

Taylor High School

2023-2024 Student & Parent Handbook

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<http://ths.taylorisd.org>



Taylor High School Vision...

Intentionally Empowering the Whole Child

Taylor High School Mission...

Inspire, Equip, and Empower every student to achieve their unique potential.

Taylor ISD Core Values...

Excellence in student outcomes ~ Exceptional workplace climate

Quality customer service ~ Efficient financial stewardship

**Matthew Wamble - Principal
Alisia Longoria - Associate Principal R-Z
Lauren Pruitt - Assistant Principal G-Q
Sean Schobinger - Assistant Principal A-F**

**Kari Schroeder – Counselor A-F
Laurie Morris – Counselor G-Q
Dana Bushong - Counselor R-Z**

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SECTION I: TAYLOR HIGH SCHOOL LINKS FOR SUCCESS:

CONTENT	LINK
Taylor ISD Website	https://www.taylorisd.org/
Taylor High School Website	https://www.taylorisd.org/Domain/14
23-24 District Calendar	https://www.taylorisd.org/Page/1903
Athletics Calendar	https://www.taylorisd.org/domain/129
Parent Self Serve	https://taylor.teams.hosting/selfserve/EntryPointHomeAction.do?parent=true
Your Voice	https://www.schoolobjects.com/forms/public/welcome.aspx?fid=1e96c116-71ad-471d-a21a-ab231a80e3c8&orgid=58bbef70-4b34-4ee3-a77e-b628c3fb9b9a&did=f50f1984-7016-4f63-9487-b70a333fc6d9



TAYLOR HIGH

DAILY BELL SCHEDULE

1st Period	8:30-9:15
2nd Period	9:20-10:10
Homeroom	10:15-10:45
3rd Period	10:50-11:35
A Lunch/4th Period	11:35-12:05/12:10-12:55
4th Period/B Lunch	11:40-12:25/12:25-12:55
5th Period	1:00-1:45
6th Period	1:50-2:35
7th Period	2:40-3:25
8th Period	3:30-4:15

PEP RALLY SCHEDULE

1st Period	8:30-9:10
2nd Period	9:15-9:55
Homeroom	10:00-10:30
3rd Period	10:35-11:15
A Lunch/4th Period	11:15-11:45/11:50-12:30
4th Period/B Lunch	11:20-12:00/12:00-12:30
5th Period	12:35-1:15
6th Period	1:20-2:00
7th Period	2:05-2:45
8th Period	2:50-3:30
Pep Rally	3:30-4:15

2023-2024 #COMMITTOTHET

DUCKS

BELL SCHEDULE

SECTION II: INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is conveniently organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Should you be unable to find the information on a particular topic, please contact the campus at 512-352-6326.

ABSENCES/ATTENDANCE

See district handbook for detailed explanation of Absences and Attendance.

Absences & Extracurricular Activities

Students who miss class work for approved co-curricular or extracurricular activities are expected to complete any work missed.

Minimum School Day – Students must be in school or at a school sponsored activity for at least 4 hours in order to participate in or attend a school activity that day after school hours.

College Day – Juniors and Seniors are allowed to take two days to visit a post-high school education institution of their choice. College day absences (including attendance at college special events) must be approved in advance by the Principal. Students must be passing to be eligible. Juniors and Seniors shall be responsible for informing their teachers of their visitation date(s) and are required to bring verification from the institution visited.

Driver's License Attendance Verification

To obtain a driver's license, a student between the ages of 16 and 18 must provide to the Texas Department of Public Safety a form obtained from the school in which the student must meet the outlined criteria established by the Texas Department of Public Safety.

ACADEMIC PROGRAMS

The school counselor provides students and parent's information regarding academic programs to prepare for higher education and career choices. Please reach out to your counselor with any questions.

AWARDS AND HONORS

Academic Awards

Academic Awards will be held during Spring semester. This ceremony is where we can publicly recognize those students who, based on their grades, citizenship and participation in class, deserve recognition.

National Honor Society

- **Membership:** Membership in the National Honor Society is both an honor and a responsibility. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, service, leadership, and character by which they are selected. Members of a National Junior Honor Society at the middle school who move to high school do not automatically become members of the National Honor Society. Ninth graders are not eligible for membership in the National Honor Society; membership is reserved for sophomores, juniors and seniors.
- **Selection:** Students may not apply for membership in the National Honor Society. Membership is granted only to those students selected by the faculty council. A student is eligible for consideration by the faculty council should he/she has earned a cumulative average grade of 90 or an average grade that can be rounded to a 90. At this point the selection process precedes as follows:

