The WSISD does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, or on any other basis prohibited by law.
DISCLAIMER

The West Sabine ISD Student Handbook is a valuable resource for both students and their families. The handbook contains important information regarding school policies, procedures, programs, and activities.

West Sabine ISD strives to ensure the accuracy and reliability of the information contained in the student handbook or information stored on the WSISD website.

Legislation from the 82nd legislative session will continue to be reviewed throughout the year until the true intent of the legislative changes is clarified. Changes to the handbook may become necessary to reflect the intent of these legislative actions.

In addition to the state-mandated changes that the District has no control over, the WSISD Board reserves the right to change policies, procedures, or terms of this handbook at any time that they deem necessary throughout the year.

You will be notified of any and all changes made throughout the year.
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ADDENDA

Student Code of Conduct
PREFACE

To Students and Parents:

Welcome to school year 2019-2020! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The West Sabine ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

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

**Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**—organized alphabetically by topic, and, where possible, further divided by applicability to ages and / or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the West Sabine ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. The Code of Conduct may be found on the district’s website at [www.westsabineisd.net](http://www.westsabineisd.net) and is available in hard copy upon request.

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

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

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings and reviewing newsletters and other communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonable practical under the circumstances.

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

If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor or the principal.

After reading through the entire handbook with your child, keep it as a reference during this school year. If you or your child has questions about any of the material in this handbook, please contact Colleen Conn, High School Principal at 409-584-2525 or Debbie Lane, Elementary Principal at 409-584-2205.

Also, please complete and return to your child’s campus the following forms provided in the forms packet distributed at the beginning of the year or upon the student’s enrollment.

1. Student and Parent Acknowledgment Form;
2. Student Directory Information and Release of Student Information Form;
3. Parent’s Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education Form, if you choose to restrict the release of information to these entities; and

Note: References to policy codes are included so that parents can refer to board policy. The district’s official policy manual is available for review in the district administration office or online at www.westsabineisd.net or http://www.tasb.org/policy/pol/private/202905/index.html

SECTION I: PARENTAL RIGHTS

This section of the West Sabine ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

If you should ever have a concern that involves your child, please be aware of the steps that you should follow:

- Speak to the teacher or other professional who works with your child first.
- If your concern is not resolved satisfactorily, go to the principal.
- If not resolved, contact the Superintendent.
- If not resolved, contact the Board of Trustees liaison (Carla Powell) for the necessary forms to request a hearing before the Board.

It is very doubtful that you will need to proceed through all of these steps since all members of the school staff are eager to work with you and your child. Please contact your child’s teacher whenever you have a concern or question.

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- **Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled high school.**
- Monitoring your child’s academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office: Elementary (409) 584-2205; High School (409) 584-2525 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [For further information, see policy GKG(LEGAL) and contact Colleen Conn, High School Principal at 409-584-2525 or Debbie Lane, Elementary Principal at 409-584-2205.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact Colleen Conn, High School Principal at 409-584-2525 or Debbie Lane, Elementary principal at 409-584-2205.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction.
- 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 wellbeing.
- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

**PARENTAL RIGHTS**

**Obtaining Information and Protecting Student Rights**

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

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

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

**CONSENT, OPT-OUT, AND REFUSAL RIGHTS**

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

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA.]
- Counseling by the school counselor. The principal must receive a written note from the parent or guardian stating they do not wish for their child(ren) to receive counseling from the school counselor.
Inspecting Surveys
As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Teacher and Staff Professional Qualifications
You may request information regarding the professional qualifications of your child’s teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field of discipline of his or her certification. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS/POLICIES

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

You are also entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student’s teacher.

Consent to Display a Student’s Original Works and Personal Information
Teachers may display students’ work which may include personal identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement. However, the district will seek parental consent before displaying students’ artwork, special projects, photographs taken by students, original videos or voice recordings, and other original works on the district’s Web site, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications, which may include printed materials, videos, or other methods of mass communication. The district will also seek consent before displaying or publishing an original video or voice recording in this manner.

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

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

Authorized Inspection and Use of Student Records

• A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible student certain rights with respect to the student’s education records. For purposes of student records, an eligible student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as at Objecting to the Release of Directory Information:
  • The right to inspect and review student records within 45 days after the day the school receives a request for access.
  • The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
  • The right to 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.
  • The right to file a complaint with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements. The name and address of the office that administers FERPA are:

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 any personally identifiable information from a Student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

Inspection and release of student records is primarily restricted to an eligible student or a student’s parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however; if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records, without written consent of the parent or eligible student, in the following circumstances:

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State Law permits the school to make a video or voice recording without parental permission for the following circumstances:
- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school or
- When it relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

See Video Cameras for more information, including a parent’s right to request video and audio equipment be placed in certain special education settings.

**Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14**

A student under the age of 14, must have parental permission to receive instruction in the district’s parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district’s health education classes.

**Removing a Student Temporarily from the Classroom**

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

**Removing a Student from Human Sexuality Instruction**

As a part of the district’s curriculum, students receive instruction related to human sexuality. State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

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

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

**Removing a Student from Class for Tutoring or Test Preparation Purposes**

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools 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, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student’s parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student’s teacher with questions about any tutoring programs provided by the school.

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

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

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

[See policy EHBK(LEGAL).]

**Requesting Limited or No Contact with a Student through Electronic Media**

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual’s professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

**Notices of Certain Student Misconduct to Noncustodial Parent**

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child’s misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion.

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

You may request information regarding any state or district policy related to your child’s participation in assessments required by federal law, state law, or the district.
Prohibiting the Use of Corporal Punishment

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

*All students attending West Sabine ISD will be subject to Corporal punishment (paddling). Corporal punishment will be used to discourage infractions of the Student Code of Conduct.*

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

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 will not be administered, even when the student’s caregiver or caseworker has not submitted a signed statement prohibiting use.

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

Corporal punishment is governed by the following guidelines:

1. The student is told the reason for the corporal punishment.
2. Corporal punishment *may be administered by the superintendent, principal, or a teacher* in the presence of other District professional employee(s) and out of view of other students.
3. The instrument to be used will be approved by the principal.
4. A record will be maintained of each instance of corporal punishment.

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus (provided another section of that course is available) if your child has been determined by the district to have been a victim of bullying which includes cyber bullying as is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the superintendent OR principal for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE(LOCAL).]
- Request the transfer of your child to another district campus or a neighboring district if your child has been the victim of a sexual assault by another student assigned to the same campus, whether that assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy FDE.
Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Students Who Receive Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy FDB(LOCAL).]

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student’s disability must submit a request in writing 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 ten district business days.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship (custody) of the state and who is moved outside of the district’s or school’s attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district’s or school’s boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school. In addition, 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 to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district. Education Code 25.001(f), (g), (g-1), 28.025(i).

Students Who Are Homeless

Children who are 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;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

If a student in grade 11 or 12 is homeless and transfers to another school district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

Federal law also allows a homeless student to remain enrolled in what is called the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.
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.

**Students Who Have Learning Difficulties or Who Need or May Need Special Education or Section 504 Services**

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

If a student is experiencing learning difficulties, his or her 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 504 services at any time.

The designated persons to contact is Colleen Conn, High School Principal at 409-584-2525 or Debbie Lane, Elementary principal at 409-584-2205.

**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.

If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. 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 regarding special education is available from the school district in a companion document.

**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.
**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 the campus principal.

**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, 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 the campus principal.

The following websites provide information to those who are seeking information and resources specific to 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

**Notification to Parent of Intervention Strategies for Learning Difficulties Provided to Student General Education**
The district will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

**Students with Physical or Mental Impairments Protected under Section 504**
A student determined to have 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 if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

(see policy FB)

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

**STUDENTS WITH EXCEPTIONALITIES OR SPECIAL CIRCUMSTANCES**

**Children of Military Families**
Children of military families will be provided flexibility regarding certain district requirements, including:
- Immunization requirements.
• Grade level, course, or educational program placement.
• Eligibility requirements for participation in extracurricular activities.
• Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. 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 http://tea.texas.gov/index2.aspx?id=7995

**Student Records**

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 any personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

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

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student’s education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

- When district school officials who have what federal law refers to as “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; including district health or district medical staff) a person or company with whom the district has contracted or allowed to provide a particular 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 parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility to the school and the student; or investigating or evaluating programs.

- 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, TEA, the U.S. Secretary of Agriculture’s office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.

- To individuals or entities granted access in response to a subpoena or court order.

- To another school, school district/system or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

- In connection with financial aid for which a student has applied or which the student has received.

- To accrediting organizations to carry out accrediting functions.
• To organizations conducting studies for; or on behalf of, the school in order 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 information it has designated as directory information.

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 principal or 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 wishes to inspect the student’s records should submit a written request to the records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent’s office is P.O. Box 869 Pineland, Texas 75968.

The address of the principals’ offices is: P.O. Box 869 Pineland, Texas 75968.

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 records custodian. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy.

The district’s policy regarding student records found at policy FL is available from the principal’s or superintendent’s office or on the district’s Web site at www.westsabineisd.net .

Parents or student’s right of access to and copies of student records do not extend to all records. Materials 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 to the parents or student.

