREERP2)

Grade Placement: 12

Credit: 2

Prerequisite: Career Preparation I.

Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II/Extended Career Preparation

TSDS PEIMS Code: 12701405 (EXCAREE2)

Grade Placement: 12

Credit: 3

Prerequisite: Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed. Corequisites: Career Preparation II.

Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

0660 LIFETIME NUTRITION & WELLNESS

Grade Level: 9 – 12

Credit: 1

Grade Points for Ranking – Level 2

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

0670 INTERPERSONAL STUDIES

Grade Level: 9 – 12

Credit: 1

Grade Points for Ranking – Level 2

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

0680 PRINCIPLES OF HOSPITALITY & TOURISM

Grade Level: 9 – 12

Credit: 1

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Introduction to Culinary Arts

TSDS PEIMS Code: 13022550 (INCULART)

Grade Placement: 9–10

Credit: 1

Prerequisite: None. Recommended Prerequisite: Principles of Hospitality and Tourism.

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Culinary Arts

TSDS PEIMS Code: 13022600 (CULARTS)

Grade Placement: 10–12

Credit: 2

Prerequisite: None. Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts.

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Advanced Culinary Arts

TSDS PEIMS Code: 13022650 (ADCULART)

Grade Placement: 10–12

Credit: 2

Prerequisite: Culinary Arts.

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

Practicum in Culinary Arts

TSDS PEIMS Code: 13022700 (First Time Taken) (PRACCUL1) 13022710 (Second Time Taken) (PRACCUL2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Culinary Arts.

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Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace.

Practicum in Hospitality Services

TSDS PEIMS Code: 13022900 (First Time Taken) (PRACHOS1) 13022910 (Second Time Taken) (PRACHOS2)

Grade Placement: 11–12

Credit: 2

Prerequisite: None. Recommended Prerequisite: Hospitality Services.

Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

Practicum in Culinary Arts/Extended Practicum in Culinary Arts

TSDS PEIMS Code: 13022705 (First Time Taken) (EXPRCUL1) 13022715 (Second Time Taken) (EXPRCUL2)

Grade Placement: 11–12

Credit: 3

Prerequisite: Culinary Arts. Corequisite: Practicum in Culinary Arts.

Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions, with the goal of further enhancing the knowledge, skills, and industry based experiences that students receive through workplace application.

Practicum in Hospitality Services/Extended Practicum in Hospitality Services

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TSDS PEIMS Code: 13022905 (First Time Taken) (EXPRHOS1) 13022915 (Second Time Taken) (EXPRHOS2)

Grade Placement: 11–12

Credit: 3

Prerequisite: None. Recommended Prerequisite: Hospitality Services. Corequisite: Practicum in Hospitality Services.

Extended Practicum in Hospitality Services is a unique practicum experience that provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of further enhancing the knowledge, skills, and industry based experiences that students receive through workplace application.

EDUCATION & TRAINING

Principles of Education and Training

TSDS PEIMS Code: 13014200 (PRINEDTR)

Grade Placement: 9–10

Credit: 1

Prerequisite: None.

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Human Growth and Development

TSDS PEIMS Code: 13014300 (HUGRDEV)

Grade Placement: 10–12

Credit: 1

Prerequisite: None. Recommended Prerequisite: Principles of Education and Training.

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

Instructional Practices

TSDS PEIMS Code: 13014400 (INPRAC)

Grade Placement: 11–12

Credit: 2

Prerequisite: One credit from Education and Training Career Cluster Recommended

Prerequisites: Principles of Education and Training and Human Growth and Development.

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Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

Practicum in Education and Training TSDS PEIMS Code: 13014500 (First Time Taken)
(PRACEDT1) 13014510 (Second Time Taken) (PRACEDT2)

Grade Placement: 12

Credit: 2

Prerequisite: Instructional Practices. Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Practicum in Education and Training/Extended Practicum in Education and Training

TSDS PEIMS Code: 13014505 (First Time Taken) (EXPREDT1) 13014515 (Second Time Taken)
(EXPREDT2)

Grade Placement: 12

Credit: 3

Prerequisite: Instructional Practices. Recommended Prerequisites: Principles of Education and Training, Human Growth, and Development. Corequisite: Practicum in Education and Training.

Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

Practicum in Early Learning

TSDS PEIMS Code: 13014520 (First Time Taken) (PRACEL1) 13014530 (Second Time Taken)
(PRACEL2)

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Grade Placement: 12

Credit: 2

Prerequisite: Child Guidance Recommended Prerequisites: Child Development or Child Development Associate Foundations.

Practicum in Early Learning is a field-based course that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel.

Practicum in Early Learning/Extended Practicum Early Learning

TSDS PEIMS Code: 13014525 (First Time Taken) (EXPREL1) 13014535 (Second Time Taken) (EXPREL2)

Grade Placement: 12

Credit: 3

Prerequisite: Child Guidance. Recommended Prerequisites: Child Development or Child Development Associate Foundations. Corequisite: Practicum in Early Learning

Extended Practicum in Early Learning is a field-based internship that provides students background knowledge of early childhood development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher facilitator and an exemplary industry professional. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of early learning teachers, trainers, paraprofessionals, or other educational personnel.

BUSINESS

0710 BUSINESS INFORMATION MANAGEMENT 1

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Principles of Business, Marketing, and Finance

TSDS PEIMS Code: 13011200 (PRINBMF)

Grade Placement: 9–11

Credits: 1

Prerequisite: None.

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and

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financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

Business Management

TSDS PEIMS Code: 13012100 (BUSMGT)

Grade Placement: 10–12

Credits: 1

Prerequisite: None.

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Accounting I

TSDS PEIMS Code: 13016600 (ACCOUNT1)

Grade Placement: 10–12

Credit: 1

Prerequisites: None. Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Accounting II

TSDS PEIMS Code: 13016700 (ACCOUNT2)

Grade Placement: 11–12 Credit: 1

Prerequisites: Accounting I.

In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

INFORMATION TECHNOLOGY

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Principles of Information Technology TSDS PEIMS Code: 13027200 (PRINIT)

Grade Placement: 9–10

Credit: 1

Prerequisites: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Networking TSDS PEIMS Code: 13027400 (NETWRK)

Grade Placement: 10–12

Credit: 1

Prerequisite: None. Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab. Recommended Corequisite: Networking Lab.

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Networking/Networking Lab TSDS PEIMS Code: 13027410 (NETWRLAB)

Grade Placement: 10–12

Credit: 2

Prerequisite: None. Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab. Corequisite: Networking.

In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course must be taken concurrently with Networking and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Networking to allow students sufficient time to master the content of both courses.

Independent Study in Evolving/Emerging Technologies TSDS PEIMS Code: 03581500 (First Time Taken) (TAINDET1) 03581600 (Second Time Taken) (TAINDET2) 03581700 (Third Time Taken) (TAINDET3)

Grade Placement: 9–12

In the Independent Study in Evolving/Emerging Technologies course, through the study of evolving/emerging technologies, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or

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discipline, and publish the product in electronic media and print. Students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Independent Study in Technology Applications

TSDS PEIMS Code 03580900 (First Time Taken) (TAIND1) 03581000 (Second Time Taken) (TAIND2) 03581100 (Third Time Taken) (TAIND3)

Grade Placement: 9–12

Credit: 1

Recommended prerequisite: a minimum of one credit from the courses in the Information Technology Career Cluster

In Independent Study in Technology Applications, through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students will communicate information in different formats and to diverse audiences using a variety of technologies. Students will learn to make informed decisions; develop and produce original work that exemplifies the standards identified by the selected profession or discipline; and publish the product in electronic media and print. Students will practice the efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

HEALTH SCIENCE

0760 PRINCIPLES OF HEALTH SCIENCE

Grade Level: 11-12

Grade Points for Ranking - N/A

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. This course is dual enrollment and is delivered online through NTCC.

0770 MEDICAL TERMINOLOGY

Grade Level: 11-12

Grade Points for Ranking - N/A

This course is designed to introduce students to the structure of medical terms, including prefixes,

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suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. This course is dual enrollment and is delivered online through NTCC. Prerequisite: Principles of Health Science

Pathophysiology

TSDS PEIMS Code: 13020800 (PATHO)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry. Recommended Prerequisite: A course from the Health and Science Career Cluster.

