George West ISD does not discriminate on the basis of race, color, national origin, sex, handicap, religion, age, or English proficiency.
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PREFACE

To Students and Parents:

Welcome to school year 2017–18! 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 George West Junior High 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 “parent,” unless otherwise noted, 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 George West I.S.D Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the district’s website at www.gwisd.esc2.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.

Also, please be aware that the Student 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 reasonably practical under the circumstances.

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

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

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 Parental Acknowledgment 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

[See Obtaining Information and Protecting Student Rights and Directory Information for more information.]

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district’s policy manual is available for review in the school office or online at www.gwisd.esc2.net.

ORGANIZATION OF GWISD

The Board of Trustees of the George West I.S.D. makes and directs the educational and financial policies of the schools. This board is composed of seven members elected by the qualified voters of the district of the district on alternate years to serve for a three-year term. The board meets in regular session on the third Thursday of each month.

ADMINISTRATION

Superintendent of Schools ............................... Ty Sparks
Director of Educational Services ...................... Robin Sellman
High School Principal ................................. Richard Waterhouse
Junior High Principal ................................. Ashley Lowe
Elementary Principal ................................. Pat James
Primary Principal ......................................... Pat James
THE YEARLING

The Longhorn Yearling is a descendant of cattle brought by the Spaniards on their exploratory journeys to this continent, particularly to the regions of North America now known as Texas and Mexico. A number of these cattle escaped from the Spanish Conquistadors and became wild inhabitants of this region. They multiplied and evolved into the Texas Longhorn. The Longhorn readily adapted itself to the conditions in its now native locale, South Texas.

Through the years, the Longhorn proved its qualities of adaptability, strength, courage, as well as an indomitable spirit. It was chosen as the mascot and symbol of George West Junior High School because of these qualities. To these qualities, each student is encouraged to add leadership and pride in achievement.
SECTION I: PARENTAL RIGHTS

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

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

A district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent unless the examination, test, or treatment is required under state or federal law regarding requirements for special education or by the Texas Education Agency (TEA) for child abuse investigations and reports.

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

Teachers may display students’ work, which may include personally 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 website, 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.

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.

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; or
- When it relates to media coverage of the school.

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

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

If you do not want corporal punishment to be administered to your child as a method of student discipline, please return the form included in 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.

You may choose to revoke this prohibition 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.

Please note that if the district is made aware that a student is in temporary or permanent conservatorship (custody) of the state, through foster care, kinship care, or other arrangements, corporal punishment shall not be administered, even when a signed statement prohibiting its use has not been submitted by the student’s caregiver or caseworker.

Limiting Electronic Communications with Students by District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual’s professional responsibilities, as described by district guidelines. 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.

However, 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.

Release of Directory Information

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

However, release of a student’s directory information may be prevented by the parent or an eligible student. This objection must be made in writing to the principal within ten school days of your child’s first day of instruction for this school year. [See the “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in this handbook.]
Directory Information for School-Sponsored Purposes

The district often needs to use student information for the following school-sponsored purposes such as, but not limited to: honor roll, awards, participation in extra-curricular activities including athletics and UIL, volunteer work, and club activities.

For these specific school-sponsored purposes, the district would like to use your child’s name, address, telephone listing, photograph, and date and place of birth, as well as major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams. This information will not be used for other purposes without the consent of the parent or eligible student, except as described above at Directory Information.

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

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

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 included in the forms packet is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

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

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.
You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

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. Note that this does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- 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.]

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

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Human Sexuality Instruction

As a part of the district’s curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

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

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.

**Reciting a Portion of the Declaration of Independence in Grades 3–12**

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).]

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

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

**Religious or Moral Beliefs**

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

**Tutoring or Test Preparation**

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 school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, 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.]
RIGHT OF ACCESS TO STUDENT RECORDS, CURRICULUM MATERIALS, AND DISTRICT RECORDS

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 material used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the material at the beginning of the next school day if requested to do so by the student’s teacher.

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. [See policy FO(LEGAL) and the Student Code of Conduct.]

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 school counselor evaluations,
- Reports of behavioral patterns,
- 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 students 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** are:

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

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 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.

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:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student’s records. School officials would include board members and employees, such as the superintendent, administrators, and principals; teachers, school
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 [see Objecting to the Release of Directory Information for opportunities to prohibit this disclosure].

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

The Principal is custodian of all records for currently enrolled students at the assigned school. The Principal is the custodian of all records for students who have withdrawn or graduated.

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.

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 910 Houston St, George West, TX 78022.

The address(es) of the principals’ offices are: 900 Houston St, George West, TX 78022.

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 or on an examination 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. [See FINALITY OF GRADES at FNG(LEGAL), Report Cards/Progress Reports and Conferences and Complaints and Concerns for an overview of the process.]

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 website at www.gwisd.esc2.net.

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

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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

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](http://tea.texas.gov/index2.aspx?id=7995).

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).]

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Principal for information.

- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus. [See Bullying policy FDB, and policy FFI.]

- 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.]

- 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 the 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.

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 at before bringing the service/assistance animal on campus. The district will try to accommodate the request as soon as possible but will do so within ten district business days.
**Students Who Have Learning Difficulties or Who Need Special Education Services**

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, 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 Section 504 services at any time.

**Special Education Referrals**

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. 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 titled *Parent’s Guide to the Admission, Review, and Dismissal Process.*
**Contact Person for Special Education Referrals**
The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is Marianne Peters at 361-449-1914 ext. 3.

**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 Marianne Peters at 361-449-1914 ext. 3.

[See also Students with Physical or Mental Impairments Protected under Section 504.]
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 in 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 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).]

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 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 child 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.

[Also see policy FB.]

[See also Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services for more information.]
SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the Student 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 the campus Principal at 361-449-1914.

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 18th birthday is required to attend each school day until the end of the school year. If a student 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.]

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.
Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- 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. A note from the health-care provider must be submitted upon the student’s arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
  - Mental health or therapy appointments; or
  - 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 provide 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.

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

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 Ashley Lowe. 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 12–18 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.]

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

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.

- In reaching a decision about a student’s absences, the committee will attempt to ensure that it is in the best interest of the student.

- The committee will review absences incurred based on the student’s participation in board-approved extracurricular activities. These absences will be considered by the attendance committee as extenuating circumstances in accordance with the absences allowed under FM(LOCAL) if the student made up the work missed in each class.

- The committee will consider the acceptability and authenticity of documented reasons for the student’s absences.

- The committee will consider whether the absences were for reasons over which the student or the student’s parent could exercise any control.

- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit 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 the TEA reflecting attendance at a specific time each day.
Official attendance is taken every day 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 is absent from school, the student—upon arrival or return 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 (All Grade Levels)**

Within 3 days of returning to school, 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. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school in order to determine whether the absence or absences will be excused or unexcused.

[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. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

**ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)**

George West I.S.D. 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.

Information can be found on the district’s website at www.gwisd.esc2.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 http://www.texaschoolaccountabilitydashboard.org and http://www.tea.texas.gov.

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

**Honor Roll**

At the end of the year, two honor rolls will be announced as follows: one made up of students making all A’s and one made up of those students making A’s and B’s. The all A honor roll will include grades, i.e., Band, Physical Education, English, etc.

To be on the “A and B honor roll, a student must have all A’s and B’s and he/she must have at least one A in any subject.

**Awards**

Honor, Scholastic Awards and certificates will be presented at the end of the school year to students that qualify.

1. Certificates are presented to students for perfect attendance.

2. Certificates are presented to 8th grade students who participate in athletics during their 7th or 8th grade year.

3. A scholastic medal is presented to those 8th grade students who have maintained an average of 90 or above for two years of junior high work.

4. Certificates are presented to those students who qualify for the Presidential Education Award.

5. Certificates are presented to those students who qualify for the Duke Talent Identification Award.

6. Certificates are presented to those students who qualify for FCCLA, NJHS, Cheerleader, and Student Activity Committee Awards

7. Certificates are presented to students who make the “A” or “A/B” Honor roll every six weeks, both semesters and end of year averages.