1. Each eligible student is presented a letter requesting that the student present to the chapter advisor lists of his/her active memberships in at least three school, civic or church organizations and his/her involvement in at least two service projects within the last year on a Student Activity Information Form.
 2. From those students who respond by completing the Student Activity Information Form, a rating form is prepared containing the name of each eligible student. This form is presented to the faculty. Faculty members are asked to rate these students in terms of character, leadership and service on a scale of one to four. Faculty members may have these students in class, know them from the students' involvement in clubs and organizations, or have been involved with the student in the context of a school activity. A faculty member may also decline to rate one or more of the students on the form.
 3. Students who achieve a cumulative rating of 3.5 or better after the lowest rating in each category has been dropped are presented to the Faculty Council for final selection.
- **Disciplining Members.** A member is never automatically dismissed for failing to maintain standards. In order for a member to be dismissed, reprimanded or placed on suspension, a hearing must be conducted by the faculty council. Members should understand fully that they are liable for disciplinary action if they do not maintain the standards of scholarship, leadership, service, and character that were used as a basis of their selection. They should also be informed that they are allowed limited warnings during their membership, but that in the case of a flagrant violation of school rules or civil laws, a warning is not necessarily required for dismissal. **Furthermore, a student who is dismissed or who resigns may never again become an Honor Society member. For this reason, faculty councils should use dismissal sparingly.** Other acceptable disciplinary measures include:
 1. Letters of warning and/or reprimand.
 2. Suspension of chapter privileges of membership for a period of time.
 3. Request that the student receive special counseling.

The chapter adviser is responsible for the periodic review of standing members' compliance with National Honor Society standards. The adviser should inform the errant member in writing of the nature of the violation, the time period given for improvement, and the possible consequence of non-improvement. It is helpful to both students and the adviser to follow the letter with a conference. If the student does not make the improvement in the specified time, that student is liable for whatever disciplinary measures are considered appropriate by the faculty council.

Should it become necessary to convene a hearing to consider disciplinary action, the student will be notified in writing of the violation and the possibility of dismissal. A parent/guardian may be present with the member but the primary focus of the hearing should be to allow the member to present his or her case. If a member is dismissed, written notice of the decision should be sent to the member, his or her parents and the principal. The member must then surrender the NHS emblem and membership card to the chapter adviser. If the student is unwilling to do this, the matter should be treated as a school disciplinary matter.

The dismissed member may still appeal, under the rules that govern disciplinary appeals in the Taylor Independent School District following the normal channels for an appeal process. The National Council and the NASSP shall not hear or make any decisions regarding appeals in dismissal cases.

Silver Cord

Taylor High School, in an effort to provide students with opportunities to develop to their fullest potential and to become valuable contributors to society, initiated the Silver Cord Service Program. It is our belief that students who interact positively within their community not only will benefit the community but also will develop their own leadership and citizenship skills. To encourage and reward volunteerism and

community service, the Silver Cord program will recognize students each year who have made significant contributions to the community through their service.

Seniors who have completed a minimum of 160 hours of approved service during their four years at THS will be awarded a silver cord and will be recognized during the graduation commencement ceremony. While it is suggested and highly encouraged that students complete 40 hours of approved service each year to reach the 160 total hours, students may accumulate their 160 hours in varying amounts during their four years at THS. Additionally, underclassmen that attain a minimum of 40 hours of approved service during a school year will be awarded a certificate and will be honored during the annual Spring Awards Assembly.

A log of student completion of approved service activities will be maintained for all students by an assigned staff member. To constitute an approved area of service the following criteria must be met:

- The approved service hours must be attained during non-school time.
- The approved service hours must be completed for non-pay.
- The approved service hours from any one project or area may not exceed more than 40 hours.
- The approved service hours must be approved by the faculty advisor before being undertaken.
- The approved service hours must be submitted to the advisor with appropriate documentation.

For any student interested in being a part of this program or for more information please contact John Matthews who works with Taylor I.S.D. Family Services at 352-3910.

Superintendent's Scholars

Taylor ISD and the Superintendent of Schools will recognize students annually based on high academic performance.

The Superintendent's Scholar requirements must include all of the following:

1. To be eligible, each semester, the recipient must be enrolled in four of the classes listed below, of which two shall be upper-level courses (Pre-AP, AP, Honors, Dual Credit). Upperclassmen may be eligible for an exception if they have met the graduation requirements in prior semesters referenced in the chart below.
2. Each recipient must qualify in the four "select" classes with at least a 95 semester average in each regular class and a 90 (no points added) in each PAP, AP, Honors, or Dual Credit class. No six-week/nine-week grade lower than 85 is allowed in any class taken during the semester for which the student qualifies.
3. Each recipient must be in good standing. A student with a disciplinary issue that results in an out-of-school suspension, an assignment to the Taylor Opportunity Center DAEP or an assignment to the Juvenile Justice Alternative Education Program (JJAEP) will be disqualified.
4. Qualified summer dual credit courses taken prior to the school year may be counted for the following year.

5. Calculations for the fall semester will be based on the semester average. Calculations for the spring semester will be based on grades available at the end of the 5th Six-Week grading period, 3rd Nine-Week grading period and/or Mid-Term grades for dual credit courses.

*ENGLISH LOTE	HISTORY	*MATHEMATICS	*SCIENCE
English I	World Geography	Algebra 1	Biology Spanish I ASL I
English II	World History	Algebra 2	Chemistry Spanish II ASL II
English III	US History	Geometry	Physics Spanish III ASL III
English IV	Government Economics	Pre-Calculus Calculus Statistics Ind. Study in Math	4 th year credit Science as defined by TAC Chapter 74 Spanish IV ASL IV
*Any additional advanced coursework that would count as a 4 th year credit as defined by the State Board of Education.			