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Kinesiology I TSDS PEIMS Code: N1302104 (KINES1)

Grade Placement: 9–10

Credit: 1

Prerequisites: None.

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)

Principles of Applied Engineering

TSDS PEIMS Code: 13036200 (PRAPPENG)

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Grade Placement: 9–10

Credit: 1

Prerequisite: None.

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Principles of Technology

TSDS PEIMS Code: 13037100 (PRINTECH)

Grade Placement: 10–12

Credit: 1

Prerequisites: One credit of high school science and Algebra I.

In Principles of Technology, students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Fundamentals of Computer Science

TSDS PEIMS Code: 03580140 (TAFCS)

Grade Placement: 9-12

Credit: 1

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn

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digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Computer Science I

TSDS PEIMS Code: 03580200 (TACS1)

Grade Placement: 9-12

Credit: 1

Prerequisite: Algebra I.

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Computer Science II

TSDS PEIMS Code: 03580300 (TACS2)

Grade Placement: 11-12

Credit: 1

Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science.

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an

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understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Mobile Application Development

TSDS PEIMS Code: 03580390 (TAMBAP)

Grade Placement: 9-12

Credit: 1

Prerequisite: Algebra I

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Robotics I

TSDS PEIMS Code: 13037000 (ROBOTIC1)

Grade Placement: 9–10

Credit: 1

Prerequisite: None. Recommended Prerequisite: Principles of Applied Engineering.

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Robotics II

TSDS PEIMS Code: 13037050 (ROBOTIC2)

Grade Placement: 10–12

Credit: 1

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Prerequisite: Robotics I.

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Engineering Design and Problem Solving

TSDS PEIMS Code: 13037300 (ENGDPRS)

Grade Placement: 11–12

Credit: 1

Prerequisites: Algebra I and Geometry. Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics Career Cluster credits.

The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

Scientific Research and Design

TSDS PEIMS Code: 13037200 (First Time Taken) (SCRID) 13037210 (Second Time Taken) (SCRID2) 13037220 (Third Time Taken) (SCRID3)

Grade Placement: 11–12

Credit: 1

Prerequisite: Biology, Chemistry, Integrated Physics, Chemistry (IPC), or Physics.

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. Students may take this course with different course content for a maximum of three credits. Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

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Practicum in Science, Technology, Engineering, and Mathematics

TSDS PEIMS Code: 13037400 (First Time Taken) (PRCSTEM1) 13037410 (Second Time Taken) (PRCSTEM2)

Grade Placement: 12

Credit: 2

Prerequisites: Algebra I and Geometry. Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits.

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills.

Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics

TSDS PEIMS Code: 13037405 (First Time Taken) (EXPRSTEM1) 13037415 (Second Time Taken) (EXPRSTEM2)

Grade Placement: 12

Credit: 3

Prerequisites: Algebra I and Geometry. Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits. Corequisite: Practicum in Science, Technology, Engineering, and Mathematics Career Cluster credits.

Extended Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

TECHNOLOGY APPLICATIONS

0810 COMPUTER SCIENCE 1

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 3

Through the study of technology applications foundations, including technology-related terms, concepts and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyzes, and evaluates the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results.

0830 DESKTOP PUBLISHING

Grade Level: 10-12

Credit: 1

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Grade Points for Ranking – Level 2

This course is designed to provide an overview of computers and software packages used for desktop publishing. Desktop hardware and software are studied as they relate to publishing, drafting, and graphics. This course is a study of the operation and use of desktop software packages, and how they fit together into the desktop publishing field.

0840 WEBMASTERING

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students, within an ethical framework, will be the webmasters for the class, school, or district, participating in a real global community of learners and collaborators. Students enrolled in this course will be computer literate and have the basic electronic productivity tools.