8. AR trophies and certificates will be awarded to the top students. Students, who have been caught cheating or helping another student cheat, will not be considered for six weeks or end of the year awards.

9. Other awards approved by principal.

**Perfect Attendance**

In order for a student to receive a perfect attendance certificate at the junior high, **he/she must be in attendance in all classes every school day**. Students participating in school sanctioned activities/organizations that remove them from classes for part or all of the school day will be
counted as present for perfect attendance purposes. An absence will be excused if the student attends a partial day the same day as a medical/dental appointment and an official medical excuse is provided.

**BULLYING (All Grade Levels)**

Bullying is defined in Section 37.0832 of the Education Code as a single significant act of 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 that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including the use of 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 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. Cyberbullying that occurs off school property or outsider of a school-sponsored or school-related activity if the cyberbullying interferes with a student’s educational opportunities or substantially disrupts the orderly operations 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, school 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 visiting the George West ISD page and using the “Report a Bully” link.

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.

Upon the recommendation of the administration, the board 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 student’s 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 the student be transferred to another classroom or campus within the district. [Also see Safety Transfers/Assignments.]

A copy of the district’s policy is available in the principal’s office, superintendent’s office, and on the district’s website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district’s website.

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

[Also see Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, Hazing policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

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

The district offers career and technology programs in Agriculture technology, Family & Consumer Technology, Health Science Technology, Criminal Justice, Principles of Technology and Business/Technology Education (mostly at the high school campus). Admission to these programs is open to all students.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational 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 is 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.

[Also see Food Allergies on page.]

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 Principal’s office. 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 school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.
Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

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

- [http://taasa.org/resources-2/](http://taasa.org/resources-2/)

Reports of abuse or neglect may be made to:

The CPS division of the TDFPS (1-800-252-5400 or on the web at [http://www.txabusehotline.org](http://www.txabusehotline.org)).

**CLASS SCHEDULES (Secondary Grade Levels Only)**

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

George West Junior High School operates on an eight period day. Students in grades 7 and 8 are required to enroll in eight periods.

[See Schedule Changes for information related to student requests to revise their course schedule.]

**CLASSES**

**Algebra I**

Eighth grade students are selected on the basis of scores on a standardized test, or STAAR Test, Algebra Prognosis Test, prior math grades, and teacher recommendation. To be considered for Algebra I a student must score an 8 or 9 on the Algebra Prognosis test, be commended on their STAAR test, and have a yearly average in math of 90 or above. Teacher recommendation weighs heavily on this decision, as well.

This course carries high school credit. Points for the end-of-school Honor Award are added for being in the advanced math class.

**Reading Renaissance**

Reading Renaissance is a required course for 7th or 8th grade students who meet the criteria for placement. Factors considered are grades and STAAR test scores.

**Math Enrichment**

7th and 8th grade students who did not pass the STAAR math test the previous year will be assigned to a math enrichment class. In the event a student qualifies for Reading Renaissance and Math...
Enrichment and scheduling conflicts prevent a student from taking both classes, the student will be assigned to the area of greatest need.

**Technology Applications**

This technology course is required for 8th graders.

**Physical Education or Athletics**

P.E. or Athletics (or a substitute) is required in the 7th grade. Athletics may be used as an elective in the 8th grade.

**Other Electives**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>7th &amp; 8th grade</td>
</tr>
<tr>
<td>Family Consumer Science</td>
<td>7th &amp; 8th grade</td>
</tr>
<tr>
<td>Athletics</td>
<td>7th &amp; 8th grades (Will substitute for P.E. in 7th grade)</td>
</tr>
<tr>
<td>Art</td>
<td>7th or 8th grade (as available)</td>
</tr>
<tr>
<td>Communication Applications</td>
<td>8th grade only--for high school credit (as available)</td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>7th &amp; 8th grade (as available)</td>
</tr>
<tr>
<td>Teen Leadership</td>
<td>7th and/or 8th grade (as available)</td>
</tr>
<tr>
<td>Journalism</td>
<td>8th grade only—(as available)</td>
</tr>
<tr>
<td>Health</td>
<td>8th grade only--for high school credit (as available)</td>
</tr>
<tr>
<td>Spanish I</td>
<td>8th grade only--for high school credit (as available)</td>
</tr>
</tbody>
</table>

**Communications—Automated**

**Emergency**

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.

[See Safety for information regarding contact with parents during an emergency situation.]

**Nonemergency**

Your child’s school will request that you provide contact information, such as your phone number and e-mail address, 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 e-mail 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. [See Safety on for information regarding contact with parents during an emergency situation.]

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 this policy and complaint forms may be obtained in the principal’s or superintendent’s office or on the district’s website at www.gwisd.esc2.net.

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

COMPUTER RESOURCES

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

Students and their parents should be aware that e-mail using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

CONDUCT (All Grade Levels)

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

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:

- Ashley Lowe
**Discipline Referrals**

Students may receive discipline referrals for their misconduct. Referrals will outline the type of misconduct, the type of consequences and dates to be served. The student shall have the referral signed by his/her parent or guardian and returned to the principal’s office on the next school day or be subject to additional consequences.

**Disruptions of School Operations**

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

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

**Social Events**

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

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.

**CONTAGIOUS DISEASES / CONDITIONS**

[See Student Illness under Health-Related Matters.]
COUNSELING

Academic Counseling

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 spring, students in grades 6 through 8 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.

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

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.

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, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the Junior High Counselor. As a parent, if you are concerned about your child’s mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

[Also see Substance Abuse Prevention, Intervention, Suicide Awareness and Mental Health Support, and Child Sexual Abuse and Other Maltreatment of Children and Dating Violence.]

COURSE CREDIT (Secondary Grade Levels Only)

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 or a final grade by passing an examination approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive
absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The 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.

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

[For further information, see the school 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 for which the student has had no prior instruction. The dates on which exams are scheduled during the 2017–2018 school year include:

Dates Scheduled:

<table>
<thead>
<tr>
<th>August 27, 2018</th>
<th>January 7, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2018</td>
<td>March 5, 2019</td>
</tr>
<tr>
<td>November 5, 2018</td>
<td>April 05, 2019</td>
</tr>
</tbody>
</table>

A student will earn credit with a passing score of at least 80 on the exam. Depending on the student’s grade level and course for which the student seeks to earn credit by exam, an end-of-course assessment (EOC) may be required for graduation.

A student in elementary or junior high school will be eligible to accelerate to the next grade level if the student meets the following criteria:

- Scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies.
- Maintained an all ‘A’ average in the course during the school year
- Received “Mastered Level” recognition on STAAR
- Teacher recommendation

If a student plans to take an examination, the student (or parent) must register with the principal no later than 30 days prior to the scheduled testing date. The district will honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test other than the one chosen by the district, the student’s parent will be responsible for the cost of the exam. Requests for testing will not be accepted 2 weeks prior to the beginning of the new school year. [For further information, see policy EHDC(LOCAL).]
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 examination, a scaled score of 60 or higher on an examination administered through the CLEP, or a score of 3 or higher on an AP examination, as applicable. A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

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

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

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person’s race, color, sex, religion, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district’s policy is available in the principal’s office and in the superintendent’s office www.gwisd.esc2.net. [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, 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.

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

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

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

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 reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child’s hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.
Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**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, school counselor, principal, or other district employee. The report may be made by the student’s parent. [See policy FFH(LOCAL) for other 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 it 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 and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district’s investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct 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 Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).
DETENTION
Students may be assigned after school or lunch detention for violations including but not limited to those of the student code of conduct, classroom rules, tardies, dress code, failure to complete class work or home work, etc. Students who fail to report to detention, will be assigned another detention day and will be required to make up the missed detention. Students who fails to report to detention and the make-up detention will be assigned ISS the following school day and will be required to make up the missed detention(s). Parents and Guardians are responsible for student transportation at 4:00 p.m. after detention is over.