CLASS SCHEDULES

Taylor High School course selection for the upcoming school year begins in January. Students are asked to make their choices carefully. Teacher initiated schedule change requests must be made within the two weeks of the semester and be based on an academic rationale.

Honors courses are intended to be rigorous and prepare students for passing the AP exam. Following these requirements will help prepare students for college readiness.

Students must sign up for 8 classes each semester with the following exceptions for Juniors and Seniors:

- Seniors who have passed all STAAR tests and who may have no less than 26 credits to graduate at the end of the Spring semester will be allowed to enroll in only 7 classes during their Senior year.
- Seniors who have not passed all STAAR tests may be assigned to mandatory STAAR tutoring sessions until they have passed all STAAR tests and may be enrolled in no fewer than 7 classes per semester.
- Seniors who need less than six credits to graduate, have passed all STAAR tests **AND** have an extenuating circumstance that would necessitate them working during part of the school day may fill out a request to attend a partial school day. This request will be reviewed by a panel made up of the high school principal, classroom teacher and a counselor. The official request will also include a statement outlining the financial need that the student has and why he/she needs to work during part of the school day. This request must be signed by both a parent and the student's employer.

- Juniors who have passed STAAR English I, STAAR English II, Algebra I, and Biology and who have sufficient credits may be allowed to only be enrolled in 7 classes during their Junior year.
- While on campus during school hours, students will be in class or under teacher supervision. Students not supervised and without Administration's permission to be in common areas will be subject to disciplinary action as truant.

CLOSED CAMPUS DURING LUNCH

Taylor High School has a closed campus during lunch. Students are not allowed to leave the campus for lunch, and students that go off campus during lunch will be subject to disciplinary consequences. Parents are allowed to pack student lunches or can bring lunch to the school for their child only. Students that are caught eating a lunch provided by anyone other than their Parent or Guardian will have that lunch confiscated. Parents that bring lunch to the school will need to check in at the office, and then will be allowed to walk the lunch down to the cafeteria.

Students are not allowed to have food in the classroom or any other area other than the cafeteria during their assigned lunchtime. The only exceptions will be with the Principal's approval. Party foods such as cupcakes, cookies or brownies are not allowed.

COLLEGE CREDIT COURSES

Dual Credit courses enable a high school student to take college course(s) for both high school and college credits or for college credit only. Students are able to take these classes during the school day, in the evening, or during the summer at local community colleges. In addition, students may also be awarded credit toward high school graduation for completing a college-level course in an accredited college or university that is not in a partnership program with the District.

To be eligible to get credit for college courses a student must:

1. Complete an application packet for dual credit (must have Taylor High School counselor's signature).
2. Provide an official copy of the THS transcript showing state standardized test results.
3. Provide TSI scores or show exempt status (Temple College offers TSI waived certificate programs that do not require TSI test scores.)
4. Be enrolled as a student at THS.
5. Upon graduating from THS, students must provide Temple College and/or TSTC with an official high school transcript in order to complete their admissions file so that transcript can be sent to other colleges.

Assemblies

Taylor High School students will demonstrate courteous behavior in school assemblies. Students will be expected to be quiet and attentive to the person(s) presenting the program. Appropriate and respectful behavior is expected. Shouting, inappropriate laughter, calling students' names, or any other rude, disrespectful or disruptive noises, actions or comments will result in the student being removed from the assembly, disciplinary action, and assembly privileges being revoked.

Honors Courses

Honors (Pre-Advanced Placement and College Board Advanced Placement) courses are designed to prepare students for college level work and for the Advanced Placement Exams that give students the opportunity to receive college credit. **Students enrolled in an Advanced Placement course, who have earned a grade of 80 or better, are strongly encouraged to take the Advanced Placement Exam for that subject.** College Board allows school districts to apply for a fee reduction waiver for those students

who qualify for free/reduced lunch. All other students will be required to pay the full price for each exam. To offset the full cost, Taylor ISD will contribute funds to assist with the cost of the exam for the 2023-2024 school year. Students should contact the school counselor for more information and to register for AP exams in March.

Typically, successful Honors students are task oriented, proficient readers, able to prioritize their time and have parental support for the advanced level of work they are expected to accomplish. Honors courses are different from the regular high school courses in that they are taught with college-level curricula and with college-level texts and materials. Final exam exemptions for Honors courses will be based on the process outlined in the Student Handbook that applies to all courses.

Students in Honors classes who make a grade below 70 for the first six weeks may be required to have a conference with the counselor and the teacher to discuss strategies for success in the Honors program. At the end of the first six weeks, students who have made a grade below 70 for the second time may be removed from the Honors class.

DRESS AND GROOMING

If a student wears inappropriate clothing and a parent is unavailable or cannot provide a change of clothing in a timely manner, the student will change into appropriate clothing if available from the front office or go to ISS for the day.

2023-2024 DRESS AND GROOMING

The district's dress code is established as a guideline to 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:

Safety Awareness

- Hats, caps, bandanas, towels, jacket hoods, or any type of headwear will not be permitted in the school building. *Hats may be worn on designated days throughout the week. (**must have access to facial recognition**)*
- Clothing or accessories, including backpacks, with pictures, emblems, or writing that are lewd, vulgar, obscene, offensive, suggestive or that promote tobacco products, alcoholic beverages, gangs, weapons, drugs or any other substance, will not be permitted.
- Sunglasses are not permitted.
- No trench coats shall be worn unless deemed appropriate due to weather conditions.
- Apparel or accessories that have visible safety pins or pointed parts/objects are prohibited. Chains, other than what would reasonably be considered jewelry, are prohibited. Chains that are attached to wallets or chains that are excessive in size or quantity will not be allowed.