Digital Design and Media Production

TSDS PEIMS CODE: 03580400 (TADGMP)

Grade Placement: 9–12

Credit: 1

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Graphic Design and Illustration I

TSDS PEIMS Code: 13008800 (GRAPHDI1)

Grade Placement: 10–12

Credits: 1

Prerequisite: None. Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Graphic Design and Illustration I Lab. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration I/Graphic Design and Illustration I Lab

TSDS PEIMS Code: 13008810 (GRDLAB1)

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Grade Placement: 10–12

Credits: 2

Prerequisite: None. Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Corequisite: Graphic Design and Illustration I.

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration II

TSDS PEIMS Code: 13008900 (GRAPHDI2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Graphic Design and Illustration I. Recommended Corequisite: Graphic Design and Illustration II Lab.

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Graphic Design and Illustration II/Graphic Design and Illustration II Lab

TSDS PEIMS Code: 13008910 (GRDLAB2)

Grade Placement: 10–12

Credits: 2

Prerequisite: Graphic Design and Illustration I. Corequisites: Graphic Design and Illustration II.

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

Practicum in Graphic Design and Illustration

TSDS PEIMS Code: 13009000 (First Time Taken) (PRACGRD1) 13009010 (Second Time Taken) (PRACGRD2)

Grade Placement: 10–12

Credits: 2

Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration

TSDS PEIMS Code: 13009005 (First Time Taken) (EXPRGRD1) 13009015 (Second Time Taken) (EXPRGRD2)

Grade Placement: 10–12

Credits: 3

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Prerequisites: Graphic Design and Illustration II and Graphic Design and Illustration II Lab.

Corequisite: Practicum in Graphic Design and Illustration.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

AGRICULTURAL SCIENCES

0910 PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

0920 ADVANCED ANIMAL SCIENCE

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

0930 LANDSCAPE DESIGN & TURF GRASS MANAGEMENT

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of landscape and turf grass management techniques and practices.

0935 LIVESTOCK PRODUCTION

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Grade Level: 9 – 12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

0940 HORTICULTURE SCIENCE

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

0945 SMALL ANIMAL MANAGEMENT

Grade Level: 9 – 12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

Agricultural Leadership, Research, and Communications

TSDS PEIMS Code: N1300266 (AGLRC)

Grade Placement: 10–12

Credit: 1

Prerequisite: one credit from courses in the Agriculture, Food, and Natural Resources Career Cluster. Agricultural Leadership, Research and Communications will focus on challenging Agriculture, Food, and Natural Resources (AFNR) students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

Agribusiness Management and Marketing

TSDS PEIMS Code: 13000900 (AGRBUSMM)

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Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

0950 AGRICULTURAL MECHANICS & METAL TECHNOLOGIES

Grade Level: 10-12

Credit: 1

Grade Points for Ranking – Level 2

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

0960 WELDING

Grade Level: 10 - 12

Credit:1 - 2

Grade Points for Ranking – Level 2

Prerequisite: Ag Mechanics & Metal Tech

Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

0965 ADVANCED WELDING

Grade Level: 10 – 12

Credit: 1-2

Grade Points for Ranking – Level 2

Prerequisite: Ag Mechanics & Metal Technologies & Welding

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Agricultural Mechanics and Metal Technologies

TSDS PEIMS Code: 13002200 (AGMECHMT)

Grade Placement: 10–12

Credit: 1

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Prerequisite: None. Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources.

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

Agricultural Structures Design and Fabrication

TSDS PEIMS Code: 13002300 (AGSDF)

Grade Placement: 11–12

Credit: 1

Prerequisite: None. Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

Agricultural Equipment Design and Fabrication

TSDS PEIMS Code: 13002350 (AGEQDF)

Grade Placement: 11–12

Credit: 1

Prerequisite: None. Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Agricultural Laboratory and Field Experience

TSDS PEIMS Code: see table below Grade Placement: 11–12

Credit: 1

Corequisite: any course in the Agriculture, Food, and Natural Resources Career Cluster, excluding Principles of Agriculture, Food, and Natural Resources.