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

DISTANCE LEARNING

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

The distance learning opportunities that the district makes available to district students are for courses at the high school level only. Students need to contact the campus counselor for questions.

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.

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. [Also see Extracurricular Activities, Clubs, and Organizations. 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 Principal, a student will not be allowed to enroll in a TxVSN course if the school offers the same or a similar course.

A copy of policy EHDE 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.
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.

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

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

The principal has designated the front hallway bulletin board as the location for approved nonschool 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 posts nonschool material without prior approval will be subject to disciplinary action in accordance with the \textit{Student Code of Conduct}. Materials displayed without the principal’s approval will be removed.

[See FNG(Local) for student complaint procedures.]

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

The George West Junior High has designated the bulletin board located across from the office door as the location for approved nonschool materials to be placed voluntary viewing or collection.

Prior review will not be required for:

Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

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

**DRESS AND GROOMING (All Grade Levels)**

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

**Clothing (With the exception of jackets, all outer clothing must be in dress code):**

1. Pants or shorts will be appropriately sized and worn at a natural waistline (no sagging or bagging). Cotton sweat pants, joggers, biker or spandex shorts, breakaway pants, wind shorts, wind pants, short shorts, athletic shorts, and cutoffs will not be allowed. Leggings may be worn under skirts, dresses, jeans with holes, and tops that are at finger tip length. Pants with holes exposing the skin above the knee will not be allowed. Hems of shorts, skorts, culottes, skirts, and dresses will be no shorter than 2 ½ inches (the width of a dollar bill) when measured from the top of the kneecap. Slits in dresses, skirts, shorts, skorts, culottes and pants are considered part of the hemline and must not exceed the 2 ½ inches above the kneecap. (Slits are any vertical openings extending upward from the hemline front, back, sides or any other hemline placement.) Shorts are to be worn at the hem and not rolled up.

2. Students will not have to have their shirts tucked in if when standing with the student’s arms extended to their side, the shirt does not extend past the top of the palm of the student’s hand. Otherwise, student’s shirts must be tucked in with the following exceptions:
   - Female:
     - Blouses designed to be worn at or just below the beltline may be left out if midriff is not exposed.
     - Shirts will be appropriately sized and buttoned. Straps on tops must be at least two inches wide. Halter, strapless garments, tank tops, mesh see-through tops and clothes that expose the midriff or back will not be allowed. No cleavage should be visible.
     - Shirts exposing a student’s undergarments are not allowed (including but not limited to razor back/T-back shirts).
   - Males:
     - Shirts will be appropriately sized, buttoned and with sleeves.

3. Coats, jackets, and protective weather garments shall be worn as appropriate to the environment. Students clothing under the coat, jacket, and protective weather garments must be in dress code. Sweaters with ribbed waistlines may be worn out. Tops of sweater-like materials with an open waistband must be tucked in.
4. Clothing containing obscene slogans, gang-related identifying emblems or symbols, advertisements for tobacco, alcoholic beverages, drug paraphernalia, or sexual innuendoes will not be allowed.

5. Students must wear appropriate footwear. House shoes or slippers are not appropriate.

6. No all black clothing may be worn.

**Headwear:**
1. Caps and hats **will not** be allowed (including sock hats and beanies).
2. Bandannas or headbands will not be allowed.
3. Sunglasses or sunshades are not to be worn in the building.

**Hair:**
1. Hair must be neatly groomed. No extreme hairstyles such as carvings, spikes, tails, ponytails (boys), shaved or partially shaved heads will not be allowed. No extreme variations of hair length and/or abnormal hair color will be permitted. No artificial extensions including feathers, tinsel, colored strands, etc. are permitted. Boy’s hair may be worn no lower than to the bottom of the ear lobe or the bottom of the collar of a dress shirt.
2. Boys must be clean-shaven…no mustaches, beards, or goatees will be allowed.
3. Sideburns will not extend past the bottom of the earlobe.
4. Eyebrows will not be carved or notched.

**Accessories:**
1. Boys will not be allowed to wear earrings (including gages and spikes).
2. Girls may wear a maximum of three earrings in each ear (Spikes and gages are not allowed.)
3. Body piercing jewelry and/or accessories will not be allowed (including but not limited to spikes, nose, lips, eyebrows, etc.)
4. Heavy chains or accessories with spike(s) will not be allowed.
5. Any accessory that may cause injury will not be allowed.
6. No theatrical contact lenses may be worn.

**Make-up:**
1. Extreme make-up will not be allowed (Example: black lipstick, black eye shadow, black nail polish, etc.).
2. Boys may not wear make-up.
3. Tattoos and brands must be covered at all times.

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 school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. The campus principal or administrator will have the final determination of dress code.

**Dress Code Violations may result in a 1 day assignment to after school detention, ISS, or Suspension.**
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES (All Grade Levels)

Telecommunication Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices **must remain turned off and stored in the student’s backpack during the instructional day**, including lunch and during all testing, unless they are being used for approved instructional purposes. **The use of cell phones in locker rooms or restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.** 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.

Any telecommunication device, including cell phones, must be **turned off and remain in the student’s backpack** from 7:30 a.m. – 4:00 p.m. (7:30 a.m. - 3:00 p.m. on Wednesdays). If a student must use their cell phone or any other telecommunication device, they must proceed to the office to obtain permission and then, with permission, the student may use the cell phone or any other telecommunication device in the office. Failure to follow this policy will result in the following consequences:

- **1st offense:** The item is collected from the student and held until the end of the day at which time the device will be returned. A **$15 fine** will be issued.

- **2nd offense:** The item will be collected, notification of the parent or guardian must be signed and returned, and a **$15 fine** must be paid before the phone is returned to the student.

- **3rd offense:** each subsequent violation will result in collection of the item, notification of the parent or guardian, and a **$15 fine** must be paid before the phone is returned to the parent or guardian. **Excessive violations; 4 or more will result in the confiscation of the electronic device for the remainder of the semester or school year.**

Confiscated telecommunications devices that are not retrieved by the student or 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 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 telecommunication devices.**

Students are prohibited from videotaping fights. Students are also prohibited from recording audio, videos, or taking pictures of students, faculty, and staff without the permission from the principal, parties involved, and/or appropriate faculty and staff.
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 any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

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

Unacceptable and Inappropriate Use of Technology

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 applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

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

Students are prohibited from videotaping fights. Students are also prohibited from recording audio, videos, or taking pictures of students, faculty, and staff without the permission from the principal, parties involved, and/or appropriate faculty and staff.

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

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS (All Grade Levels)

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

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity’s coach or sponsor. [Also see Transportation.]
Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. 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 TEA at (512) 463-9581 or curriculum@tea.state.tx.us.

[See http://www.uiltexas.org for additional information on all UIL-governed activities.]

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

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than 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.

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.

- 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 board policy will apply in addition to any consequences specified by the organization’s standards of behavior.

**Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. These groups include: National Junior Honor Society, Student Activity Committee, FCCLA, FFA, Cheerleading, and Library Club.
ATHLETICS

The primary purpose of the Athletic Program in the George West Independent School District is to promote the physical, mental, social, emotional, and moral well being of the participants. It is hoped that Athletics will be a positive force in preparing student-athletes for an enriching, vital role as a citizen in the United States.

The Athletic Program is an important and integral part of the total school program and is open to participation by all students. Through voluntary participation, the athlete gives time, energy, and loyalty to the program. He/she also accepts the training rules, regulations, and responsibilities that are unique to the Athletic Program. In order to contribute to the welfare of the team, the athlete must be willing to accept these obligations.

Participation

In order for an athlete to compete in an athletic program they must be enrolled in the athletic program with the exception of athletes that only play golf, tennis, or run cross-country or participate in powerlifting.

An athlete attending George West I.S.D. in the spring must participate in the off-season program to play a team sport the following year. Team sports are identified as Volleyball, Football, Basketball, Track, Baseball and Softball.