Appropriate Student Attire

- Tops must be worn that no midriff is showing at any time. **Must extend past the top of the waistline.**
- Pants should reach the natural waistline. Sagging pants are not allowed. Undergarments may not be exposed at any time.
- See-through clothing is not allowed.
- Tattoos with pictures, emblems, or writing that are lewd, vulgar, and obscene or offensive

- must be covered.
- Shoes shall be worn at all times. Shoes should be appropriate for identified physical and instructional activities. Shoes with taps, wheels, lights, house shoes/house-slippers are not allowed on campus.
- Dresses, skirts and shorts that are at thigh level may be worn.
- Spaghetti straps, tube tops, halter tops, strapless, or backless will not be allowed.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

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

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class (other than an advanced placement or international baccalaureate course) or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a language other than English—may not participate in extracurricular activities for at least three school weeks.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse.
- 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.

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

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

Offices and Elections

Club Officers – Limitations on Elected Positions

In order to ensure that students are able to carry out student club/organization officer positions with quality, the following limits have been established:

- 1) A student may serve as president of no more than two student clubs/organizations; and
- 2) May hold no more than four student clubs/organizations officer positions (any rank combination).

Groups, Organizations, & Clubs – Student Conduct

Student clubs and performing groups such as band, choir, dance, academic, cheerleader, and athletic teams may establish additional rules of conduct and consequences for behavior that are stricter than those for students in general. These rules must be approved by the principal. If a violation is also a violation of school rules, the consequence specific to the school shall apply in addition to consequences specific to the organization. No school organization or out-of-school organization may have initiation activities or haze students.

Athletic Program

Athletics is a means by which students can express their physical and mental talents and contribute to the school community. The Athletics Program plays a vital part in the cultivation of school spirit and individual student success—both in the classroom and on the field. Students interested in participating in athletics are encouraged to visit with any one of our Taylor High School coaches. Athletes, please remember that you are a student first and must maintain eligibility in order to play any sport in TISD. The Athletic Director's office is located at Taylor High School.

Homecoming King, Queen, and Court

The process for the selection of the Homecoming King, Queen and Court established by the Student Senate are as follows:

Nomination Process

- Each club will be allowed to nominate one senior girl and one senior boy as their nominees for Homecoming Queen and King.
- Each club will send the name(s) of its nominee(s) to the Student Senate Advisors one calendar week before Homecoming.
- If a club does not have a senior girl and /or a senior boy, that club may not make a nomination for Homecoming Queen and/or King.
- If a student is nominated by more than one club, those clubs will allow no alternate nominations.
- The Senior Class will also nominate one girl and one boy as their nominees for Homecoming Queen and King by a popular vote.
- A minimum of eight (8) girls and eight (8) boys will be required for the nominees for Homecoming Queen and King. In the event that eight girls and eight boys are not nominated by the procedure described above, the nominees will be filled by those students earning the next highest vote totals from the Senior Class nomination ballot so that there are eight girls and eight boys rounding out the list of nominees.
- Each club will determine their own manner of selecting candidates for Homecoming Queen and King.

Selection of Homecoming Queen and King

- The Homecoming Queen will be selected by popular vote of the entire student body from the nominees. The Homecoming Queen will be the girl nominee receiving the most popular votes.
- The Homecoming King will be selected by popular vote of the entire student body from the nominees. The Homecoming King will be the boy nominee receiving the most popular votes.

Underclassman Court

- The Freshman Class will elect a Princess and Prince by popular vote. The Freshman Class Princess and Prince will be from the Freshman Class and must be a first year freshman.
- The Sophomore Class will elect a Princess and Prince by popular vote. The Sophomore Class Princess and Prince will be from the Sophomore Class and must be a first year Sophomore.

- The Junior Class will elect a Princess and Prince by popular vote. The Junior Class Princess and Prince will be from the Junior Class and must be a first year junior.

Students in Good Standing

All students selected to represent Taylor High School in honorary positions such as the Homecoming Court and the Prom King and Queen must be students in good standing. A student with a disciplinary issue that results in the student receiving an out-of-school suspension (one to three days), an assignment to the Taylor Alternative Learning Center (TALC) or an assignment to the Juvenile Justice Alternative Education Program (JJAEP) will be disqualified.

Letter Jacket Requirements

Students may earn a letter jacket in the following extracurricular activities:

- | | |
|---------------------------------|--------------------------------------|
| - Athletics | - Academic Decathlon |
| - Band | - Special Olympics |
| - Choir | - Career and Technology Competitions |
| - U. I. L. Academic Competition | - Cheerleading |
| - One-Act Play | - Hi-Steppers |

Students may be presented with only one (1) letter jacket during his/her entire high school career. Students may purchase additional patches that indicate the event and level of competition with the approval of the coach, sponsor and/or the U.I.L. coordinator.