Agricultural Laboratory and Field Experience is designed to provide students a laboratory and/or field experience opportunity. To prepare for careers in agriculture, food, and natural resources, students must acquire knowledge and skills that meet entry requirements and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer academic knowledge and technical skills in a variety of settings. Note: Agricultural Laboratory and Field Experience may be paired with the courses from the Agriculture, Food, and Natural Resources Career Cluster. The TSDS PEIMS information in this table is to be used when the course shown is paired with the Agricultural Laboratory and Field Experience

Practicum in Agriculture, Food, and Natural Resources

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Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Food Technology and Safety

TSDS PEIMS Code: 13001300 (FOODTS)

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Food Technology and Safety examines the food technology industry as it relates to food production, handling, and safety. To prepare for careers in value-added and food processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to value-added and food processing and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Food Processing

TSDS PEIMS Code: 13001400 (FOODPRO)

Grade Placement: 10–12

Credit: 1

Prerequisite: None. Recommended Prerequisite: Food Technology and Safety.

Food Processing focuses on the food processing industry with special emphasis on the handling, processing, and marketing of food products. To prepare for careers in food products and processing systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Floral Design

TSDS PEIMS Code: 13001800 (FLORAL)

Grade Placement: 9–12 Credit: 1 Prerequisite: None.

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of

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making informed judgments and evaluations. Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

Advanced Floral Design

TSDS PEIMS Code: N1300270 (ADVFLDS)

Grade Placement: 11–12 Credit: 1

Prerequisite: Floral Design.

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.

MANUFACTURING

Manufacturing Engineering Technology I

TSDS PEIMS Code: 13032900 (MANENGT1)

Grade Placement: 10–12 Credit: 1

Prerequisite: None. Recommended Prerequisite: Algebra I.

In Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

Manufacturing Engineering Technology II

TSDS PEIMS Code: 13032950 (MANENGT2)

Grade Placement: 11–12 Credit: 1

Prerequisite: Manufacturing Engineering I. Recommended Prerequisite: Algebra II, Computer Science, or Physics.

In Manufacturing Engineering Technology II, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic

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knowledge and skills to a variety of interesting and relevant activities, problems, and settings. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Architecture and Construction

Principles of Construction

TSDS PEIMS Code: 13004220 (PRINCON)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

Electrical Technology I

Credit: 1

Grade Points for Ranking - Level 2

Grade Placement: 10–12

Prerequisite: None. Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

Electrical Technology II

Credit: 2

Grade Points for Ranking - Level 2

Grade Placement: 11–12

Prerequisite: Electrical Technology I. Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Electrical Technology II, students will gain advanced knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current

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and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

FINE ARTS

1010 ART 1 – DESIGN

Grade Level: 9-12

Credit: 1

Grade Points for Ranking – Level 2

Students in this course will rely on their observation, experiences and imaginations in the creation of original works of art. Students should gain an understanding of the basic elements of art through the use of a variety of art materials. Students will study certain important artistic styles, artists, and cultural influences. They will be expected to find visual solutions to artistic challenges based on their skill level.

1020 ART 2 – SCULPTURE (9 Weeks)

Grade Level: 10-12

Credit: ½

Prerequisite: Successful completion of Art 1

Grade Points for Ranking – Level 2

Sculpture is a course designed to further stretch the artist's imagination. It is a chance to explore more fully the elements of art in 3-dimensional works of art. It is primarily a studio course; however, it will also include written expression, the study of art history and the art elements. Media will include clay, papier-mâché, found objects and more.

1020 ART 2 – DRAWING DESIGN (9 Weeks)

Grade Level: 10-12

Credit: ½

Prerequisite: Successful completion of Art 1

Grade Points for Ranking – Level 2

Students in Drawing Design will build on skills and knowledge gained in Art 1. Four basic strands – perception, creative expression/performance, historical and cultural heritage and critical evaluation – provide broad unifying structures for organizing the knowledge and skill students are expected to obtain in drawing. Students rely on visual awareness and sensitivity to surroundings, memory, imagination and life experiences as a source for creating original artwork. Drawing media will include pencil, India ink, charcoal and more.