**Directory Information**

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year OR on a later date established by the district. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in this handbook OR included in the forms packet.}
The district often needs to use student information for the following school-sponsored purposes:

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

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

**Objecting to the Release of Directory Information**

Examples include a student’s photograph for publication in the school yearbook; a student’s name and grade level for purposes of communicating class and teacher assignment; the name, weight, and height of an athlete for publication in a school athletic program; a list of student birthdays for generating school wide or classroom recognition; a student’s name and photograph posted on a district-approved and -managed social media platform; and 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 a student’s directory information. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

**SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS**

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student’s age or grade level. Should you be unable to find the information on a particular topic, please contact Colleen Conn, High School Principal at 409-584-2525 or Debbie Lane, Elementary Principal at 409-584-2205.

**ABSENCES / ATTENDANCE**

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

**Compulsory Attendance**

**Age 19 and Older**

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.] Education Code 25.085(e), (f); FEA(LEGAL) and (LOCAL)
Between Ages 6 and 19

State law requires that a student between the ages of six and 19 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 attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled. Education Code 25.085(c); FEA(LEGAL)

All Grade Levels

Exemptions to Compulsory Attendance

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

1. Religious holy days;
2. Required court appearances;
3. Activities related to obtaining United States citizenship;
4. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
5. For students in the conservatorship (custody) of the state,
   a. An activity required under a court-ordered service plan; or
   b. Any other Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.

As listed in Section I at Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

In addition, a junior or senior student’s absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy FEA (Local) the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the U.S. armed services or Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

Absences of up to two days in a school year will also be considered an exemption for:
• A student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA(Local), the student notifies his or her teachers and the student receives approval from the principal prior to the absences and

A student serving as an election clerk, if the student makes up any work missed.

An absence of a student in grades 6-12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will also be excused by the district.

**Failure to Comply with Compulsory Attendance**

**ALL GRADE LEVELS**

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

**Students with Disabilities**

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

**Age 19 and Older**

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law 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.

**Between Ages 6 and 19**

[See policy FEA(LEGAL)] When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

The truancy prevention facilitator for the district is Campus Principals. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year. If a student ages 12 through 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA(LEGAL).]
Attendance for Credit or Final Grade (Kindergarten Through Grade 12)

To receive credit or a final grade in a class, a student in kindergarten–grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

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

1. A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
2. In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.
3. The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.
4. The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.
5. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
6. The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

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

Official Attendance-Taking Time (All Grade Levels)

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

*Official attendance is taken every day at 9:00am* which is during the second instructional hour. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.
Documentation after an Absence (All Grade Levels)

When a student must be absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. A phone call from the parent may be accepted, but the district reserves the right to require a written note.

The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note after an Absence for Illness (Grades PK-12)

Upon returning to school or no later than three (3) days after returning, a student 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 student’s extended absence from school.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school.

Temporary Absence Due to Professional Health Care Visits (Code M)

Class time is important. Doctor or Dentist appointments should be scheduled, if possible, at times when the student will not miss instructional time. A temporary absence resulting from a visit to professional health care providers (doctors, dentist, etc.) is excused and no absence results if the student commences classes or returns to school on the same day of the appointment.

Documentation is required from the health care provider to be excused.

Attendance Guidelines

Teachers will not keep students from other classes except in rare occasions when it becomes necessary. Circumstances may arise in isolated instances which the principal may approve a student’s absence from class. Teachers are asked to anticipate their needs in this respect so that notice can be given to other teachers and planning can take place.

A student absent from school for any reason will not be allowed to participate in school-related activities on that day or evening unless prior approval has been given by the principal. A student must be in attendance the day prior to an event that is scheduled to take place during the following school day, in order to be eligible to participate.

If a student is late to class and misses less than one-half of the class period the student is considered Tardy; otherwise, the student is considered absent for that class period. Repeated instances of tardiness will result in disciplinary action. When a student has been tardy to class three times he/she will be considered absent and will be held accountable according to the attendance policy. (Also see Tardy Policy.) A student absent from school or from any class, including required tutorials, without permission, will be considered truant and subject to disciplinary action and State law.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

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

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

West Sabine and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district’s financial management report, which will include 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 the No Child Left Behind Act.

This information can be found on the district’s website at [www.westsabineisd.net](http://www.westsabineisd.net) Hard copies of any reports are available upon request to the district’s administration office. TEA also maintains additional accountability and accreditation information at TEA Performance Reporting Division and the TEA homepage.

**Armed Services Vocational Aptitude Battery Test**

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

Please contact the principal for information about this opportunity.

**AWARDS AND HONORS (All Grade Levels)**

**PERFECT ATTENDANCE**: Perfect attendance awards will be given to students who have no absences for the year. The definition of “Perfect Attendance “ is students that have not been absent, tardy or picked up early from school. Students on school trips, planned and sponsored by a teacher, do not count against perfect attendance. Medical or professional appointments are considered absences for this purpose.

**ACADEMIC ACHIEVEMENT**: Academic achievement awards are given to students as follows: an 80 average in each subject qualifies the student for the A-B Honor Roll; a 90 average in each subject qualifies the student for the All –A Honor Roll; a 80 average in each Concurrent Enrollment College Course, AP/ Pre-AP Course along with the regular course, qualifies the student for the Dual enrollment College AP Honor Roll; a 90 average in each Concurrent Enrollment College Course, AP/ Pre-AP Course AP/ Pre-AP Course , qualifies the student for the Dual enrollment College AP Honor Roll / Scholar Honor Roll.

**NATIONAL HONOR SOCIETY**: To be eligible for National Honor Society membership, a student must have an overall average of 92. To remain a member, a student must maintain an overall average of 88.

**CITIZENSHIP AWARDS**: (Elementary and Junior High) Citizenship awards - a student must show good citizenship and be nominated by teachers.

U.I.L. and U.I.L. participation certificates: a student must have participated in U.I.L. contests. U.I.L. awards will be presented to those who place first, second, or third in distance competition.

**OTHER**: other awards will be given as deemed appropriate at the end of the school year.
BULLYING (All Grade Levels)

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 education process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyber bullying. Cyber bullying is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyber bullying that occurs off school property or outside of a school sponsored or school-related activity if the cyber bullying interferes with a student’s educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. 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. A student may anonymously report an alleged incident of bullying by completing a form.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the students’ parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by
the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the districts’ Web site.

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

Student in grades 1-5 participate in CAPP classes which is an anti-bullying program.

**CAFETERIA 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.

The district follows the federal and state guidelines for traditional food-based offer vs. serve meal planning using the following food components: milk, juice/fruit/vegetable, grains/breads, and/or meat/meat alternate. Students must select a minimum number of components to meet federal guidelines. **Beginning 17-18 school year PK students will have to take all food components, they will no longer be OVS. They will only be allowed white milk also, no flavored milk will be allowed.**

Applications for free or reduced lunch are available at each campus office, from the cafeteria manager, or at the Food Service Director Office at 101 Timberland. For more information, call 409-584-2655.

Free and reduced-price meals are available based on financial need or household situation. 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 state children’s health insurance program (CHIP) unless the student’s parent notifies the district that a student’s information should not be disclosed.

One application per family is required.

- **New Students:** Please complete and return an application for the Free and Reduced Meal Program as soon as possible. You will be charged full price until the application is processed.
- **Returning Students:** Returning students maintain last year’s status until the 31st day of school. (Explanation: Students who qualified for free/reduced last year, maintain that status this year until Students will be charged full price unless a new application has been submitted and processed.) It is best to complete the application during the 1st week of school.

**Meal Prices**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>No Charge</td>
<td>No Charge</td>
</tr>
<tr>
<td>Reduced</td>
<td>$0.30</td>
<td>$0.40</td>
</tr>
<tr>
<td>Full Price</td>
<td>$1.10</td>
<td>$1.95</td>
</tr>
</tbody>
</table>

Meal prices will be available on the meal application.

Students may pre-pay by placing money on their account or pay by cash each day. (See the cafeteria Manager.)

**Please note: PK – 5th grades will receive breakfast at no cost for the 2019-2020 school year.**
Parents are strongly encouraged to continually monitor their child’s meal account balance. When a student’s meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing meals according to the grace period set by the school board (students will be allowed to charge up to $20.00) for meals only (extras not included) and 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 student’s 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.

**CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS (Secondary Grade Levels Only)**

The district offers career and technical education programs in Agricultural Science, Family and Consumer Science, and Business. Admission to these programs is based on interest, aptitude, age appropriateness, and classroom space availability.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocation programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended;

Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It the policy of the district not to discriminate 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 and participation in all educational and vocational programs.

**CELEBRATIONS (All Grade Levels)**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child’s or grandchild’s classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child’s teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

**ELEMENTARY CAMPUS** For safety reasons, please bring only sealed, store bought items. **Elementary campus** allows birthday parties to be scheduled after 2 p.m. Food item (ie. Cupcakes, cakes, etc.) **MUST be store bought** and brought to the office prior to that time. Items will be delivered by office staff to the appropriate classroom but will not be delivered until after 2:00pm. Parents will not be allowed to attend the birthday celebration. Birthday invitations to be handed out to students’ entire class or not at all.

**Parents/Guardians………..please do not send glass containers with child!**

**CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)**

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the district website: www.westsabineisd.net. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the
Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. **Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).**

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

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

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see Texas Department of Family and Protective Services, Programs Available in Your County.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs.

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


•Child Welfare Information Gateway Factsheet.
•KidsHealth, For Parents, Child Abuse.
•Texas Association Against Sexual Assault, Resources.

Reports of abuse or neglect may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1-800-252-5400 or on the web at Texas Abuse Hotline Website.

**CLASS RANK / HIGHEST RANKING STUDENT (Secondary Grade Levels Only)**

**Honor Graduates (Classes of 2009 and Later)** - To be eligible as an honor graduate, the student must have completed the Recommended Program or the Distinguished Achievement Program.