Academics

George West athletes are in school first to work toward an education. We feel athletics have a great deal to provide toward the total education, but academic subjects are the top priority. If we arrange our priorities in the proper order, the student will gain a maximum benefit from his/her school experience. The correct order of priorities is:

1. Academics
2. Athletics
3. In-school social activities

If we establish these priorities we will never have to concern ourselves with the next statement: To be eligible to participate in athletics, you must pass every class in a six –weeks grading period. Ineligible athletes may regain their eligibility at the end of the three weeks if they are passing every class at that time. These are all UIL requirements. An athlete will be expected to practice during a period of ineligibility. Traveling with the team is prohibited by UIL when a student is ineligible.

Eligibility Key points:

Age Requirements: Students must meet the following age limitations to be eligible to participate in junior high athletics:

A. 7th Grade: Must not have reached his/her 14th birthday as of September 1 of the current school year.
B. 8th Grade: Must not have reached his/her 15th birthday as of September 1 of the current school year.
1. Ineligible students no longer regain eligibility immediately. They must wait seven calendar days after the end of the grading period.

2. Students who were eligible shall not lose eligibility until seven calendar days after the end of the grading period. Example: Grading period ends on Friday at 3:30 p.m. Students shall not regain or lose their eligibility until the following Friday at 3:30 p.m.

3. The semester grade has no bearing on eligibility. Grades for the last grading period of the semester determine eligibility.

4. Students who pass all courses for the grading period remain eligible throughout the next grading period.

5. All students are eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for December holidays, all students are eligible until classes resume in January. The same is true for summer, fall or spring breaks.

Travel
All athletes participating in an athletic contest out of town will ride the bus/van provided. If there are extenuating circumstances, the student can be released from the bus ride only if accompanied by a parent or legal guardian. A form can be obtained from the coach prior to the contest. We request that athletes ride home with parents only on special occasions. This travel time will foster a sense of team unity.

Remember, athletes, when you travel as a team, you are representing your school, your coaches, your parents, and your community. You will expect to act with first-class behavior.

Attendance
For our program to be successful, we must have dependable people to work with. Attendance to practice is vital to improve skills that enable you to win. When there is an unavoidable situation call your coach as soon as possible. All athletes need to call their coach if they are going to miss a workout or contest prior to the event. Any athlete that misses a practice will not start in the next team contest. This will differ for individual sports (cross-country, power lifting, track, and golf). This will be in effect if the absence is excused or unexcused. Circumstances that caused the athlete to miss practice will be considered in determining the amount of playing time. If an athlete calls in prior to missing practice he/she will have minor conditioning make-up. If the athlete does not call in prior to missing practice he/she will have punishment make-up.

The Athletic Phone # for Boys is 449-1914 ext. 1012 and Girls is 449-1914 ext. 1013.

Honesty
Honest communication is a key to working together. Be honest with coaches, teammates, teachers, and anyone for that matter.

Playing Time
Sub-varsity/junior high Philosophy – We want to develop players first, but we still want to win. All players will play and coaches will determine how much and when.
Varsity- the team goal is to be competitive and win. The coach will do what he/she thinks is best and playing time is not guaranteed

Any athlete may be disciplined by loss of playing time

All questions about playing time need to be addressed to the Athletic Director.

Dressing Out

All athletes will be expected to dress out on a daily basis. Athletes that are injured will be required to attend practice and try to learn through seeing and listening. All athletes will be given lockers and a clean place to dress. Valuables should be locked up for safekeeping.

Multiple Extra-Curricular Activities

A student-athlete who attempts to participate in many extra-curricular activities must communicate to coaches their intentions.

We recognize that each student should have the opportunity for a broad range of experiences in the area of extra-curricular activities, and to this end, we will attempt to schedule events in a manner so as to minimize conflicts. When conflicts arise, the sponsors will get together and work out a solution so the student will not be caught in the middle.

Quitting

Quitting violates the rule of “never giving up”. There will be tough times in practice, in athletic contests, and life in general, but we must never give up. A student is considered committed to the sport after two practices. If an athlete decides to quit, he/she will be given a 24-hour cooling off period. If after that time, he/she still wishes to quit, he/she will forfeit their opportunity to letter in that sport for the school year. If an athlete quits a certain sport and desires to participate in another sport he/she must meet the requirements listed for re-entry.

For more information on athletics please see the complete Athletic Handbook.

Please note: 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.

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

CLUBS AND ORGANIZATIONS

FCCLA

This is an organization for students who are taking or have taken courses in Family and Consumer Sciences. It is sponsored by the family and consumer sciences department and is under the direction of the family and consumer sciences teacher. The goals of FCCLA are to help students discover themselves and their worth to others and to develop good citizenship through homemaking.
FFA

FFA is an organization for students sponsored by the Agriculture Science Department and under the direction of the Agriculture Science teacher. The aims of FFA are to develop leadership in agriculture and develop citizenship in the community, state, and the nation.

NATIONAL JUNIOR HONOR SOCIETY

Membership is based on scholarship, service, leadership, character, and citizenship. Each chapter operates under a constitution which has been approved by the National Council and membership standards are closely regulated. Students will be selected the spring semester of their seventh grade year.

CHEERLEADERS/PEP SQUAD

- Membership will be open to all junior high students and membership can be continued as long as it does not interfere with academic standing. The pep squad will be sponsored by the cheerleader sponsor or other designated teacher.
- A member must attend all regular and called meetings, pep rallies, and games decided by the sponsor.
- All students making a school sponsored trip are expected to travel by the transportation furnished or authorized by the school. Students are expected to return the same way unless they present an excuse from a parent or guardian prior to the trip stating that the student has permission to return in transportation other than that provided by the school. Students will only be released to a responsible adult in these cases. The student may be released to the parent/guardian with a note presented by the parent/guardian to the sponsor.
- Cheerleader/Mascot Duties Include:
  - Attend and participate in all assigned games, in full uniform.
  - Attend all special approved events.
  - Plan, attend, and participate in all pep rallies, spirit rallies, and hall rallies as scheduled by the sponsor.
  - Work on advertising for football programs. A detailed list of instructions will be provided at a later date. Participate in all fundraising activities specified by sponsor.
  - Any member who has not paid their balance from the previous year will not be allowed to try out or participate in any assignments until their account is paid in full. As for returning 7th grade members, if their bills are unpaid at the time of tryouts, they will not be allowed to try out for the 8th grade year.
  - Any member who violates the Student Code of Conduct regarding alcohol or drugs will be removed from the squad for the remainder of the school year.
  - Members shall be required to attend school for a ½ day (4 periods) prior to participation in any after school event.
  - Members will not use or be in possession of tobacco, alcoholic beverages, and/or an illegal substance at any time; not deface or destroy public property, not by any act bring discredit to his/her school; exhibit proper respect by word and deed for all faculty members, administration, and other authority; fully execute his/her
duties specifically stated or implied by this constitution by precedence or by verbal instruction.

- Any act that is or can be followed by criminal charges will mean immediate removal from the organization for the remainder of the school year. (Includes but not limited to fighting).
- Members must follow all school rules at all times including attendance, tardies, and behavior. Members may be suspended or removed from participation in any or all activities as determined by the sponsor and principal.

Tryout Procedure

Cheerleading candidates will try out in random order. Candidates will draw a number to determine order of tryout. After the group completes its tryouts before the judges, the judges’ score sheets will be collected and tabulated. The final score will be used to determine ranking of candidates. The student with the highest score will be ranked first, second highest score ranked second, etc.

STUDENT ACTIVITY COMMITTEE

A sixteen-member committee which consists of eight boys and girls from each grade level will serve as the Student Activity Committee. Members of this committee are elected by popular vote of students in each grade level. This committee organizes student activities, fundraisers, manage student activity accounts, and serves as a source of communication between the student body and the school staff.

QUALIFICATIONS: An overall yearly average of at least 80 in the core academic subjects (English, Math, Social Studies, Science, and Reading Improvement) for the preceding school year with no grade below 75 for the preceding year.