1020 ART 2 – PAINTING (9 Weeks)

Grade Level: 10-12

Credit: ½

Prerequisite: Successful completion of Art 1

Grade Points for Ranking – Level 2

Students will build on the skills and knowledge of Art 1. Four basic strands – perception, creative expression/performance, historical and cultural heritage and critical evaluation – provide broad unifying structures for organizing the knowledge and skill students are expected to obtain in painting. Students rely on visual awareness and sensitivity to surroundings, memory, imagination and life experiences as a source for creating original artwork. Painting is primarily a studio course; however, it will also include written expression and related study of art history.

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1030/1040 ART 3 & 4 (18 Weeks)

Grade Level: 10-12

Credit: 1

Prerequisite: Successful completion of Art 1, and the corresponding section of Art 2

Grade Points for Ranking – Level 2

Course includes Drawing, Painting, and Art Appreciation/History with Commercial Art. Teacher may review a portfolio for approval. Students rely on their perception of the environment developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artwork. Students express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem solving skills.

1210/1220/1230/1240 MARCHING BAND (Fall) (PE Substitution)

Grades 9-12

Credit: 1

Prerequisites: Middle school band participation or director approval

Grade Points for Ranking – Level 2

Marching band is designed to provide advanced training and performance for the high school student in instrumental music. The marching band begins rehearsal each August with three weeks of intensive training prior to the beginning of school. Throughout football season, the marching band rehearses each morning before school and one evening per week. Band is a performance-based class. Participation in band in the fall will carry a PE waiver.

1212/1222/1232/1242 CONCERT BAND

Grades 9-12

Credit: 1

Grade Points for Ranking – Level 2

Concert Band is a performance-based course that affords students the opportunity to perform traditional and contemporary music. This is a performance-oriented class, which may require before/after school rehearsals, and extra curricular performances. In addition to group activities, students are encouraged to participate in individual competitions including All-District and All-Region Band auditions and UIL Solo and Ensemble Contest.

PE & ATHLETICS

1610/1710 PHYSICAL EDUCATION

Grades 9-12

Credit: 1

Grade Points for Ranking -- Level 2

Physical education courses include basic conditioning, an individual appraisal of each student's fitness level, and the teaching of skills necessary to participate in various team and individual sports. Emphasis is placed on learning "lifetime" sports and activities that carry over into adult life.

ATHLETICS – BOYS SPORTS

Grades 9-12

Credit: 1

Grade Points for Ranking – Level 2

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Students must get approval by the coach of the particular sport in which they will be participating and the Athletic Director. All athletic offerings are competitive sports and are available at various levels. Participants represent the school in competitive events.

ATHLETICS – GIRLS SPORTS

Grades 9-12

Credit: 1

Grade Points for Ranking – Level 2

Students must get approval by the coach of the particular sport in which they will be participating and the Athletic Director. All athletic offerings are competitive sports and are available at various levels. Participants represent the school in competitive events.

DUAL ENROLLMENT

70000 COLLEGE

Juniors may be co-enrolled, that is having a release period, in the spring term, while Seniors may take college classes each semester: 2 courses in the fall and 1 in the spring. Each student must attend WHS the first 6 blocks per term and then may leave for college.

SPECIAL EDUCATION

Course descriptions/objectives for the following classes, along with any other classes developed locally, will follow individual education plans (IEP) as adopted by an ARD committee.

1810 APPLIED ENGLISH 1

1820 APPLIED ENGLISH 2

1830 APPLIED ENGLISH 3

1840 APPLIED ENGLISH 4

1910 APPLIED ALG 1

1920 APPLIED GEOM 2

1930 APPLIED MATH 3

1940 APPLIED MATH 4

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COURSE CHART SYSTEM FOR RANKING