The eligibility criterion to receive a letter jacket varies with the different sports. See the Athletic Handbook for the specific requirement for each sport.

The criteria for lettering in Band and Choir are as follows:

1. A student must be a senior band/choir member in good standing, and,
2. A student must participate at all band/choir activities designated by the director (football games, sectionals, concerts, clinics, contests, unless excused by the director), and,
3. A student must maintain a “B” average during the school year in band/choir, and,
4. A student must have no citizenship grade less than satisfactory (“S”) in band/choir, and
5. Any student earning a chair in the ATSSB or TMEA All-State Band/Choir, or receiving a Division I rating (superior) on a memorized Class I solo or ensemble at the U.I.L. Solo and Ensemble Contest will automatically letter.

The criteria for U.I.L. Academic Competition is as follows: Any student who advances to compete at the Regional level of competition is eligible to receive a letter jacket. In addition, any student who has participated in U.I.L. Academic District competition in at least three (3) U.I.L. Academic events at the District level within two (2) years will be eligible to receive a letter jacket for U.I.L. participation.

The criteria for U.I.L. One-Act Play Competition are as follows: Students participating in the U.I.L. One-Act Play are varsity members of the Taylor High School theater department. Students participating as a Company member (cast, crew, or alternate) of the U.I.L. One-Act Play will receive a jacket (or patch if jacket has previously been awarded) for two years of participation. Advancing to UIL State OAP is an automatic jacket or patch for participating Company members (cast, crew, or alternate).

The criteria for lettering in Academic Decathlon and Destination Imagination is as follows: Any student who is a member of the Academic Decathlon or Destination Imagination team and participates at

the Regional, State and/or National level shall be eligible to receive a letter jacket (or patch if a letter jacket has previously been awarded).

The criteria for lettering in one of the Career and Technology organizations (DECA, HOSA, FFA, BPA, VICA) is as follows: Any student who competes two years at the district or area level or who competes at the state and/or national level will be eligible to receive a letter jacket.

The criteria for lettering in Hi-Steppers is as follows: Any student who competes as a Hi-Stepper for at least one year and remains in good standing is eligible to receive a letter jacket at the beginning of the junior year. Students, who compete as a Hi-Stepper only during their senior year and remain in good standing, become eligible for a letter jacket at the end of the Fall Semester.

The criteria for lettering in Cheerleading are as follows: Any student who competes as a Varsity Cheerleader and/or on the Competition Squad for one year and remains in good standing is eligible to receive a letter jacket. Students who compete as a Cheerleader only during their senior year and remain in good standing become eligible for a letter jacket at the end of the Fall Semester.

Student Senate

The Taylor High School Student Senate's purpose is to establish and maintain a line of communication between students, faculty, and administration. The Senate shall also coordinate all school and club activities in order to promote a well-balanced program. These activities include all elections, the Homecoming festivities, selection of class favorites and the crowning of the Homecoming king and queen.

The Senate shall be composed of four representatives, two boys and two girls, elected by the students from each class. Presidents of all classes and clubs shall automatically be members of the Senate. The Senate shall be organized as soon as possible during the beginning weeks of the school year. Senators should have membership for that school year. The Senators' grades should comply with the U.I.L. rules. A senator who fails to maintain appropriate grades will be allowed the opportunity to re-establish their status within the next three weeks. Failure to regain eligibility would result in suspension and his/her replacement. All Senators will sign and abide by the Code of Conduct.

The Student Senate officers shall be: President, Vice President, Secretary, Treasurer, Reporter, and Parliamentarian. The election of all officers shall be held at the end of the school year. Meetings are held on the first Tuesday of each month, and are open to students and faculty. Senators missing two meetings without a valid excuse will receive a warning from the Parliamentarian. Should the member miss one more meeting without a valid excuse, the member shall be removed from the Senate and replaced by someone chosen by the members of his class or club.

Taylor ISD Secondary Grading Guidelines

Philosophy/Purpose

In Taylor ISD, our grading philosophy is to ensure assignments are aligned to student expectations as per the Texas Essential Knowledge and Skills, and that assignment and course grades show student mastery level in relation to the standard.

Grading Standards

- Minimum number of grades: 3 Major grades, 6 Minor grades. Minor grades should support the content, and serve as practice for major grades.
- Grades must be entered within a calendar week. A weekly standing checkpoint will be set by campus administration.
- No single class assignment, test, homework assignment, or project should count so heavily that it results in student failure for the six weeks.
- Numerical grades are given in all subjects:
 - A (90-100); B (80-89); C (70-79); F (Below 70)
- The grade requirement for Honor Roll is as follows:
 - All A-Honor Roll: All 90's or above
 - A-B Honor Roll: Combination of 90's and 80's with no grade below 80
- Grades must not reflect attendance or classroom behavior.
- Teachers needing to make a grade change must complete a Grade Change Request Form stating the reason for the change. All grade changes must be approved by an administrator.

Grading Weights

Secondary Grade Calculation:

60% Major (Assessment) - Tests, Labs, Projects, Essays, Summative Assessments

40% Minor (Practice) - Daily, Homework, Formative Checks

Missing/Late Work

This policy represents the most strict guidelines that can be imposed; however, teachers can be less strict considering extenuating circumstances of students and using teacher discretion.