Offices and Elections

Holding an office for a club or organization is a privilege. The privilege of holding an office or leadership role may be revoked for reasons such as attendance and tardies, failure of STAAR tests, failing grades, failure to attend required tutorials, or chronic discipline issues.

Scholastic Competition

Competition in various speech and other literary contests is open to students. Time to begin work on these activities will be announced. Students should report to the sponsor of the activity in which they are interested. Eligibility rules of the University Interscholastic League are enforced in all interscholastic competition.

Library Club

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:
• Costs for materials for a class project that the student will keep.
• Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
• Security deposits.
• Personal physical education and athletic equipment and apparel.
• Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
• Voluntarily purchased student accident insurance.
• Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
• Personal apparel used in extracurricular activities that becomes the property of the student.
• Parking fees and student identification cards.
• Fees for lost, damaged, or overdue library books.
• Fees for driver training courses, if offered.
• Fees for optional courses offered for credit that require use of facilities not available on district premises.
• Summer school for courses that are offered tuition-free during the regular school year.
• A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles.]
• A fee not to exceed $50 for costs of providing an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program 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 policy FP.]

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the Principal at least 10 days before the event. [For further information, see policies 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

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

GRADING GUIDELINES (All Grade Levels)

In grades 7-8, achievement is reported to parents as a six week report card.

A student’s six weeks grade is computed on the basis of the daily grades are 50%, major grades are 25% and the six-week’s exam 25%. Tests and projects will be major grades. Notebooks, homework, AR points, quizzes and other written work will be considered part of the daily average. A minimum of twelve grades per six weeks will be recorded, with at least two being major grades for each student. Semester grades will be comprised of the average of the three six week’s grades and the semester exam grade. Grades from both semesters will determine the yearly grade unless the class is one semester only in length.

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 established the minimum number of assignment, 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.

Also see Report Cards/Progress Reports and Conferences for additional information on grading guidelines. See Course Credit and Standardized testing for additional information regarding EOC assessments.

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, 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.

[Also see Bullying and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Student Illness (All Grade Levels)

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 requires the district to provide information about bacterial meningitis:

• What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most
people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- 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 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. 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. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

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?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It’s a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.* The vaccines are safe and effective (85–90 percent). They 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 websites for the Centers for Disease Control and Prevention, http://www.cdc.gov, and the Department of State Health Services, http://www.dshs.state.tx.us.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[Also refer to Immunizations for more information.]

**Food Allergies (All Grade Levels)**

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 www.gwisd.esc2.net.

[Also see policy FFAF and Celebrations.]

**Head Lice (All Grade Levels)**

Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, or nap time and when children share things like brushes, combs, hats, and headphones. If careful observation indicates that a student has head lice, the school nurse will contact the student’s parent to determine whether the child will need to be picked up from school and to discuss a plan for treatment with an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student has undergone one treatment, the parent should check in with the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments and how best to get rid of lice and prevent their return.

More information on head lice can be obtained from the TDSHS website at http://www.dshs.state.tx.us/schoolhealth/lice.shtm.
Physical Activity Requirements
In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in kindergarten 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 shall 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.

School Health Advisory Council (SHAC) (All Grade Levels)
During the preceding school year, the district’s School Health Advisory Council held one meeting. Additional information regarding the district’s School Health Advisory Council is available from the Cathy Taylor. [See also policies at BDF and EHAA.]

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

[See Removing a Student from Human Sexuality Instruction for additional information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)
George West I.S.D. is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact Cathy Taylor with questions about the content or implementation of the district’s wellness policy and plan.

Other Health-Related Matters

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

Vending Machines (All Grade Levels)
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 principal. [See policies at CO and FFA.]
**Tobacco Prohibited (All Grade Levels and All Others on School Property)**

Students are prohibited from possessing or using any type of tobacco product, including electronic 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 electronic cigarettes or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

**Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district’s Asbestos Management Plan is available in the superintendent’s office. If you have any questions or would like to examine the district’s plan in more detail, please contact Margaret Yarbrough, the district’s designated asbestos coordinator, at 361-449-1914.

**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, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area. Parents who have further questions or who want to be notified prior to pesticide application inside their child’s school assignment area may contact the maintenance department, the district’s IPM coordinator, Joe Lichenberger at 361-449-1914.

**HOMELESS STUDENTS (All Grade Levels)**

For more information on services for homeless students, contact the district’s homeless education liaison, Robin Sellman, at 361-449-1914.

**HOMEWORK (All Grade Levels)**

Homework will be assigned as needed to enhance student retention of skills and concepts taught in each of the core and elective content areas. **Consequences will be in place for students who fail to take care of this responsibility.** If a student fails to turn in three assignments in any class during a six week period the student may be assigned to detention, Saturday school or required tutorials. Failure to attend detention, Saturday school or required tutorials may result in assignment to ISS.

- No Homework 1st and 2nd times “Warnings”
- No Homework 3rd and 4th times Detention*
• No Homework 5th time + Referral*

*Failure to attend detention and subsequent referrals may result in ISS.

ILLNESS
[See Student Illness under Health-Related Matters on page.]

IMMUNIZATION (All Grade Levels)
A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at https://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, tetanus, and pertussis; measles, mumps, and rubella; 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 TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor’s opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student’s family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and 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.

[For further information, see policy FFAB(LEGAL) and the TDSHS website: http://www.dshs.state.tx.us/immunize/school/default.shtm.]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

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

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

• The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

**Students Taken Into Custody**

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

• To comply with an order of the juvenile court.

• To comply with the laws of arrest.

• By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.

• By a 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).]

LEAVING CAMPUS (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 extenuating circumstances, a student will not regularly be released before the end of the school 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 in order 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 the 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. Documentation regarding the reason for the absence will be required.

• 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 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.

**During Lunch**

Students are not authorized to leave campus during the lunch period for any reason, except with a parent or guardian after being signed out in the JH office prior to leaving campus. Students who are signed out must return back to school and be signed in prior to the end of the lunch period.

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

**At Any Other Time During the School Day**

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

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

**LIMITED ENGLISH PROFICIENT STUDENTS (All Grade Levels)**

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for a LEP student. 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.

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

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR-L, as mentioned at Standardized Testing may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. In limited circumstances, a student’s LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

If a student is considered LEP and receives special education services because of a qualifying disability, the student’s ARD committee will make instructional and assessment decisions in conjunction with the LPAC.
LOST AND FOUND (All Grade Levels)

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 (All Grade Levels)

Make-up work is available to all students. Students shall receive credit for satisfactory make-up work after an absence, but may receive a zero for any assignment or test not made up within the allotted time (as indicated in the guideline 3 below).

Make-up work, including tests, may be of an altered version to assess what the student has learned. Teachers may assign alternative work to assure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. This may provide greater depth of subject matter than routine make-up work. [For further information, see policy EIAB(LOCAL)]

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 listed below.

Guidelines:

1. Students who miss work in class due to an absence (excused, unexcused or suspension) are permitted to make up work.

2. A student is required to make up all work missed while absent. Teachers will provide the student with a packet of missed work when a student returns from an absence.

3. For work assigned when a student is absent, one (1) day is given for each day missed up to a maximum of five (5) days, except for extenuating circumstances.
   
   1 day absent – 1 school day after return to school
   2 days absent – 2 school days after return to school
   3 days absent – 3 school days after return to school
   4 days absent – 4 school days after return to school
   5 days absent – 5 school days after return to school

   Ex. If absent on Monday, work is due on Wednesday.

   If absent Monday and Tuesday, work is due Friday.

4. Work, projects, or tests assigned when a student is present will be taken immediately upon return to the next scheduled class. Teachers should announce major assignments or scheduled tests at least 2 days in advance; therefore students who are absent have a general idea as to what class work or scheduled tests are in progress during the absence. Some
teacher discretion should be used in cases involving more severe situations, such as illnesses, etc.

5. Make-up tests should be scheduled before or after school. Make-up tests may be given during class at the teacher’s discretion. If a student is absent from a schedule make-up exam on two occasions, he/she may be given a zero for that exam.