<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
College Courses	Hon. Alg 1	Algebra 1 Algebra 2	Ag. Courses FCS Courses	Adapted PE App. Eng. 1 – 6
	Hon. Bio. 1	Alg. Reasoning Adv. Animal Sci BIM 2	Electric Courses Culinary Courses Education Courses	
	Hon. Chem. 1	Biology 1 Bus. English	Art 1 – 6	App. Math 1 – 6
	COSC 2	Chemistry 1	Art History	App. Science 1 – 4
	Hon. Eng. 1	Comp Sci Courses	Athletics	CBE's
	Hon. Eng. 2	Economics	Band	Correspondence
	Hon. POT	English 1 – 4	BIM 1	ESL 1 – 4
	Pre-Cal	Env. Systems	Comm. App.	Ind. Studies
	Spanish 3	Geometry Government IPC Math Models Physics Prin. of Tech Spanish 1 Spanish 2 US History World Geog. World History Financial Math Sci Res & Des Eng Design Pathophysiology Food Science	Debate Desktop Publish. Digital Media Health Journalism Multimedia PE Prof. Comm. Psych./Soc. Manufacturing Theater Arts 1 – 4 Webmastering	Library Aide Office Aide

* College Courses that appear on a student's transcript will figure in the student's GPA.

*Level 5 and Level 4 (Pre-calculus and Spanish 3) courses are advanced courses for UIL eligibility purposes and may have summer assignments required based on teacher/administration discretion (see page 61)

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RANKING CHART

<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
100 = 6.0	100 = 5.5	100 = 5.0	100 = 4.5	100 = 4.0
99 = 5.9	99 = 5.4	99 = 4.9	99 = 4.4	99 = 3.9
98 = 5.8	98 = 5.3	98 = 4.8	98 = 4.3	98 = 3.8
97 = 5.7	97 = 5.2	97 = 4.7	97 = 4.2	97 = 3.7
96 = 5.6	96 = 5.1	96 = 4.6	96 = 4.1	96 = 3.6
95 = 5.5	95 = 5.0	95 = 4.5	95 = 4.0	95 = 3.5
94 = 5.4	94 = 4.9	94 = 4.4	94 = 3.9	94 = 3.4
93 = 5.3	93 = 4.8	93 = 4.3	93 = 3.8	93 = 3.3
92 = 5.2	92 = 4.7	92 = 4.2	92 = 3.7	92 = 3.2
91 = 5.1	91 = 4.6	91 = 4.1	91 = 3.6	91 = 3.1
90 = 5.0	90 = 4.5	90 = 4.0	90 = 3.5	90 = 3.0
89 = 4.9	89 = 4.4	89 = 3.9	89 = 3.4	89 = 2.9
88 = 4.8	88 = 4.3	88 = 3.8	88 = 3.3	88 = 2.8
87 = 4.7	87 = 4.2	87 = 3.7	87 = 3.2	87 = 2.7
86 = 4.6	86 = 4.1	86 = 3.6	86 = 3.1	86 = 2.6
85 = 4.5	85 = 4.0	85 = 3.5	85 = 3.0	85 = 2.5
84 = 4.4	84 = 3.9	84 = 3.4	84 = 2.9	84 = 2.4
83 = 4.3	83 = 3.8	83 = 3.3	83 = 2.8	83 = 2.3
82 = 4.2	82 = 3.7	82 = 3.2	82 = 2.7	82 = 2.2
81 = 4.1	81 = 3.6	81 = 3.1	81 = 2.6	81 = 2.1
80 = 4.0	80 = 3.5	80 = 3.0	80 = 2.5	80 = 2.0
79 = 3.9	79 = 3.4	79 = 2.9	79 = 2.4	79 = 1.9
78 = 3.8	78 = 3.3	78 = 2.8	78 = 2.3	78 = 1.8
77 = 3.7	77 = 3.2	77 = 2.7	77 = 2.2	77 = 1.7
76 = 3.6	76 = 3.1	76 = 2.6	76 = 2.1	76 = 1.6
75 = 3.5	75 = 3.0	75 = 2.5	75 = 2.0	75 = 1.5

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74 = 3.4	74 = 2.9	74 = 2.4	74 = 1.9	74 = 1.4
73 = 3.3	73 = 2.8	73 = 2.3	73 = 1.8	73 = 1.3
72 = 3.2	72 = 2.7	72 = 2.2	72 = 1.7	72 = 1.2
71 = 3.1	71 = 2.6	71 = 2.1	71 = 1.6	71 = 1.1
70 = 3.0	70 = 2.5	70 = 2.0	70 = 1.5	70 = 1.0