**VALEDICTORIAN – SALUTATORIAN (Junior High School)**

Class rank for eighth grade students will be computed at the end of the fifth six weeks of the 8th grade year. Math, Language Arts, Reading, Social Studies, and Science averages for the 6th-8th grade will be used for the computations. Students must be enrolled for the entire eighth (8th) grade year to be eligible for Valedictorian or Salutatorian.
Valedictorian/Salutatorian (HS Classes of 2010 and Later) - The valedictorian and salutatorian shall be the first and second highest-ranking honor graduates (GPA) who have also completed the last four semesters at West Sabine High School. **Students must complete the 11th and 12th grade course requirements while in regular attendance at WSHS for four semesters (2 fall and 2 spring) and the enrollment date must be no later than 15 days after the beginning of the fall semester of the 11th grade year to be eligible for these honors.**

Ties between the top-ranking students shall be broken by computing the weighted grade average to a sufficient number of decimal places to break the tie. If a tie remains, it shall be broken by computing the weighted grade average for Advanced courses (Pre-AP, AP and Spanish III). If a tie still exists, the two highest ranking honor graduates shall be named co-valedictorians, with no salutatorian being named. In the event a tie still exists for Salutatorian, both will be recognized as Co-Salutatorians.

**Early Graduates** - A Student graduating at any time other than at the end of the school year will not be given a diploma at the time all graduation requirements are met. The graduate shall be ranked with the class that graduates at the end of that school term. Early graduates shall not be eligible for recognition as valedictorian or salutatorian but shall be eligible to be included in the list of honor graduates.

**STATE SCHOLARSHIPS & GRANTS**

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

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

[For further information, see policies at EIC.]

**CLASS SCHEDULES (Grade levels 6-12)**

Schedule changes will only be made if a course needed for graduation was not assigned.

**SCHEDULE CHANGES FOR SOCIAL REASONS WILL NOT BE MADE!**

**CLOSED CAMPUS (Grade levels PK-12)**

*West Sabine ISD has a closed campus policy, which means students cannot leave campus for lunch.*

**COLLEGE AND UNIVERSITY ADMISSIONS and Financial Aid (Secondary Grade Levels Only)**

For two school years following his or her graduation, a district student who graduates in the top ten percent and in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:
Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses)

Satisfies the ACT College Readiness Benchmark or earns at least a 1500 out of 2400 on the SAT.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will admit the top six percent of the high school’s graduating class who meet the above requirements. Additional applicants will be considered by the University through an independent review process.

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

Upon a student’s registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgement that they received this information.

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

**COLLEGE CREDIT COURSES (Secondary Grade Levels Only)**

Students in grades 9–12, have opportunities to earn college credits through the following methods:

- 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 an AP or dual credit course through the Texas Virtual School Network (TxVSN);
- Enrollment in courses taught in conjunction and in partnership with Angelina College;
- Enrollment in courses taught at other colleges or universities and certain CTE Courses: Angelina College in partnership with WSISD provides selected college credits for qualified high school students. The College will only offer courses listed in the THECB Common Course Manual or courses listed in the Workforce Education Course manual. (CTE courses)

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

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

**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 handled so easily, the board has adopted a standard complaint policy at FNG(LOCAL) in the district’s policy manual. A copy of the complaint
forms may be obtained in the principal’s or superintendent’s office or on the district’s website at www.westsabineisd.net or at http://www.tasb.org/policy/pol/private/202905/.

Should a parent or student feel a need to file a formal complaint, the parent or student should file a district complaint form within the timelines established in policy FNG(LOCAL.). If you should ever have a concern that involves your child, please be aware of the steps that you should follow:

- Speak to the teacher or other professional who works with your child first.
- If not resolved, contact the campus principal.
- If not resolved, contact the Superintendent.
- If not resolved, contact the Board of Trustees liaison (Carla Powell) for the necessary forms to request a hearing before the Board.

**CONDUCT (All Grade Levels)**

**See Complete STUDENT CODE of CONDUCT at back of handbook.**

**Applicability of School Rules**

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—both on and off campus as well as on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

**Campus Behavior Coordinator**

Education Code 37.0012, .002(a), .009(a), (f)
By law, 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 campus behavior coordinator at each district campus is listed below:

**Elementary Asst. Principal**-Misti Smith  
**Contact number**-409-584-2205  
**Email address**- misti.smith@westsabineisd.net

**Secondary Asst. Principal**-Carnelius Gilder  
**Contact number**-409-584-2525  
**Email address**- carnelius.gilder@westsabineisd.net

**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.

**Disruptions of School Operations**

Disruptions of school operations are 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 district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
• Interference with the transportation of students in vehicles owned or operated by the district.

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

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

Please contact the campus principal if you are interested in serving as a chaperone for any school social events.

COUNSELING

Academic Counseling

Elementary and Middle/Junior High School Grade Levels
The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best 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. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education.

The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities.
The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.
Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should contact the counselor at high school 409-584-2525 or elementary 409-584-2205 to make an appointment. As a parent, if you are concerned about child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

COURSE CREDIT

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

CREDIT BY EXAM—If a Student Has Taken the Course/Subject(All Grade Levels)

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 by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam.

[For further information, see the counselor and policy EHDB(LOCAL).]

CREDIT BY EXAM FOR ADVANCEMENT/ACCELERATION—If a Student Has Not Taken the Course/Subject

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement, or to accelerate to the next grade level. The exams offered by the district are approved by the district’s board of trustees. The dates on which exams are scheduled during the 2019-2020 school year will be published in appropriate district publications and on the district’s Web site. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. When another entity administers an exam, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. For further information, see policy EHDC)

Students in Grades 1-5

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district
administrator recommends that the student be accelerated, and the student’s parent gives written approval of the grade advancement.

**Students in Grades 6-12**

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, a scaled score of 50 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn 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 course sequence, the student must complete the course.

If a student plans to take an exam, the student (or parent) must register with the school counselor no later than 30 days prior to the scheduled testing date. [For further information, see policy EHDC]

**DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)**

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates 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 or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student’s current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

**Discrimination**

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

**Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student’s ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student’s academic performance. A copy
of the district’s policy is available in the principal’s office and in the superintendent’s office or on the district’s Web site at www.westsabine.net or at http://www.tasb.org/policy/pol/private/202905/.

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 or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Two types of prohibited harassment are described below.

**Sexual Harassment**

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

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

**Retaliation**

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

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

**Reporting Procedures**

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

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

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

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

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

During the course of an investigation, the district may 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 that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Federal Educational Records 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.]

DISTANCE LEARNING

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

Contact the campus principal for distance learning courses.

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, in order to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

A copy of policy EHDE 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 school counselor.

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

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. In addition, for a student who enrolls in a TxVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.
If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the school counselor. Unless an exception is made by the campus administrator, 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 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 campus principal.

**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, brochures, flyers, etc.

The school newspaper, Tiger Talk, and the yearbook, Tiger Pride, are available to students.

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

**Non-school Materials**

**From Students**

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than ten 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 non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal has designated the front office as the location for approved non-school materials to be placed for voluntary viewing by students. [See policies at FNAA.]

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

**From others**

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the principal for prior review. The principal 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.]

Prior review will not be required for:

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

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

**DRESS AND GROOMING**

The entire staff will enforce the dress code. Students in violation will be sent to the principal with a disciplinary form.

**Persistent Dress Code Violation Options:**
- Verbal Warning and Consequences at the discretion of the principal/assistant principal with parent notification.

**Additional Options May Include:**
- Remainder of day in ISS.
- Full day in ISS.
- ISS Assignment.

**FADS ON CAMPUS:** Each year there are a few things, including some "fads" that show up on our campus. We are not listing any of these, nor are we making a regulation to cover all problems that may arise. When a fad becomes a nuisance, disruption or distraction, it will be discontinued. Anything that distracts from the spirit or dignity of our school will be regulated.

**BACKPACKS AND BOOKBAGS (For grades 6-12)** – students will be allowed to have rolling backpacks. Briefcases and travel bags will not be allowed. Athletic bags are to remain in the area from which they are issued.

**BARE ARMS** - Sleeveless shirts are not permitted on males or females. Sleeveless dresses are not permitted. Muscle shirts, tank tops, jerseys, undershirts and other sleeveless garments are not to be worn as outer garments unless worn over a sleeved shirt. Sleeveless dresses and shirts may be worn at the elementary but spaghetti straps are not permitted!

**BLANKETS** - are not to be worn at school during the school day.

**BODY PIERCING JEWELRY** - Boys are not permitted to wear earrings or ear studs anywhere on their bodies; also, there will be no Band-Aids worn over boys' earrings. Girls are not permitted to wear earrings or other body-piercing jewelry in places other than their ears. Tongue, nose, lip, eyebrow rings are not permitted.

**BAND-AIDS will not be worn over any piercings for males or females!!!**

**BUTTONED TOPS** - Shirts and blouses must be buttoned appropriately.

**CHAINS** - Wallet chains and dog chains are not allowed; also are not to be worn as jewelry.

**EXERCISE WEAR** - Biker shorts, uniforms, or other garments known as exercise wear for will not be worn.

**HAIR** – A student’s hairstyle or color must not cause a disruption in school. No extreme hair style or color will be allowed. Hair styles must be neat, clean, and well groomed. Mustaches, beards and goatees are allowed but must be kept neatly trimmed. Sideburns cannot extend below the ear lobe. For males, hair cannot extend to cover the shirt collar or hang in the face to a length that covers the eyebrows. Males may not wear hair pieces. No insignias or designs may be cut into the hair. Males cannot wear hair bands, head bands, bandanas or any device that hides the true length of their hair.