Late Work Guidelines for Minor (Daily) Grades:

Late work is defined as any assignment that is not turned in at the announced due date and time. Late work submissions must be good-faith efforts at the assignment; trivial attempts at assignments will not be accepted or graded. If a student turns in classroom assignments after the assigned time the grade will be posted as “missing” and the following guidelines followed:

- No more than 2 late assignments turned in without penalty. Late is considered up to 1 week.
- Subsequent assignments submitted after the due date do not have to be taken for a grade. Teacher discretion applies for extenuating circumstances.

Late Work Guidelines for Major Grades:

1 day late – graded on a maximum scale of 90

2 days late – graded on a maximum scale of 80

3 days late – graded on a maximum scale of 70

If a student is present but does not attempt an in-class exam, the student will receive a zero and the Make-up Policy will go into effect.

State law provides that a test or course grade issued by the 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).

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).

Absences

Students will have three days to make up work assigned on the day(s) they were absent.

Failure to make-up work within the given time period results in a grade of zero. Teacher discretion may apply in extenuating circumstances.

Re-Takes:

For failing major grade assignments, the student will be allowed to retake or redo the assignment within the 3 week grading period. An alternative assignment may be given as deemed appropriate by the teacher. During that 3 week grading period, the student will attend a tutorial session for additional instruction. A grade up to a 70 on the retake/alternative assignment may be recorded. Additional flexibility of timeline and grading may be considered at the teacher's discretion.

Semester Exams & Exemptions

Semester exams will be weighted 15% for all high school courses at all grade levels. Only course Finals are eligible for exemption.

Exemption Criteria

Grades 9 – 11: A student who meets the following criteria may be exempt up to four non-AP course classes.

- A minimum grade of 90 for the semester,
- OR**
- A minimum grade of 80 for the semester
- No more than three absences* in the class
- No ISS or DAEP placement for the semester
- Enrolled a minimum of one full grading period

Grade 12: A senior may be exempt from an unlimited number of non-AP courses if he/she meets the following requirements in the course.

- A minimum grade of 90 for the semester
- OR**
- A minimum grade of 80 for the semester
- No more than three absences* in the class
- No ISS or DAEP placement for the semester
- Enrolled a minimum of one full grading period

AP Courses: A student who is enrolled in an AP class must have no more than three absences* and take the AP exam to exempt from the final exam.

Dual Credit Courses: A student who is enrolled as a dual credit student must complete the required college syllabus standards including, but not limited to, taking the applicable final exam.

Articulated Courses: A student who is enrolled in College Prep English or College Prep Math must complete the required college syllabus standards including, but not limited to, taking the applicable final exam and/or portfolio.

Absences associated with religious holy days, documented health-care appointments in which the student returns to school on the same day, required court appearances, activities related to a student obtaining U.S. citizenship, service as an election clerk, and school-related absences are not included.

*Does not include approved school-related absences and other Exemptions to Compulsory Attendance.

Academic Dishonesty

Cheating and Plagiarism Cheating is defined as giving or receiving, and/or using unauthorized information, on any graded assignment, or submitting duplicate work for individual assignments. Plagiarism consists of representing another person's ideas or writing as one's own. Plagiarism will be considered cheating and the student may be subject to disciplinary action. Any student involved in academic dishonesty will have their assignment taken and a grade of zero given and/or disciplinary action depending on the severity of the infraction.

Examples of Violations include, but are not limited to the following:

- Plagiarism – using the words or ideas of another as if they were one's own without giving the author or creator credit through proper documentation or recognition, as through the use of footnotes.
- Using unauthorized sources in the preparation of your work.
- Copying from another student's exam, paper, or assignment.
- Revealing the content of an exam to students in other classes who have not yet taken the exam.
- Use of materials not authorized during a test; eg., notes, textbook, notes written on any part of your body or clothing including hats and shoes.
- Submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor
- Enlisting the assistance of another to write a paper, or writing a paper for someone.
- Selling, giving, lending, or otherwise furnishing to any other person any material (homework assignments, tests, etc.), whether electronically or otherwise which can

be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor.

Eligibility Requirements Extracurricular Activities, Clubs, and Organizations

Eligibility for participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. The following requirements apply to all extracurricular activities:

- Eligibility at the beginning of the year will be based on being promoted from a lower grade.
- A student who receives at the end of a grading period a grade below 70 in any academic class—other than a class identified as honors or advanced by either the State Board of Education or by the local Board of Trustees—may not participate in extracurricular activities for at least three school weeks. Students determined ineligible at the end of a regular grading period may regain their eligibility at the end of a three week grading period plus seven calendar days. To regain eligibility at the three-week interval a student must be passing all subjects including the one causing him/her to be ineligible.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- Ineligible students may practice with the team, but must not travel with or participate in UIL competition or public performance until they are declared eligible according to UIL rules and regulations.

Extracurricular Activities Suspension Waiver

A student may be exempt from a suspension from participation in extracurricular activities due to failure to earn a grade of 70 or more in a College Board Advanced Placement course or high school/college concurrent enrollment course and/or district designated honors courses. This provision is provided in the Texas Education Code 33.081© and (d) which states the following:

“A student who is enrolled in a school district in this state and who participates in a University Interscholastic League competition shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the school district or the University Interscholastic League after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors or advanced class. A suspension continues for at least three weeks and is not removed during the school year until the conditions of Subsection (d) are met. . . . The principal and each of the student’s teachers shall make the determination concerning the student’s grades.”