6. A student should make prior arrangements with the teacher for making up missed work when he/she anticipates being absent (school activity, doctor/dental appointment, etc.).

7. After an absence, students may contact the school to secure assignments which are not available from classmates with the understanding assignments may not be available until the end of the next school day.

8. Exceptions for extenuating circumstances may be granted by the campus administration.

**Late Work**

Late work is defined as any assignment that is not turned in on the day in which the assignment is due.

The purpose of the deadline is to set expectations that students will learn to meet deadlines as a part of a real-life skill. Points will be deducted for each day that the work is late. If the total is 100 points, one day late begins at 90 points; two days late begins at 80 points. After the second day, work will be accepted but recorded as a zero (0) if a grade is being taken. Exception – Assignments and projects that are assigned two weeks or more prior to the due date, will be accepted after the due date but will be recorded as a zero if a grade is being taken. Points will not be deducted after the due date for long term projects.

Meeting deadlines is a real-life skill that can be practiced and reinforced. Teachers are discouraged from allowing a student additional time, except for extenuating circumstances or designation on a student’s IEP.

Extenuating circumstances may occur that are directly out of the student’s control and prevent them from completing and returning assignments. Students are to inform the teacher of any such circumstances that prevented them from returning homework. Teachers may grant exceptions to this regulation.

[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.

**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, distance learning, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA (LEAGAL).]
In-school Suspension (ISS) Makeup Work (All Grade Levels)

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 (All Grade Levels)

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

Only authorized employees, in accordance with policy FFAC, may administer:

- Prescription medication, in the original, properly labeled container, 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.

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

For students 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.]

**MESSAGES TO STUDENTS**

Parents wishing to leave messages for students must do so 30 minutes prior to end of the school day. We will not take any phone messages to students after that time as the last 30 minutes of the day is extremely hectic.

**NONDISCRIMINATION STATEMENT (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, George West I.S.D. does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age, 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:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:
- All other concerns regarding discrimination: See the superintendent

[See policies FB(LOCAL) and FFH(LOCAL).]
PARENTAL INVOLVEMENT (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 of the graduation programs with your child, if your child is entering ninth grade.

• Monitoring your child’s academic progress and contacting teachers as needed. [See Academic Counseling and Academic Programs.]

• Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at 361-449-1914 extension 31 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See Report Cards/Progress Reports and Conferences.]

• Becoming a school volunteer. [For further information, see policies at GKG and contact the campus principal].

• Participating in campus parent organizations. Parent organizations include: Site Based Decision Making Team.

• Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the campus principal.

• Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. [See policies at BDF, EHAA, FFA, and information in this handbook at School Health Advisory Council.]

• Being aware of the school’s ongoing bullying and harassment prevention efforts.

• Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]
**Parent Involvement Coordinator**

The Parent Involvement Coordinator, who works with parents of students participating in Title 1 programs is Robin Sellman and may be contacted at 361-449-1914.

**PHYSICAL EXAMINATIONS / HEALTH SCREENINGS**

A student desiring to participate in the UIL athletic program shall submit a statement from a health care provider authorized under UIL rules indicating that the student has been examined and is physically able to participate in the athletic program. This examination is required for students in the seventh, ninth and eleventh grades. In other years, the student shall complete a medical appraisal form. A student may be required to have a physical examination based on answers to the appraisal form.

All students in the extracurricular activities of athletics, band, and cheerleading, grades 7 – 12, will be drug tested at least once yearly upon entering into the extracurricular program. Random testing will be conducted on at least 5 students from junior high school and at least 15 students from high school, a minimum of 5 times per year on random dates after the initial testing. The dates will be selected by the testing facility.

All students in extra-curricular activities of band, athletics, and cheerleading at George West Junior High and High School, and their parents or guardian, will be asked to sign a drug-testing consent form as a condition to participating in extra-curricular activities. No student may participate in practice or competition until the consent form is properly executed and on file with the campus principal. Each consenting student will be issued an identification number. The campus principal will maintain the names of the students with their corresponding identification number. A representative from the testing laboratory will take samples to the testing laboratory and retrieve results. All specimens will be identified by the student’s identification number. (See George West I.S.D. Drug Testing Program)

Parents of students identified through any screening programs as needing treatment or further examination shall be advised of the need and referred to appropriate health agencies.

**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 who meet the Texas Department of State Health Services criteria 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 form spinal screening based on religious beliefs, see policy FFAA(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.

**PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)**

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 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 for more information.]

**PRAYER (All Grade Levels)**

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

**PROMOTION AND RETENTION**

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student’s teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

In grades 1-8, promotion is 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 three of the following areas: language arts, mathematics, science, and social studies.

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

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

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

If a student in grades 3-8 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 the applicable state mandated assessment for the course in which he or she is enrolled.

[See Standardized Testing.]
Parents of a student in grades 3–8 who does not perform satisfactorily on his or her state-mandated examinations 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 student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student’s parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policies at EIE.]

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receives 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.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan 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 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.

At the junior high school, to be promoted from one grade level to the next, a student shall attain an overall average of 70 or above for the year in all junior high courses taken. In addition, students shall attain an average of 70 or above in three of the following subjects: Language Arts (including Reading if it is required to be taken), Mathematics, Social Studies, and Science. To arrive at a Language Arts grade for grades 7 & 8 the following percentile shall be used:

a. For students not taking Reading: 100% Language Arts
b. For students taking Reading: 75% Language Arts & 25% Reading

RELEASE OF STUDENTS FROM SCHOOL
[See Leaving Campus.]
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student’s grades or performance and absences in each class or subject are issued to parents at least once every six weeks. A student will receive an extra five minutes for lunch if returned signed the following day.

At the end of the first three weeks of a grading period, parents will be given a written 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 for how to schedule a conference.]

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

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 should be returned to the school within 3 days. Students failing to turn in their signed Progress Reports or Report Cards after three days will receive detention until they are returned signed by a parent or guardian.

RETAILIATION

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

SAFETY (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles 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 is expected to:

- 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.

**Preparedness Drills: Evacuation, Severe Weather, 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
2 bells return to the classroom

**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.

**Emergency School-Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat. Listen to the following stations for emergency closing announcements:

- **K-99** 99.1 FM Corpus Christi (361)560-5797 / (361)299-1252
- **KICKER** 105.7 FM Beeville (361)358-1490 / (361)358-1423
- **KKYX** 680 AM San Antonio (210)684-0068 / (210)615-5471
- **Channel 3** Corpus Christi (361)855-6397 / (361)986-8300
- **Channel 6** Corpus Christi (361)886-6100
SCHEDULE CHANGES (Middle/Junior High and High School Grade Levels)

Students will have an opportunity before each semester to change their schedules. **Requests for a schedule change after the first five class days of each semester will not be considered unless there has been an error in scheduling.** To request a schedule change, students should obtain a schedule change request form from the principal’s office. The form must be signed by the teacher of the class, student, and the parent. The student will then submit the form to the principal for consideration.

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 students before school beginning at:

- Cafeteria 7:30
- Junior High Office 7:45

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. Students must stay on the side of the junior high where the pavilion is located before school and during lunch. **They will not be permitted to go to the locker room unless involved in 1st period athletics.** They should at no time be behind the elementary building or on their campus, nor on the high school campus unless enrolled in a class at high school.

After dismissal of school in the afternoon, and unless involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers, staff members, 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**.
**Cafeteria Services**

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily. Free and reduced-price meals are available based on financial need. Information about a student’s participation is confidential. Call the Child Nutrition Director for additional information at 361-449-1914 extension 1059.

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

**Lunch Period**

The junior high lunch consists of one period of 30 - 35 minutes. All students are required to report to the cafeteria during the designated lunch times unless they have prior approval from the principal or a teacher. Students not reporting to the cafeteria will be considered truant will receive a citation and will be placed in ISS. If a parent wants a student to leave campus for lunch, they must sign-out their child in the JH office and must sign the student back in prior to the end of the allotted lunch time.