**BAND-AIDS will not be worn over any piercings for males or females!!!**

**HATS** - Hats and caps (including stockings and toboggans) are not to be worn in the school building. This applies to both male and female members of the student body.

**HEMS** - All clothing must be hemmed... No cutoffs. No holes. Patches, flowers, etc. that cover the hole and is permanently attached is acceptable. No clothes are to be worn inside out.

**LENGTH of BOTTOMS** – Dresses, skirts, and shorts must meet the knee. Splits or slits or any other visible opening cannot extend more than 3” beyond the bottom of the knee.

**LENGTH OF TOPS** - No midriff may show when arms are raised above the head. Undergarments and midriff must be covered when seated.

**NECKLINES** - Dresses, shirts, or blouses with exaggerated necklines are not permitted.

**OVERALLS** - Overalls must be buttoned and straps must be worn over the shoulders.
PANTS/SLACKS/JEANS - Will not be worn by students in such a way that they hang below the waist or around the hips (i.e. sagging pants).

PRINTED CLOTHING - Each student is expected to be properly and acceptably dressed at all times. Articles of clothing or any form of ornamentation that may advertise or imply or make reference to sex, alcoholic beverages, tobacco, drugs, profanity, death, suicide, violence, occult or that have lewd, vulgar, obscene or suggestive or offensive wording or pictures on them or that may distract from the learning process are not considered proper and acceptable. Any wording across the buttocks (i.e., bootylicious, cheer, etc.) or any wording or pictures which draws attention to private body parts is prohibited.

PAJAMA PANTS, TRENCH COATS OR OVER SIZED COATS are not allowed.

SEE-THROUGH – NO HOLES—NO SKIN—See-through clothing of any kind is inappropriate.

SHOES - Shoes must be worn at all times. House shoes, cleated shoes, taps, and roller sneakers are not permitted.

SECONDARY CAMPUS POLICY - NO SHOWER SHOES (example: flip flops that strap between the toes goes completely through soles).

Elementary Campus: PE requires shoes (preferably rubber soles—no flip flops)

SPIKES - Spiked bracelets, necklaces or belts are not allowed.

SUNGLASSES - Sunglasses, unless prescribed by a physician, are not to be worn inside the school building.

TATOOS - Must be covered at all times.

TIGHTS, LEGGINGS, PANTS MADE OF STRETCH MATERIAL - If worn, this type of material must have a knee length dress or shirt worn with it.

UNDERGARMENTS - Should not be seen at any time.

AT GAMES - Most prohibitions are effective at most school-sponsored and school-related activities, including: body piercing, bare midriffs, see-through clothing, and other clothing rules concerning decency and offensiveness. Shorts, meeting the dress code requirement of knee-length, are permitted at games throughout the year.

PROM - Dress code for the Prom is subject to amendment however, two (2) piece dresses, dresses with excessive midriff, or see-through material will not be allowed on students from West Sabine or their guest. Questionable dress or appearance will be referred to the office. Any grooming that draws undue attention is considered to be in questionable taste. Students of West Sabine are expected to dress appropriately at all times. Students who do not comply with the personal appearance and dress code will not be allowed to return to class until compliance is attained. (See ISS)

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. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

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. Any searches of personal telecommunications or other 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.

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

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

**Students shall not:** Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the instructional day.

If a student uses a telecommunications device without authorization during the school day the device will be confiscated. The student or parent may pick up the confiscated telecommunications device from the principal’s office for a fee of $15 for the first (1st) offense and each additional offense the fee will be $25. The fees collected will be placed into the District’s scholarship fund.

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

In limited circumstances and in accordance with law, a student’s personal telecommunications device may be searched by authorized personnel. [See Searches.]

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

**Possession and Use of Other Personal Electronic Devices**

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

In limited circumstances and in accordance with law, a student’s personal electronic device may be searched by authorized personnel. [See Searches and policy FNF.]

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

**Instructional Use of Personal Telecommunications and Other Electronic Devices**

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

**Acceptable Use of District Technology Resources**

District-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these technological resources, which include the district’s network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement [separate from this handbook] regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.
Unacceptable and Inappropriate Use of District Technology Resources
Such as “SEXTING” but not limited to just this topic.

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

Any person taking, disseminating, transferring, possesses, 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. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child “Before You Text’ Sexting Prevention Course,” a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

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

Students are cautioned that sending or posting pictures of another person is a state jail felony offense.

Texas Penal Code Sec. 21.15. IMPROPER PHOTOGRAPHY OR VISUAL RECORDING.
(a) In this section, "promote" has the meaning assigned by Section 43.21.
(b) A person commits an offense if the person:
   (1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another
   2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another at a location that is a bathroom or private dressing room:
      (A) without the other person's consent; and
      (B) with intent to:
         (i) invade the privacy of the other person; or
         (ii) arouse or gratify the sexual desire of any person; or
      (3) knowing the character and content of the photograph, recording, broadcast, or transmission, promotes a photograph, recording, broadcast, or transmission described by Subdivision (1) or (2). 
   (c) An offense under this section is a STATE JAIL FELONY.

END-OF-COURSE (EOC) ASSESSMENT
(See Graduation and Standardized Testing)

English Learners (All Grade Levels)
A student who is an English learner is entitled to receive specialized services from the district. To determine whether the student qualified for services, a Language Proficiency Assessment Committee(LPAC) will be
formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English learner. 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 then designate instructional accommodations or additional special programs that the student will be required 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 in Standardized Testing may be administered to an English learner for a 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 1 EOC assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner 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

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

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at https://www.uiltexas.org/athletics/manuals; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of 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 the Texas Education Agency at 512-463-9581 or curriculum@tea.texas.gov. [See http://www.uiltexas.org for additional information on all UIL-governed activities.]

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

In addition, the following provisions apply to all extracurricular activities:

a. A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks.

b. 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.

c. An ineligible student may practice or rehearse but may not participate in any competitive activity.
d. The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed in a school year unlimited extracurricular absences. [See Policy FM(Local)]

e. An absence for participation in an activity that has not been approved will receive an unexcused absence.

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 local 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:

ELECTION CODES FOR WEST SABINE JR./SR. HIGH

ELECTION JUDGES—Election judges, not students, will count the ballots. Principal or his designee is the Head Election Judge; he/she may ask other teachers to help him/her count the votes, being sure not to involve any teacher-parent who has a child who is a candidate in the election.

SENIOR HONOR POSITIONS—Secondary campus teachers will be the only ones to elect seniors to the following positions:

- Mister and Miss West Sabine
- Most Likely to Succeed Boy and Girl
- Best All-Around Boy and Girl
- Most Studious Boy and Girl

CLASS OFFICERS—Currently, each class elects the following officers: President, vice-president, secretary, treasurer, and reporter. In addition, two student council representatives are to be elected.

These elections will be conducted by the class sponsors. The entire class membership will participate using a written ballot. Candidates for office must file a written application to be placed on the ballot.

HOMECOMING

The Queens and Duchesses will be escorted by a parent/grandparent.

QUEEN—(Limited to Seniors)—The principal or his designee is in charge of the homecoming ceremonies. The senior class nominates four girls as homecoming princesses. This is done by counting written ballots in senior class meeting. The four names are then presented to the student body (grades 9-12) on a written ballot in an election conducted by the student council.

DUCHESS—(Grades 9-11)—She will be selected by written ballot in individual class meetings.

MISS SCHOOL SPIRIT—Miss School Spirit is currently elected by popular vote (written ballot, grades 9-12, election conducted by student council.) This title is limited to cheerleaders and mascot.
FOOTBALL SWEETHEART- She is currently elected by members of the football team.

MR. FOOTBALL- He is currently elected by the cheerleaders.

BAND SWEETHEART- She is currently elected by the band.

BAND BEAU- He is currently elected by the band.

The yearbook sponsor is in charge of the following elections: The following positions are elected by the student body by write-in vote in an election conducted by the yearbook sponsor:

CLASS FAVORITES (elected by individual classes)  BIGGEST FLIRT (B&G)
MOST HANDSOME  BEST SENSE OF HUMOR (B&G)
MOST BEAUTIFUL  WITTIEST BOY AND GIRL
CUTEST COUPLE  BEST-DRESSED BOY AND GIRL
MOST LIKELY TO BE PRESIDENT  PRETTIEST EYES
PRETTIEST SMILE  FRIENDLIEST
MOST ATHLETIC BOY & GIRL

The following clubs have their own by-laws governing the election of officers:

NATIONAL HONORS CLUB- Juniors select a vice-president from the sophomore class for the following year. The vice-president automatically serves as president the following year. Seniors are elected by the group to serve as secretary, treasurer, and reporter.

STUDENT COUNCIL- This group currently consists of two members from each class (7-12), elected by individual classes. Beginning with the ninth grade, positions become permanent.

The two representatives from the junior class shall be presented to the student body as candidates for council president. They will wage a campaign and be elected by a vote of the student body (grades 9-12). Members serve as secretary, treasurer, and reporter (elected by entire group at beginning of year.)