Students are limited to two waivers per semester per class. All College Board Advanced Placement courses, Honors Courses, and International Baccalaureate courses, and high school/ concurrent enrollment classes that are included in the “Community College Academic Course Guide Manual (Part One)” in the following disciplines are the classes identified as advanced by the State Board of Education:

- English Language Arts
- Fine Arts including Honors Art
- Languages Other than English, Levels IV – VII
- Mathematics including Trigonometry, Elementary Analysis, Pre-Calculus, Calculus, Linear Algebra, Statistics
- Science including Honors Biology, Honors Chemistry, and Honors Physics
- Social Studies including U. S. History, American Government and Politics, Macro-Economics

In addition, Taylor I. S. D. has designated the following courses as honors courses for which a student may receive a waiver.

- Honors English I and English II
- Honors Languages Other than English – Spanish III, Latin III
- Honors Mathematics – Algebra II, Geometry, Independent Study in Math, and Pre-Calculus
- Honors Social Studies – World Geography, World History and Honors Social Studies I, II, III (Academic Decathlon)
- Honors Science – Biology, Chemistry, Physics

Mid-Year Graduation

Mid-year graduates may be considered for local scholarships awarded in the spring, provided they fill out the Local Scholarship Application form. All mid-year graduates may pick up their diplomas the 2nd week of January.

Summer Graduation

Students who graduate during the summer may be considered for local scholarships awarded in the Spring. All summer graduates may pick up their diplomas the 1st week of September.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a senior student who successfully completes state and local credit requirements for graduation but fails to perform satisfactorily on the exit-level tests.

Graduation Activities

Graduation activities will include:

- Graduation Practice (required)
- Baccalaureate Ceremony (optional)
- Graduation Ceremony (required)

Graduation Expenses

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

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness) - End of Course (EOC) Assessments Grades 9-12

Beginning with 9th graders, End of Course (EOC) assessments will be administered for the following courses:

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

Satisfactory performance on the applicable assessments will be required for graduation.

A student who does not achieve the Recommended Level II score on any individual STAAR EOC assessment will be required to retake that assessment.

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

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

Technology

It is important for students to develop appropriate and considerate habits concerning the use of electronics in today's society. With this in mind, Taylor High School wants students to learn good digital citizenship and etiquette.

Students will be issued an Apple device at the beginning of each school year. The device is property of Taylor Independent School District, and the student is 100% responsible for loss of, theft of, and/or damages to the computer. If it is lost due to neglect, the student will face disciplinary action.

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during instructional time, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event. If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Vehicles on Campus

Vehicles parked on school property are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.] If a vehicle does not have a current parking sticker, parked in somebody else's reserved senior parking spot, or is parked illegally, that vehicle will be subject to tow at the owner's expense.

Special Education Referrals

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

Nondiscrimination Statement

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the Assistant Secretary for Civil Rights of the Department of Education, or both. Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Clarissa Rodriguez, Assistant Superintendent of Teaching & Learning, 3101 N. Main Street, Suite 104, Taylor, TX 76574, 512-365-1391 ext 1031, crodriguez@taylorisd.org. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

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

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Jodi Witt, 3101 N. Main Street, Suite 104, Taylor, TX 76574, 512-365-1391.
- For all other concerns regarding discrimination, see the superintendent.

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

Taylor High School

Parental Involvement Guidelines 2023-2024

Taylor High School recognizes that a child's education is a responsibility shared by the school and family all through the child's school career. We support the goal of the school being responsible for educating all students effectively with the school and parents working as knowledgeable partners. We also know that cultural diversity is important, and that parents with diverse cultures are an integral component of the school's ability to provide for the educational success of students. Consequently, the engagement of parents is essential to improve student achievement; therefore, Taylor High School will foster and support parental involvement.

Taylor High School is a school where students, parents, families, and staff are respected, welcomed, honored, and feel connected as we work together to increase student achievement. Our Parent Involvement Plan is a part of our overall school improvement plan to increase student achievement in all academic areas. Research proves that parent involvement increases student achievement. Parents of students of all grade levels will be included in a variety of comprehensive and coordinated activities that encourage active parental involvement. Recognizing that communication between home and school should be regular, two-way, and meaningful,

Taylor High School will:

A. Provide information to the parents in both English and Spanish about:

1. The school's parental involvement program.
2. The recommended role of the parent, student, teacher, and school
3. Ways for the parents to become involved in the school and his or her child's education.
4. Activities planned throughout the school year to encourage parental involvement.
5. A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal.
6. A calendar of scheduled school events which parents are encouraged to attend.

B. Schedule parent teacher conferences at parent request..

C. Plan and engage in activities which will be beneficial in encouraging communication with parents while promoting responsible parenting.

1. Purchase parenting books, magazines and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials to review.
2. Create a school newsletter to be distributed to all parents.
3. Send home a monthly calendar of scheduled school and class events.
4. Teachers send home communication through weekly classroom newsletters.
5. Create a parent center and update as funds become available.