If student bring their lunch, they students should not bring or consume energy drinks that are recommended for 18 year olds or older (including but not limited to “Monster Drinks”).

**Library**

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

The George West Junior High School Library is for the use of students and teachers. The library is open from 8:00 a.m. to 3:40 p.m. Monday through Friday. The librarian is glad to help students with reference and research problems.

Books are checked out electronically to students using their school ID#.

Students may check out two books at a time providing they owe no fine and do not owe for a lost book. No more than two books should be checked out to a student at a time unless waived by the librarian or principal.

Certain books which teachers are using for special class or research work may be put on reserve at the request of the teacher or the discretion of the librarian. All reserve books are checked out for a time determined by the teacher and the librarian so that the greatest number of students may use them.

Books may be checked out by students for a period of two weeks. If books are not returned within the two weeks, there will be a fine of 10 cents per school day until the book is returned.

**Note:** Weekends and holidays are not counted.

If a student loses his/her book, the student must pay for the book. If the book is then found, payment prices, less the fine will be refunded. Any student who has an overdue book or a fine, or
owes for a lost or damaged book, will not be allowed to check out another book until he or she has paid and cleared themselves with the librarian. Each student will be responsible for the return of his/her books on time, or taking care of his/her fines. An Over-Due List will be distributed to the teachers and the office. Immediate attention to your library account can result in disciplinary action.

All magazines may be viewed in the library or may be checked out for one class period.

A book should be rechecked only once. This is very important if the book is in demand. If there are several copies, it may rechecked the third time. There may be exceptions. Lost or damaged books or magazines must be paid for. If a student has lost a book or damaged one and needs to pay for it, please contact the librarian as soon as possible. All overdue books and fines must be taken care of before six weeks and semester report cards are given. The library is a place for reading and study so it is necessary for students to remain as quiet as possible.

Other equipment checked out, such as Kindles, Books on CDs, etc. are the responsibility of the student checking them out and any damages incurred are the responsibility of the student.

Audio-visual equipment and audio-visual software should be checked out by teachers personally, or the teacher should send a student with a written request for said equipment to the librarian.

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

A list of these groups is available in the principal’s office.

Parties
Dance(s) or trips may be given each year for the junior high students. No other parties shall be given at school without prior approval by the principal. (This includes having candy, chips, drinks, etc., during class without approval of principal.)

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

Students’ Desks and Lockers (All Grade Levels)
Students’ desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others. (Lockers are not used every year.)
Searches of desks or lockers may be conducted at any time there is reasonable suspicion to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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

**Telecommunications and Other Electronic Devices (All Grade Levels)**

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

Any searches of personal 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) and Electronic Devices and Technology Resources page for more information.]

**Vehicles on Campus (Secondary Grade Levels Only)**

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable suspicion to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student’s parent will be contacted. If a search is also refused by the student’s parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

**Trained Dogs (All Grade Levels)**

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

**Drug-Testing (Secondary Grade Levels Only)**

All District students in grades 7–12 participating in athletics, band, and cheerleading as extracurricular activities shall be subject to mandatory random testing for the presence of illegal drugs. Information regarding this requirement shall be distributed to all students in grades 7–12 at the time of registration or enrollment. [For further information, see policy FNF(LOCAL).] [For further information, see policy FNF(LOCAL) or the section on Steroids.]

[For further information, see policy FNF(LOCAL). Also see Steroids.]
SEXUAL HARASSMENT
[See Dating Violence, Discrimination, Harassment, and Retaliation.]

SPECIAL PROGRAMS (All Grade Levels)
The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency or who are English language 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 the campus Principal.

STANDARDIZED TESTING
Secondary Grade Levels

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) [See Promotion and Retention for additional information.]

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

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

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

STAAR end-of-course (EOC) assessments are administered for the following courses:
- Algebra I
- English I and English II,
- Biology
- 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.

STAAR-A will be available for an eligible student with a Section 504 accommodation plan who has been identified with dyslexia or a related disorder, as well as for a student receiving special education services, if the student meets state-established criteria and requires certain instructional and assessment accommodations on a routine basis.

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

A student’s 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.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

**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 participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL website at [http://www.uiltexas.org/health/steroid-information](http://www.uiltexas.org/health/steroid-information).
STUDENTS IN FOSTER CARE (All Grade Levels)

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) with the enrollment and registration process, as well as other educational services throughout the student’s enrollment in the district.

A student who is placed in foster care and who is moved outside of the district’s attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring 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.

Please contact Robin Sellman, who has been designated as the district’s foster care liaison, at 361-449-1914 with any questions.

STUDENT SPEAKERS (All Grade Levels)

As determined by the principal, students who have been selected for special honors, such as captain of an athletic team, student council officers, leaders of school-sponsored organizations, homecoming king or queen, or prom king or queen may also address school audiences at designated events. [See FNA(LOCAL).]

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 TDSHS maintains information regarding children’s mental health and substance abuse intervention services on its website: http://www.dshs.state.tx.us/mhsa-child-adolescent-services/.

SUICIDE AWARENESS and MENTAL HEALTH SUPPORT (All Grade Levels)

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 http://www.texas_suicide_prevention.org or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255

SUMMER SCHOOL (All Grade Levels)

Credit for summer work will be permitted only if the work is done in a junior high school that is approved by the Texas Education Agency. Work done under a private teacher will not be allowed for credit. A transcript from another school in which summer work has been taken will be transferred to the student’s permanent record in its entirety, since the foregoing is resident work, the same as any other work one takes in the junior high school.
TARDIES (All Grade Levels)
A student is tardy if not in his/her seat when the tardy bell sounds unless otherwise instructed by his/her teacher. Students who arrive to class 15+ minutes into the period will be counted absent rather than tardy. Excessive tardies, more than two a six weeks, shall result in the student being assigned to lunch detention, after school detention, I.S.S., or corporal punishment, and will be referred to the Resource Officer or Municipal Court.

<table>
<thead>
<tr>
<th>Tardies 1-2</th>
<th>“Warnings”</th>
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<tbody>
<tr>
<td>3rd Tardy</td>
<td>1 day of After School Detention</td>
</tr>
<tr>
<td>4th Tardy</td>
<td>2 days of After School Detention</td>
</tr>
<tr>
<td>5+ Tardies</td>
<td>ISS or Corporal Punishment (Referred to the Resource Officer or Municipal Court)</td>
</tr>
</tbody>
</table>

A student that arrives late to first period must report to the office prior to entering class.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS (All Grade Levels)
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 (All Grade Levels)
The principal is authorized to transfer a student from one classroom to another.

[See Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education Services, or Section 504 for other transfer options.]

TRANSPORTATION (All Grade Levels)

School-Sponsored Trips
Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests 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.

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 the GWISD Transportation Department at 449-1914. Students riding home with another student or who will be dropped off at an alternative location must have a note from their parent or guardian with correct alternative address and must be signed by the campus administrator.

See the Student Code of Conduct for provisions regarding transportation to the disciplinary alternative education program (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.
- Not possess or use any form of tobacco on school buses.
- 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.

Note: Students will be expected to behave on the bus. Discipline referrals will be dealt with in a timely manner. Unless it is a serious offense the 1st referral will generally result in a warning. A 2nd referral will result in a consequence. If a student receives a 3rd bus referral he/she will more than likely receive a two week bus suspension. Any misbehavior or referrals after this will result in a loss of bus riding privileges for the remainder of the year.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.
VANDALISM (All Grade Levels)

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

VIDEO CAMERAS (All Grade Levels)

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.

Upon written request of 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, state law requires the district to place video and audio recording equipment in a classroom in which the student spends at least 50 percent of his or her instructional day, referred to in the law as a self-contained classroom. The majority of students in this type of classroom must also be students who receive special education services. Before the district places a video camera in a classroom or other setting in which your child receives special education services, the district will provide notice to you. Please speak directly with the principal, who has been designated by the district to coordinate the implementation of and compliance with this law, for further information or to request the installation and operation of this equipment.