FCCLA- By application

BAND- Nomination and vote

ART CLUB- Nomination and vote

FFA- Officers based on Application, Vote, and Participation

SPANISH CLUB- Nomination and vote

FEES

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

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
• Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
• Voluntarily purchased student 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, if offered.
• Fees for optional courses offered for credit that requires use of facilities not available on district premises.
• Summer school for courses that are offered tuition-free during the regular school year.
• A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles.]
• A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit because of absences and whose parent chooses the program in order for the student to meet the 90 percent attendance requirement. The fee will be charged only if 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 the principal. [For further information, see policies FP.]

FUND-RAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the principal’s office at least 30 days before the event.

[For further information, see policies at FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

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

Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. Employees are expected to treat students with courtesy and respect.
The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH.]

**GRADE CLASSIFICATION**

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

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Classification</th>
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<tbody>
<tr>
<td>5</td>
<td>Grade 10  (Sophomore)</td>
</tr>
<tr>
<td>10</td>
<td>Grade 11  (Junior)</td>
</tr>
<tr>
<td>15</td>
<td>Grade 12  (Senior)</td>
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</tbody>
</table>

**GRADING GUIDELINES**

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

*Any grade below 70 is considered failing.*

**High School Grading Policy**

*Six weeks grades will consist of daily work (40%) and tests (60%).*

Teachers should have at least 8 daily grades and at least 3 test grades (fewer grades may be acceptable in isolated cases) each grading period.

The maximum grade allowed for a re-teach or retest situation to determine mastery is 70%.

*Semester grades* will be an average of the six weeks grades and the semester exam. The three six week’s averages will be averaged for a total of 80% of the semester average and the semester exam grade is 20% of the semester average.

*Yearend grade* will be an average of the semester grades.

All District grading policies are meant to coincide with Texas Education Agency guidelines and State Laws, and defer to these laws should a conflict occur.

**Grade Point System**

**High School GPA Ranking**

Each member of the graduating class will be ranked numerically by their individual GRADE POINT AVERAGE (GPA) computed by the semester grades achieved in all four years of high school. Computation of the second semester average of the senior year will be determined by the average of the fourth and fifth six weeks grading period.

The application of weights to courses will encourage students to challenge themselves by enrolling in courses that develop higher order thinking skills, problem solving skills, and better prepare students.
Courses will be divided into three (3) categories – Dual Enrollment / AP – Pre AP / Regular.

The concurrent enrollment classes will require students to perform at the highest level of their abilities equal to that of college entry level and will receive the highest grade points.

The AP and Pre AP courses will require students to perform at levels above those established by the Texas Essential Knowledge and Skills and will receive grade points between that of Dual Enrollment and Regular courses. Regular courses will require students to master the Texas Essential Knowledge and Skills or coursework that has been reduced in standard due to required modifications. Pre-AP and AP courses are offered in English I, II, III & English IV,. Any grade transferred in from other schools will be converted and computed to adhere to the WSHS conversion scale.

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>“Regular” Classes</th>
<th>Advance Classes</th>
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<tbody>
<tr>
<td>100</td>
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<td>57</td>
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</table>

Advanced (5.0):

1. Advanced Placement Courses
2. Dual Credit
3. Foreign Language III
4. Pre-AP Courses
Jr. High School Grading Policy (Grades 6-8)

Six weeks grades will consist of daily work (40%) and tests (60%). The daily average is computed from homework, class work, pop quizzes, notebooks and special projects. The test average is derived from chapter test, unit test and special assignments. If a teacher counts a project as more than one grade, students and parents will be notified prior to beginning the project.

Teachers should have at least 8 daily grades and at least 3 test grades (fewer grades may be acceptable in isolated cases) each grading period.

The maximum grade allowed for a re-teach or retest situation to determine mastery is 70%.

Semester average will be an average of the six week grades.

Yearend grade will be an average of the semester grades.

It is our policy that all and any work assigned shall be taken up, graded, and recorded.

All District grading policies are meant to coincide with Texas Education Agency guidelines and State Laws, and defer to these laws should a conflict occur.

CTE Opportunities and Dual Credit:

The state has implemented funding for CTE courses beginning with Junior High for the 2019-2020 school year. Students will now be offered courses at the Junior High level and will gain high school credits for the courses taken.

Students seeking to advance their academic career with dual credit will have the opportunity to participate in dual credit courses following the passing of the Texas Success Initiative [TSI] assessment for college placement.

Advanced Mathematics

The High School/Junior High will initiate advanced math courses. Students in 7th grade will have the opportunity to take 8th grade math which will set them to take Algebra I as an 8th grader the following year. The advanced math track will set these students to take calculus as a senior, in preparation for college math. The criteria for enrollment in advanced math includes achieving meets/masters level of performance on the STAAR
math assessment the previous spring, grade level performance on the math screener, teacher recommendation and end of the year average in math the previous year.

**Elementary Grading Policy (Grades Pre-K, K, 1-5)**

At the beginning of each school year (in the new year information packet,) the parent(s)/guardian(s) will receive the grading policy for their child(ren). If you do not receive it or if you have questions, please contact the elementary principal.

**GRADUATION**

**Requirements for a Diploma**

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

- 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;
- Achieve passing scores on certain end of course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

**Early Graduation**

Students who meet all requirements of the foundation program, and have successfully completed all applicable STAAR EOC assessments, will qualify for early graduation in December with the option to participate in the regular graduation ceremonies in May. Students will receive their high school diploma in May, regardless of their choice to participate in graduation ceremonies.

**Testing Requirements for Graduation**

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English 1, 2, Algebra 1, Biology, 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. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirement for graduation.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at time of the year outside normal school operations. Also see Standardized Testing for more information.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer 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.

**Foundation Graduation Program**

Every student in a Texas public school who entered grade 9 in the 2014-15 school year and thereafter will graduate under foundation graduation program. Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a
student will be noted on the student’s transcript. The foundation graduation program also involves the term “distinguished level of achievement, which reflects the completion of at least one endorsement and Algebra 2 as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year; the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirement of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s transcript. Performance acknowledgements are available for outstanding performance in bilingualism and bi-literacy; in a dual credit course; on an AP or IB; on certain national college preparatory and readiness or college entrance exams; or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credit.

- **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 two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary school. 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 upon entering grade 9 which endorsement he or she wishes to pursue.

- Science, technology, engineering, and mathematics. (STEM)
- Business and industry
- Public Services,
- Arts and humanities, or
- Multidisciplinary studies.

Credits Required
<table>
<thead>
<tr>
<th>Course Area</th>
<th>Number of credits Foundation Graduation Program</th>
<th>Number of credits Foundation Graduation Program with an Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies, including Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language other than English***</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
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<td>1</td>
</tr>
<tr>
<td>Electives</td>
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<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>26 credits</td>
<td>26 credits</td>
</tr>
</tbody>
</table>

**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 entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the students’ choice of endorsement.

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

**Available Course Options for all Graduation Programs**

Information regarding specific courses required or offered in each curriculum area, will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

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

Certificates of coursework completion will 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

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her Individualized Education Program (IEP), and in accordance with state rules.

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

[See policy FMH(LEGAL).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, if that program is applicable based on the school year in which the student entered high school, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with provisions of his or her IEP, the student’s ARD committee will determine whether the general EOC assessment is an accurate measure of the student’s achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Alternate is the alternative assessments currently allowed by the state. [See Standardized Testing for additional information]

ARD committees for students with disabilities who receive special education services and who are subject to the foundation graduation program will make instructional and assessment decisions for these students in accordance with state law and rules. In order to earn an endorsement under the foundation program, a student must perform satisfactorily on the EOC assessments and receive no modified curriculum in the student’s chosen endorsement area. A student may still be awarded an endorsement when the student fails to perform satisfactorily on no more than two EOC assessments but meets the other requirements for graduation under state law.

Graduation Activities

Graduation activities will include: Commencement and Operation Graduation. Seniors who have failed to meet applicable exit-level testing requirements shall be allowed to participate in commencement activities and ceremonies on only one opportunity, either before or after meeting exit-level testing requirements. [See policy EI, EIF]

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on exit-level tests or end-of-course assessments will be allowed to participate in graduation activities. However, please keep in mind that participating in the activities and ceremonies is not synonymous with graduating. Ultimately, the final awarding of a diploma will be contingent upon the student’s completion of all applicable requirements for graduation.

Graduation Speakers

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

**Participating in Graduation Activities**

The district has the right to limit a student’s participation in graduation activities for violating the district’s Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district’s Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

**Graduation Expenses**

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both 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 Fees.]

**Scholarships and Grants**

1. 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 and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

**HARASSMENT**

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

**HAZING (All Grade Levels)**

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

- Any type of physical brutality;

- Any type of physical activity that subjects the student to an unreasonable risk of physical or mental harm, such as sleep deprivation, exposure to the elements, confinement to small spaces or calisthenics;
• Any activity involving consumption of food, liquids, drugs, or other substances that subjects the student to unreasonable risk of physical or mental harm;

• Any activity that adversely affects the mental health or dignity of the student, such as ostracism, shame, or humiliation; and

• Any activity that induces, causes, or requires the student to violate the Penal Code.

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

HEALTH-RELATED MATTERS

Student Illness

When your child is ill, please contact the school to let us know he or she won’t be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 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, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

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

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis (All Grade Levels)

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

What is meningitis?

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

What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a severe headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

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

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

How is bacterial meningitis spread?

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

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

How can bacterial meningitis be prevented?

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

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

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

You should seek prompt medical attention.

Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, particularly the DCD’s information on bacterial meningitis, and and the Department of State Health Services.

*NOTE: DSHS requires at least one meningococcal vaccination on or after the student’s 11th birthday, unless the student received the vaccine at age 10. Also note that 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.