D. Acknowledge that parents play an integral role in assisting student learning. To help parents assist students, Taylor High School will schedule regular Parent Involvement evenings where parents are given a report on the state of the school and an overview of curriculum, assessment, expectations of both parents and teachers, and how parents can assist and make a difference in his or her child's education.

1. Schedule Benchmark and Assessment Nights.
2. Schedule an Open-house meeting for parents the week before school begins.

E. Welcome parents into Taylor High School.

1. Give the parents our policy, which encourages parents to:
 - a. Visit a child's classroom during regular school hours and scheduled events.
 - b. Pick up a child if necessary either outside the school building at regular pick-up places or through a checkout system in the office.
 - c. Visit with the counselor/and or principal regularly or if a need arises.
2. Publish a volunteer resource book that lists and matches the interests and availability of volunteers to school staff members. The survey that shows parental interests, frequency of wish to participate (may be only once a year), and listing options for those available to work at home will be included.
 - a. A volunteer sign-in sheet in the resource book will be located in the outer office.
 - b. Parents entering the building will be encouraged to volunteer their services.
 - c. The resource list and survey will be included in the resource book.
3. Make available statements to the school district's commitment to parental involvement by including such statements in the Taylor High School handbook that is given to every child at the time of the child's entry in the school each year.

F. Recognize that a parent is a full partner in the decisions that affect his or her child and family by publishing the school's process for resolving parental concerns (defining the problem, the chain of command, and how to develop solutions) in the Taylor High School's handbook.

1. Parental conferences will be scheduled at times agreed upon by the parents, teachers, and or principal.
2. Include parents on the handbook committee to review and update the handbook annually.
3. Extra copies of the handbook will be distributed upon requests.
4. Extra copies of the handbook will be distributed upon requests.

G. Recognize that community resources strengthen high school programs, family practices, and student learning and will take advantage of community resources.

1. A parent advisory commission made up of alumni parents and current parents will be established to provide advice and guidance for school improvement.
2. Work with community/business members to help with and promote activities within the school to strengthen school programs, family practices, and student learning.

- Ask for volunteers to visit classrooms.
- Ask for monetary or human resource support for activities/programs.
- Ask for referral services
- Publish partners of Taylor High School in our newsletters and in the newspaper.

H. Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district by including parents in the Campus Improvement plan, Title I plans, handbook revisions. Parent evaluation surveys will be disseminated at the end of each year and will be included as a part of the school/district evaluations of programs.

I. The principal of Taylor High School will designate one certified staff member that is willing to serve as parent facilitator to organize meaningful training for staff and parents promoting and encouraging a welcoming atmosphere to parental involvement.

1. Designate a certified staff member at the beginning of the school year.
2. Show parental involvement as an asset to the school.

J. Taylor High School will annually review and update the parental involvement plan and provide it to the superintendent.

Taylor High School
STUDENT-PARENT-SCHOOL COMPACT
Parent Involvement Checklist

Taylor High School is committed to providing students with the opportunity to build and increase their self responsibility and self-esteem by recognizing that success is not accidental, but that it comes through planning, determination and hard work.

A student-parent-school compact has been developed that outlines how parents, students and the entire school staff will share the responsibility for improving student achievement. At New Year's, we refer to them as resolutions. A resolution is a promise to action. The THS compact addresses the student, the parent and the school with a "promise to action" agreement of specific behaviors that are necessary in order to reach education excellence.

Providing children with the opportunity for academic success is a team effort. It takes the commitment of the students, parents and the school. Please read over the compact with your child, talk about the six "promise to action" agreements under each section, sign the compact and return it with your child. We understand how important it is for all of us to work together. We hope that you will join us in steadfastly working toward academic excellence for your child by making this commitment.

STUDENT: In order to do my very best in school, I agree to the following:

1. I will respect all teachers, school staff and other students.
2. I will come to school ready to learn.
3. I will do my best with daily schoolwork.
4. I will spend time at home each day, reading and completing homework.
5. I will respect school property.
6. I will practice school/life skills so that I am a responsible, courteous and dependable student.

Student

Date

PARENT: As a parent of a THS student, in order to provide my child with every opportunity to be successful, I agree to the following:

1. I will communicate with my child's teacher on a regular basis and participate in parent activities whenever possible.
2. I will make sure my child comes to school ready to learn, attends school regularly and arrives on time.

3. I will provide my child a time for daily studying in a quiet and organized place.
4. I will work cooperatively with the school by reviewing papers and notices that my child will bring home and will respond appropriately.
5. I will listen to all principal/parent phone calls that come to my home number.
6. I will participate with the school to reinforce responsibility, courtesy and dependability qualities in my child.
7. I will register online with TEAMS and use it to check on my child's grades and attendance on a regular basis.

Parent

Date

SCHOOL: In order to give students every opportunity to be successful, we agree to the following:

1. We will provide appropriate curriculum and instruction to promote academic success for all students.
2. We will provide opportunities for parent participation in school activities.
3. We will provide a safe, orderly and nurturing learning environment.
4. We will provide a clear evaluation of student progress and behavioral performance.
5. We will teach and model school/life skills.
6. We will work cooperatively with parents toward greater student success.