[See EHBAF(LOCAL).]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal’s office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

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. Even if the visit is approved prior to the visitor’s arrival, the individual must check in at the main office first.

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

[See also Student Code of Conduct.]

Visitors in the Cafeteria

Parents or family members wishing to eat lunch with a student in the school cafeteria must sign in at the junior high campus before going to the cafeteria. Visitors not complying with this request may be asked to leave the school premises. Visitor Passes are required.

VOLUNTEERS (All Grade Levels)

We appreciate so much the efforts of parent and grandparent volunteers that are willing to serve our district and students. If you are interested in volunteering, please contact George West Junior High for more information and to complete an application.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL (All Grade Levels)

A student under 18 may be withdrawn from school only by a parent. The school may request at least three days notice from the parent so that records and documents may be prepared. The parent may obtain a withdrawal form from the principal’s office.

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 or a final grade lost because of absences.

**CPS** stands for Child Protective Services

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

**DFPS** is the Texas Department of Family Protective Services

**DPS** stands for the 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. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

**ESSA** is the federal Every Student Succeeds Act passed in December 2015.

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

**IEP** is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student’s present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student’s progress will be measured and how the parents will be kept informed; accommodations for state or districtwide tests; whether successful completion of state-mandated assessments is required for graduation, etc.
ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

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

PGP stands for Personal Graduation Plan, which is required for high school students beginning with ninth graders in the 2014–15 school year, 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. It also serves as the basis for the awarding of National Merit Scholarships.

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

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

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

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

STAAR-A is an accommodated version of the STAAR that is available for certain students who receive special education services or students who have been identified as dyslexic.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student’s ARD committee.

STAAR SPANISH is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. 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 a classroom, campus, or district vehicle. 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 language 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.
Alma Mater and Fight Song

The Alma Mater
Hail! Hail! To old George West
All hail to the old Blue and White
Hail! Hail! To old George West
May our friendships ever be right;
   Ever faithful ever true as we
   Raise our songs anew
For the days we’ve spent with you
   We hail the White and Blue!

School Colors: Blue and White

The Fight Song
On you Longhorns; On you Longhorns; on to victory
   With the blue and with the white
Behind our team; We’ll fight, fight, fight!
   As the (opponent) bites the dust
Our determination warns strong
   As we raise our victory shout
   Hook ‘em horns!!
Go Horns Go Horns Go Horns
   Fight, Fight, Fight!
APPENDIX I: Freedom From Bullying Policy

Note that school board policies may be revised at any time. For legal context and the most current copy of the local policy, visit the GWISD website. Below is the text of George West ISD’s policy FFI(LOCAL) as of the date that this Handbook was finalized for this school year.

STUDENT WELFARE: FREEDOM FROM BULLYING FFI(LOCAL)
Adopted on 2/19/2012

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.
<table>
<thead>
<tr>
<th><strong>BULLYING PROHIBITED</strong></th>
<th>The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINITION</strong></td>
<td>Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:</td>
</tr>
<tr>
<td></td>
<td>1. 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; or</td>
</tr>
<tr>
<td></td>
<td>2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.</td>
</tr>
<tr>
<td></td>
<td>This conduct is considered bullying if it:</td>
</tr>
<tr>
<td></td>
<td>1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and</td>
</tr>
<tr>
<td></td>
<td>2. Interferes with a student’s education or substantially disrupts the operation of a school.</td>
</tr>
<tr>
<td><strong>EXAMPLES</strong></td>
<td>Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.</td>
</tr>
<tr>
<td><strong>RETTALIATION</strong></td>
<td>The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.</td>
</tr>
</tbody>
</table>
EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District’s ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice to parents</td>
<td>If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.</td>
</tr>
<tr>
<td>DISTRICT ACTION</td>
<td>If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</td>
</tr>
<tr>
<td></td>
<td>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</td>
</tr>
<tr>
<td>CORRECTIVE ACTION</td>
<td>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.</td>
</tr>
<tr>
<td>TRANSFERS</td>
<td>The principal or designee shall refer to FDB for transfer provisions.</td>
</tr>
<tr>
<td>COUNSELING</td>
<td>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</td>
</tr>
<tr>
<td>IMPROPER CONDUCT</td>
<td>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</td>
</tr>
<tr>
<td>CONFIDENTIALITY</td>
<td>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</td>
</tr>
<tr>
<td>APPEAL</td>
<td>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</td>
</tr>
<tr>
<td>RECORDS RETENTION</td>
<td>Retention of records shall be in accordance with CPC(LOCAL).</td>
</tr>
<tr>
<td>ACCESS TO POLICY AND PROCEDURES</td>
<td>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s Web site, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.</td>
</tr>
</tbody>
</table>
Special Note:

The attached Acknowledgment Forms on the following pages should be completed with caution. **Please read these pages carefully.**

The George West Junior High enjoys publicizing the achievements of our students and the great work they do. Many times it involves publishing their pictures and names in the local newspaper. All information released is governed by George West ISD’s board policy FL(legal).

We understand that you may not want your child’s name, photo, or achievements publicized. Please fill out the attached acknowledgment form to assist us in fulfilling your wishes.
APPENDIX II: 2018-2019 Student Handbook Acknowledgment Form

My child and I have received a copy of the George West Junior High Student Handbook and the Student Code of Conduct. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct.

Print name of student: ________________________________

Signature of student: ________________________________

Signature of parent: ________________________________

Date: ____________________

I have indicated my wishes for each item below.

Please circle “yes” or “no” for each item in ink, sign below, and return this form to school.

I will allow corporal punishment to be used on my child. YES NO

I am interested in serving on the Site-Based Decision Making Team. YES NO

The best way to distribute information is by: E-Mail

Please list e-mail address: Copies sent home with my child

Signature of parent: ________________________________ Date: _____________
APPENDIX III:

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

Certain information about district students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of the directory information about the student. If you do not want George West ISD to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 1 or within ten school days of child’s first day of instruction for this school year.

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

For the following school-sponsored purposes: All school publications, student recognition activities, yearbook or student newspaper, printed programs for extracurricular activities (including athletics), or news releases to local media (including honor roll and other awards), and other announcements, George West ISD has designated the following information as directory information:

- Student Name
- Address
- Date of Birth
- Most recent school previously attended
- Photograph
- Grade level
- Telephone listing
- Weight and height of member of an athletic team
- Dates of attendance
- Honors and awards received
- Participation in officially recognized activities and sports

Directory information identified only for limited school-sponsored purposes remains otherwise confidential and will not be released to the public without the consent of the parent or eligible student.

Parent: Please circle one of the choices below:
I, parent of ______________________________ (student’s name),
• do give
• do not give

the district permission to use the information in the above list for the specified school-sponsored purposes.

Parent signature ______________________________ Date __________________

(Directory Info. Continued on the next page!)
DIRECTORY INFORMATION Continued

For NON-school related purposes, George West ISD has designated the following information as directory information:

- Student’s name
- Address

Parent: Please circle one of the choices below:

I, parent of _____________________________________ (student’s name),

- do give
- do not give

the district permission to release the information in this list in response to request unrelated to school-sponsored purposes.

Parent signature ________________________________

Date ____________________

Federal law requires that the district release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary school students enrolled in the district, unless the parent or eligible student directs the district not to release information to these types of requestors without prior written consent. [See Release of Student Information to Military Recruiters and Institutions of Higher Education on page 11 for more information.]

Parent: Please circle one of the choices below:

I, parent of ______________________________ (student’s name),

- do give
- do not give

my child’s name, address, and telephone number to a military recruiter or institutions of higher education upon their request without my prior written consent.

Parent signature ________________________________ Date __________________________
APPENDIX V: Corporal Punishment 2018-2019

(George West Junior High)

Please circle “yes” or “no” for each item in ink, sign below, and return this form to school.

I will allow corporal punishment to be used on my child.    YES    NO

I am interested in serving on the campus Site-based Decision Making team.    YES    NO

Signature of parent: _______________________________  Date: _____________