Food Allergies

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

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

Head Lice (Pediculosis) All Grade Levels

A prehistoric survivalist, head lice (pediculus capitus) are small parasitic insects that live on the scalp and
neck hairs of their human hosts. While much despised, lice are not known to be carriers for illnesses.
Complications of infestations are rare and usually involve secondary bacterial skin infection.

Anxiety associated with the communicable level of head lice often occurs in communities hit by the disease.
Embarrassment and social stigma frequently accompany identification of infestation. Schools may be blamed as
the source of contraction for students. As a result of this parental anxiety, schools report extended student
absences related to chronic infestation in certain students. Exclusion from school for any reason has been
correlated with truancy (Scott, Gilmer, Johannessen, 2004), as well as with poor academic performance.

The school nurse is the most knowledgeable professional in the school community and so ideally suited to
provide education and anticipatory guidance to the school community regarding “best practices” of pediculosis
management. The school nurse’s goals are to contain infestation, provide appropriate health information for
treatment and prevention, prevent overexposure to potentially hazardous chemicals, and minimize school
absence.

It is the position of the National Association of School Nurses that the management of head lice (pediculosis)
should not disrupt the education process.

West Sabine ISD will handle lice infestations in the following manner:

Children found with live head lice will be referred to parents for treatment via a personal or phone
conference. In situations where parents or guardians cannot be reached the nurse will send a note
home. In every case, student confidentiality will be protected. Parents will provide date of treatment
and documentation of the insecticide used in the treatment (purchase receipt or label from container).

Data does not support school exclusion for nits therefore students will not be excluded from school
when nits remain after appropriate lice treatment, however instances of two (2) or more infestations
may result in the campus nurse and principal suspending the child(ren) until the parents or guardian
can verify that lice treatment of the home and premises has taken place.

Nurses will continue to monitor children for signs of re-infestation as appropriate.

Notice will also be provided to parents of elementary school students in the affected classroom.

Physical Activity for Students in Elementary and Middle School

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

Students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity
per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity
within each two-week period for at least four semesters.
For additional information on the district’s requirements and programs regarding elementary, middle, and junior high school student physical activity requirements, please see the principal.

[See policies at BDF and EHAA.]

**Temporary Restriction from Participation in Physical Education**

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

**Other Health-Related Matters**

**Physical Fitness Assessment**

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

**Vending Machines**

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the campus principal. (See policies at CO and FFA)

**Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes) or any other electronic vaporizing device, while on school property at any time or while attending an off campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, including e-cigarettes or any other electronic vaporizing device, by students and others on school property and at school-sponsored and school related activities.

[See the Student Code of Conduct (Appendix III) and policies FNCD and GKA.]

**Asbestos Management Plan**

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 Administration office. If you have any questions or would like to examine the district’s plan in more detail, please contact Central Administration at 409-584-2655.

**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 maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment and signs will remain until it is safe to enter the area. Parents who have 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 campus principal or Central Administration at 409-584-2655.

HOMELESS STUDENTS

You are encouraged to inform the district if you or your child are experiencing homelessness. District staff can share resources with you that may be able to assist you and your family. For more information on services for homeless students, contact the district’s homeless education liaison, Colleen Conn (Secondary Principal) at 409-584-2525 or Deborah Lane (Elementary Principal), at 409-584-2205.

HOMEWORK

Homework is assigned to reinforce the skill or skills being taught. The amount of homework assigned depends upon the grade level, the nature of the class, the students and the teacher. Assignments are to be completed as per the instructions of your teacher.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at Affidavit Request for Exemption from Immunization. https://corequest.dshs.texas.gov/. The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, rubeola (measles), rubella (German measles), mumps, tetanus, pertussis, poliomyelitis (polio), hepatitis A, hepatitis B, varicella (chicken pox), and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the DSHS. 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 poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition. [For further information, see policy FFAB(LEGAL) and the DSHS Web site: Texas School and Child Care Facility Immunization Requirements.

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

VACCINATIONS FOR PRE-K and KINDERGARTEN ENROLLMENT

Students must have the following vaccinations:
1. Hepatitis A-receive the 1st dose to begin school and 2nd dose within six months after the 1st dose to remain in school.
2. Hepatitis B-must have 3 doses, or in the process of receiving scheduled vaccines.
3. DTP/DTaP-must have at least 4 doses.
4. Polio-must have 3 doses.
5. MMR- must have 1 dose on /after 1st birthday.
6. Hib-must have 1 dose on/after 15 months or 3 doses with the 3rd dose given on or after 1st birthday, and at least 2 months since dose #2.
7. PCV7 (Pneumococcal)-must have 1 dose on or after 24 months of age or 4 doses with one given after 1st birthday.
8. Varicella—must have 2 doses with the first dose given on/after 1st birthday.

**LAW ENFORCEMENT AGENCIES**

**Questioning of Students**

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

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

**Students Taken Into Custody**

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

- By 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, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

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

**Notification of Law Violations**

The district is required by state law to notify:
• All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.

• All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.

• All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

LOST AND FOUND

A “lost and found” collection box is located in the campus office. If your child has lost an item, please encourage him or her to check the lost and found box. The district discourages students from bringing to school personal items of high monetary value, 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

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

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

A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold in regards to the state laws surrounding “attendance for credit or final grade.” [See also Attendance for Credit or Final Grade.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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

Makeup Work following a Suspension

The District shall not impose a grade penalty for make-up work after an absence because of suspension.

DAEP Makeup Work

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

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, 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).]

MEDICINE AT SCHOOL

Medication that must be administered to a student during school hours must be provided by the student’s parent. All medication, whether prescription or nonprescription, must be kept in the nurse’s office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

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

Only authorized employees, in accordance with policies at FFAC, may administer:

- Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request.
- Herbal or dietary supplements provided by the parent only if required by the student’s individualized education program (IEP) or Section 504 plan for a student with disabilities.

In certain emergency situations, the district will maintain and administer to a student nonprescription medication, but only:

- In accordance with the guidelines developed with the district’s medical advisor; and
- When the parent has previously provided written consent to emergency treatment on the district’s form.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For student at the elementary level, the student’s teacher or other district personnel will apply sunscreen to a student’s exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance 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.

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

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

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

[See policy FFAF(LEGAL).]

**Psychotropic Drugs**

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

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

**NONDISCRIMINATION STATEMENT**

In its efforts to promote nondiscrimination and as required by law, West Sabine ISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

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

1. Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender based harassment:
   
   Interim Superintendent: Jane B. Stephenson 409-584-2655
   P.O. Box 869 Pineland, Texas 75968

2. ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

   High School 504 Coordinator: Colleen Conn PO Box 869 Pineland, Tx 75968 (409)584-2525
   Elementary 504 Coordinator/Dist. Counselor Mary Harris PO Box 869 Pineland, Tx 75968 (409)584-2205
   High School Campus Principal: Colleen Conn 409-584-2525
   Elementary Campus Principal: Deborah Lane 409-584-2205

3. All other concerns regarding discrimination: See the superintendent:
   Interim Superintendent: Jane B. Stephenson 409-584-2655
   P.O. Box 869 Pineland, Texas 75968

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

**NONTRADITIONAL ACADEMIC PROGRAMS**

**Saturday or Tuesday Evening School**

The district provides these alternatives for a student to meet the compulsory attendance requirement by attending Saturday or Tuesday Evening School. Students not meeting the TEA Compulsory attendance
requirement will be required to attend Saturday or Tuesday Evening School. Failure to attend assigned Saturday or Tuesday evening. Schools will automatically require placement in ISS the first day of the following school week for three days. The ISS placement will not count toward the compulsory attendance requirement.

Students may also be assigned to Saturday or Tuesday Evening School as a disciplinary consequence, excessive tardiness or poor academic performance. The faculty and staff of West Sabine I.S.D. may operate a —Saturday or Tuesday Evening School free of charge for the purpose of allowing students to make up excessive absences. One day at —Saturday or Tuesday Night School will equal one (1) day’s absence.

- SATURDAY SCHOOL TIME: 8:00 a.m. to 12:00 noon.
- TUESDAY EVENING SCHOOL TIME: 3:30pm to 7:30pm

Students that miss assigned Saturday or Tuesday Night school will have truancy charges filed against them as well as the parent or guardian. Transportation to and from school will be the parents responsibility.

Flexible Calendar (Flex Days)
THERE ARE NO FLEX DAYS THIS YEAR.

Dual Enrollment Courses
Students gain High School Credit and College credit concurrently.

Tutorial Services
The District will provide tutorial services at least two times each week.

The days will be set by the campus principal.

Summer School
The District may provide an intensive program during the period that school is recessed for the summer to assist those students in performing at grade level in core subjects.

Secondary Campus
Any student that is below grade level in reading and math will attend summer school. Any retention or additional instruction will be determined by campus principal or placement committee.

(Grades PK-5)

Elementary Summer School
Eligibility/Qualification:
Students who fail any part of the second administration of the STAAR test in 5th grade will be required to attend Summer School

ACCELERATED READER AND RENAISSANCE PRODUCTS
West Sabine Elementary uses the Renaissance Learning products of STAR Math, STAR Reading, and STAR Early Literacy for Diagnostic information regarding student needs.

West Sabine Elementary also uses Renaissance Learning products of Accelerated Reader and Accelerated Math as supplemental components to the adopted curriculum.

More information about these products can be found at www.renlearn.com.

The STAR products are Diagnostic Computer adaptive assessments given to students a minimum of three times per year. The information gained from the assessments helps the teacher to establish independent reading levels where the student should show growth with success. It is also used to target students for extra help if they score below their assigned grade level. The Reading version is never to be read to students as this would give a skewed indication and reveal a listening vocabulary rather than a reading vocabulary. The math test is read to
the primary level students as this is an embedded accommodation for the student to determine true mathematical competencies.

BOY=Beginning of Year Assessment
MOY=Middle of Year Assessment
EOY=End of Year Assessment

HELP in understanding Accelerated Reader:

Accelerated Reader is a supplemental reading program used with West Sabine Students to help advance reading skills. Understanding that all students do not learn to read or read at the same time or level is key to understanding this program. While emphasis is placed on building independent readers, some students still benefit from the Read to and Read with experience and certain amounts of this is acceptable.

Parents and Guardians can monitor this and make a tremendous difference by helping students to read at home. Because we have an established reward system with this program, it is imperative that students and parents understand that it is **supplemental** therefore, not all students will receive the reward. The program takes self-discipline, constant monitoring and dedication. We have spent a lot of time determining what is appropriate for each grade level. The following indicates the level of mastery needed to earn the end of year reward.

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**STUDENTS WHO TEST BELOW THEIR PRESCRIBED READING LEVEL WILL BE SUBJECT TO HAVING THOSE TESTS DELETED FROM THEIR RECORD. QUESTIONS ABOUT THIS MAY BE DIRECTED TO THE TEACHER OR TO THE OFFICE.**

Library Policy

The library is a learning laboratory where students can check out books and take tests on those books daily. The school library is open between the hours of 8:00 AM and 3:00 PM, unless other arrangements are made.

Students may use the library during the school day by obtaining a PASS from the teacher. The teacher is responsible for the student at all times. Students will present the pass as they enter the library. The library will supply a new folder for each student, complete with level, reading log, honesty pledge and library card. The student MUST have this folder before checking out materials. Any lost/ruined folders will be the responsibility of the student. **PLEASE remember that with the library open to all classes during the day, it is important for each teacher to limit the number of students sent at one time to only 3. The computers in the library are for AR testing.**

Careless use and abuse of library materials will result in the student/parent being responsible for payment to replace those materials. If the problem persists, student use of the library and its materials may be restricted. Students may be restricted from checking out new books until payment is made on lost/ruined books.

Grades K-3 are limited to one book per patron and grades 4-5 may have two titles at one time. The circulation calendar will be 7 school days before a book will need to be renewed. Fines will be applied when materials are not returned in the appropriate timeframe.

It is recommended that teachers in each classroom keep reading materials in a variety of levels on hand for students in the event the library is inaccessible. Please feel free to check out books for your reading center/chalk tray.
**PADDLING**

[See Corporal Punishment.]

**PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

A student who wishes to participate in, or continue in, the district’s athletics program governed by the UIL, must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program.

This examination is required in the first year of middle school competition and the first and third year 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 are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures.

**Vision and Hearing Screening at Enrollment:** When a student's initial enrollment in the district is also the student's initial enrollment in any Texas school, the student shall be screened for possible vision and hearing problems. This screening shall occur prior to completion of the first semester of enrollment or within 130 calendar days of enrollment, whichever is longer. Students may meet this requirement by providing evidence of screening conducted one year prior to enrollment.

The student or minor student's parent, managing conservator, or guardian, may elect to substitute one or more professional examinations for the required screening tests.

**Routine Screening:** Students in kindergarten and grades 1, 3, 5, 7, and 9 shall be screened for vision and hearing problems annually at any time during the reporting year prior to May 31.

**Spinal Screening Program:** School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. All students will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy FAA(Legal) or contact the superintendent.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

**Deformities:** Students entering the sixth and ninth grades not previously screened shall be screened within 120 days of enrollment. The district may implement a program for conducting spinal screening in grades 5 and 8. 25 TAC 37.148(a), (c), (d)

If the screening indicates the student may have an abnormal spinal curvature, the principal shall send the original of the screening report to the student's parent, managing conservator, or guardian along with a letter advising of the parent's responsibility to select an appropriate health practitioner for an examination. 25 TAC 37.148 (e)

**Exemption:** A student is exempt from the screening requirements if the tests conflict with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. The student or minor student's parent, managing conservator, or guardian shall submit to the principal on or before the day of admission an affidavit stating the objections to screening. Art. 4419g, Sec. 4(c), V.A.T.s.; Art.4477-70, Sec.2 e), V.A.T.S.
**Annual Report:** Each school shall submit to the Texas Department of Health by June 30 of each year an annual report on the screening status of the individuals in attendance during the reporting year and shall include in the report any other information required by the Board of Health. The report shall be on a form prescribed by the Health Department and submitted according to Board of Health rules. Art. 4419g, Sec. 4(f), V.A.T.S.; 25 TAC 37.26(c)(3); 25 TAC 37.148(m)

**PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE**

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

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 at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC(LEGAL) for more information.]

**PRAYER**

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

**PROMOTION AND RETENTION**

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

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

**In grades 9–12,** grade-level advancement for students shall be earned by course credits. [See policy EI]

Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committee.

In assessing students of limited English proficiency for mastery of the essential knowledge and skills, the District shall be flexible in determining methods to allow the students to demonstrate knowledge or competency independent of their English language skills in the following ways:

1. Assessment in the primary language.
2. Assessment using ESL methodologies.
3. Assessment with multiple varied instruments.

[See EHBE]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.
4. In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.

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

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered or in a course intended for students above the student’s current grade level in which the student will be administered a state mandated assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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

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

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal and policy EIF(LEGAL).] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

**High School Grade Levels**

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

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned.

Students will also have multiple opportunities to retake EOC assessments
RELEASE OF STUDENTS FROM SCHOOL (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of an extenuating circumstances, a student will not regularly be released before the end of the day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- **For students in elementary and middle school**, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted 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 reason for the absence will also be required.

- **For students in high school**, the same process will be followed. If the student’s parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student’s need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student’s parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf.

- **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 directed by the parent to release the student the student unaccompanied, the parent or other authorized adult must follow the sign out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student’s parent, or if the student is age 18 or is an emancipated minor, 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 by a parent or adult authorized by the parent.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student’s grades or performance and absences in each class or subject are issued at least once every 6 weeks.

At the end of the first three weeks of a grading period or during the fourth week of a nine week grading period, 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 the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be requested to schedule a conference with the teacher of that class or subject. [See Working Together on for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the Superintendent pursuant to the board-adopted policy and are designed to reflect each student’s relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district’s grading policy.

[See policy EIA(LOCAL) and Grading Guidelines.]
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 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school within 3 days. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

State statute changed recently. Grades on class assignments and report cards, will accurately reflect how well students have mastered the curriculum/coursework. If students scored lower than a 50, that score will be posted on grade reports in accordance with state law.

RETAILIATION

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

SAFETY

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

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

Accident Insurance

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.

Drills: Fire, Tornado, and Other Emergencies

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

Fire Drill Bells

- 3 bells leave the building
- 1 bell halt; stand at attention
- 2 bells return to the classroom

Tornado Drill Bells

- 1 continuous bell move quietly but quickly to the designated locations
Emergency Medical Treatment and Information

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

School-Closing Information

Emergency

Communications via automated, social media, television and radio stations (listed below.)

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 purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child’s school when a phone number previously provided to the district has changed.

<table>
<thead>
<tr>
<th>Radio Station</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTHP (Hemphill)</td>
<td>103.9</td>
</tr>
<tr>
<td>KTRE (Lufkin) – Channel 9</td>
<td>105.1</td>
</tr>
<tr>
<td>KYKS (Lufkin)</td>
<td>107.3</td>
</tr>
<tr>
<td>KJAS (Jasper)</td>
<td>105.1</td>
</tr>
</tbody>
</table>

Non-Emergency

Your child’s school will request that you provide contact information, such as your phone number, e-mail address, in order for the school to communicate items specific to your child, your child’s school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school’s administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related the school’s mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child’s principal.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her 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.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.
The following areas are open to Junior High and High School students before school, beginning at 7:30 a.m.

- Hallways
- Cafeterias
- Libraries

The following areas are open to Elementary students before school, beginning at 7 a.m.

- Hallway near office

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

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

**Conduct Before and After School**

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

**Use of Hallways During Class Time**

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

In addition to the above students will observe the 10-10 rule. The 10-10 policy states no students will be allowed outside the classroom for any reason during the first 10 minutes of class or the last 10 minutes of class.

**Meetings of Non Curriculum-Related Groups**

Student-organized, student-led non curriculum-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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

**SEARCHES**

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches.
District officials may conduct searches of 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, voluntary consent, or pursuant to district policy providing for suspicion less 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.

**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.

**Electronic Devices**

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

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

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

**Vehicles on Campus**

A West Sabine Secondary School student who drives a vehicle to school shall park on the school parking lots. All West Sabine Secondary School students must register any vehicle they will park on campus when they pre-register for school.

Vehicles are required to have a valid parking permit. Permits will be available to students for $5.00 per vehicle. In order for a student to purchase a parking permit they must show proof of a valid driver’s license and proof of liability insurance with the student’s name on the policy.

To leave campus during the school day, students must have official school approval and must sign out in the office. Truancy referrals and In-School Suspension (as well as absences) will be given for failure to sign-out in the office. Further discipline action will be taken as necessary.

Students are not allowed to sit in/or on parked vehicles. Neither are they allowed to carry on prolonged conversations with visitors in vehicles. Curbside conversations with anyone in a vehicle are strictly prohibited.

All students must ride inside vehicles, and the vehicle must not be overcrowded.

Once a student enters the parking area, he will park his or her vehicle and leave the parking area and come into the school building. Do not loiter in or about the parking areas. Teachers will park in the designated areas. Any student who parks in these reserved areas will be subject to disciplinary action. Students will only park in designated student parking areas.

**Trained Dogs**

The district will 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**

Prior to participating in extracurricular activities, a student in grades 7–12 and his or her parent or guardian shall give written permission for the student to be tested for the use of alcohol and the following drugs:

<table>
<thead>
<tr>
<th>Drug Class</th>
<th>Drug Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amphetamines</td>
<td>Dilaudid</td>
</tr>
<tr>
<td>Barbiturates</td>
<td>Glutethamide</td>
</tr>
<tr>
<td>Cannabinoid</td>
<td>Meprodamate</td>
</tr>
<tr>
<td>(Marijuana)</td>
<td>Methaqualone</td>
</tr>
<tr>
<td>Cocaine</td>
<td>Morphine</td>
</tr>
<tr>
<td>Codeine</td>
<td>Percodan</td>
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<tr>
<td></td>
<td>Pentazocine</td>
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<tr>
<td></td>
<td>Phenothizaines</td>
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<tr>
<td></td>
<td>Propoxythlene</td>
</tr>
<tr>
<td></td>
<td>Quinine</td>
</tr>
<tr>
<td></td>
<td>Tricylin</td>
</tr>
</tbody>
</table>

**Drug-Testing TESTING PROCEDURES**

Extra-curricular participants will be **randomly** tested when they begin participation in an activity. The test will include boys and girls in all extra-curricular activities in grades 7-12.

**RANDOM TESTING**

Periodic random testing will continue throughout the school year. Failure to sign such an agreement shall mean the exclusion of the student from participation in any extracurricular programs. All such students shall be tested prior to participation and on a random basis throughout the school year. For the random testing, each student shall be assigned a number. The 3rd party administrator (Drug Testing Company) shall draw ten student numbers each month to determine which students shall be tested that month. If the student has been or is presently on medication, he or she shall present a physician’s notice of the prescribed medication prior to drug testing.

*Please note: Each offense listed below will be in addition to the District’s Student Code of Conduct.*

**First Offense**

The first time a student’s test result is positive, the District shall:

1. Notify the parent or guardian of the positive test result and the consequences of a first offense.
2. Suspend the student from participation in extracurricular contests and performances until:
   a. Thirty days have elapsed; and
   b. The parent or guardian comes to the school for a conference with the principal or activity director and the student.
3. Permit the student to participate in practice, but not to travel to, participate in, or attend contests during the suspension.
4. Permit the student to return to full participation status following the 30-day suspension only if the student, at his or her own expense, is retested with a negative result. A positive result shall be considered a second offense. See below.
5. Establish the length of time, as determined by the principal, that the student shall attend mandatory counseling.

**Second Offense**

The second time that a student’s test result is positive, the District shall:

1. Notify the parent or guardian of the positive test result and the consequences of a second offense.
2. Remove the student from all extracurricular programs for the remainder of the school year.
3. Establish the length of time, as determined by the principal, that the student shall attend mandatory counseling.

**Third Offense**
The third time that a student’s test result is positive, the District shall:
1. Notify the parent or guardian of the positive test result and the consequences of a third offense.
2. Prohibit the student from participating in any extracurricular programs for the remainder of his or her public school career in the District.
3. Establish the length of time, as determined by the principal, that the student shall attend mandatory counseling.

[For further information, see policy FNF(LOCAL). Also, see Steroids.]

**SPECIAL PROGRAMS**
The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students English learners, 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 Deborah Lane at 409-584-2205 or Colleen Conn at 409-584-2525.

**STANDARDIZED TESTING**

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

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year.

The Preliminary SAT(PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. Beginning in April 2014, the ACT-Plan has been replaced by the ACT-Aspire, and more information can be obtained on these assessments from the school counselor.

Note that participation in these assessments may qualify a student to receive a performance acknowledgement on his or her diploma and transcript under the foundation graduation program and may qualify as a substitute for an end of course testing requirement in certain circumstances.

**STAAR (State of Texas Assessments of Academic Readiness)**

**Grades 3–8**

In addition to routine tests and other measures of achievement, students at certain grade levels 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
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student’s current grade level. Exceptions may apply for students enrolled in a
special education program if the ARD committee concludes the student has made sufficient progress in the student’s individual education plan (IEP).

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.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**High School Courses-End of Course (EOC) Assessments**

STAAR end of course (EOC) assessments are administered for the following courses:

- Algebra I
- English I, English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state, as determined by the student’s ARD committee.

An ARD Committee for students 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.

**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 purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end of course assessment requirements in limited circumstances.

**STEROIDS (Secondary Grade Levels Only)**

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

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

In an effort to provide educational stability, the district strives to assist 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) with the enrollment and registration process as well as other educational services throughout the student’s enrollment in the district.

Please contact the campus principal who has been designated as the district’s foster care liaison with any questions.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: morning announcements, awards banquets, awards ceremonies, National Honor Society inductions.

If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and Graduation for information related to student speech at graduation ceremonies.]

Substance Abuse Prevention and Intervention (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: Mental Health and Substance Abuse.

Suicide Awareness and Mental Health Support

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

TARDY POLICY

Elementary Campus (PK-5)

Students are required to be at school on time each day.

High School Campus (Grades 6-12)

Four-minute intermissions are scheduled between classes for students to transfer to the next class and attend to personal business. In junior high and high school, it is the responsibility of the students to be punctual to all classes. A student is considered tardy to class if he/she is not in their assigned desks/spots when the tardy bell rings.

Tardies are accounted for as follows:

| First Tardy | Verbal Warning |
| Second     | Parent Contact |

After second tardy, attendance recovery will be at the discretion of principal.
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

TRANSPORTATION

School-Sponsored Trips

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

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district’s Web site.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact campus principal or secretary. **Elementary 409-584-2205  HS 409-584-2525**

See the Student Code of Conduct for provisions regarding transportation to the DAEP.

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

- Follow the driver’s directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated stop.
- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus or van.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
• Wait for the driver’s signal upon leaving the bus or van and before crossing in front of the vehicle. Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

**VANDALISM**

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

**VEHICLE REGISTRATION**

Student parking on the West Sabine High School campus is a privilege. All students are required to register their vehicles in order to park in authorized student parking areas. The following must be provided in order to receive a parking permit:

- A valid Texas Driver’s license
- Proof of Insurance
- Parking permission form to be submitted to the office
- All students must clear all fees and fines prior to applying for a parking permit

Established parking rules and regulation will be strictly enforced. Unless approved by an administrator, the only authorized area for student parking is in the student parking lot.

**Parking Permits**

The cost of a student-parking permit is $5.00. For safety and security reasons, any student driving on campus is expected to properly display a valid WHS Parking Permit at all times. A student who fails to display a valid parking permit is subject to have his/her vehicle towed. Unless approved by an administrator, the only authorized area for student parking is in the student parking lot. Parking in unauthorized areas, such as the faculty parking lot, areas adjacent to the band hall, or Vocational Ag. shop, will result in the student losing their parking privileges and other disciplinary action may result. Students parking in the teacher’s parking lot without an authorized parking pass are subject to having the vehicle towed. The following is a list of basic driving and parking rules on the WHS campus speed limit is 10 mph. Students seen surpassing this limit are subject to disciplinary actions and loss of driving privileges. Students driving through/parked in the bus lane between 7:30am and 3:35pm are subject to disciplinary actions. Students that violate state law and pass a bus when the bus’s stoplights are activated will be subject to disciplinary actions and may receive legal action.

Driving on campus is a privilege and not a right. This privilege may be revoked at any time by campus administration. Note: It is a violation of school policy for a student to give or loan their parking permit to another student. Incidents of this nature will result in the loss of the student’s parking privileges.

**VIDEO CAMERAS**

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

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

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 to before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, speak with the principal, or who the district has designated to coordinate the implementation of and compliance with this law.

**VISITORS TO THE SCHOOL**

**General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures.

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

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

**Visitors during Lunch**

Parents and legal guardians are welcome to visit during student lunches. For the safety of those within the school all visitors must first report to the main office in order to provide identification and secure a visitor’s pass. Students’ visitors/guest are subject to all rules and regulations. Parents and legal guardians are NOT allowed to provide food for ANY STUDENT OTHER THAN THEIR OWN. STUDENTS MAY NOT PROVIDE FOOD FOR OTHER STUDENTS!

**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 or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person 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 FNG(LOCAL or GF(LOCAL)

**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 High School Career Day the district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.
**VOTER REGISTRATION**

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**

When a student under age 18 withdraws 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.

On the student’s last day (if possible, please provide the school at least three days’ notice of withdrawal so that records and documents may be prepared) the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student’s permanent record.

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

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

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

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

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 is the Texas Department of Family Protective Services.**

**DPS stands for the Texas Department of Public Safety.**

**EOC assessments** are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments are required for graduation beginning with. These exams will be given in English I, English II, Algebra I, Biology, Chemistry, Physics, and United States History.

**ESSA** is the Every Student Succeeds Act.

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

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

**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 recommended 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 he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

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

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. Individuals will receive a general education with appropriate instructional accommodations.

STAAR is the State of Texas Assessments of Academic Readiness, the state’s system of standardized academic achievement assessments. Staar 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. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student’s violation of one of its provisions.

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

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.